

# Binsteed Childcare Services Ltd.

Inspection report for early years provision

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**Unique reference number** EY264341  
**Inspection date** 07/12/2009  
**Inspector** Alison Large

**Setting address** Binsteed Community Centre, Langley Road, Portsmouth,  
Hampshire, PO2 7PX

**Telephone number** 02392 421313

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**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Binstead Childcare Services Limited has been under new management since 2003. The provision consists of a Breakfast Club, Out of School Club, Holiday Playscheme, nursery and Pre-school. An integrated playscheme is run during the summer school holidays to include children with additional needs. The setting is open from 7am to 6pm for 51 weeks on the year. The provision operates in and within the grounds of Binstead Community Centre, which is situated in the Buckland area of Portsmouth. The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

The provision is registered for 112 children aged from birth to under eight years. There are 31 children in the early years age group on roll, of these 19 are funded for early education. Children are able to attend for a variety of sessions or for full day care. The setting is able to support children who speak English as an additional language and also children with learning difficulties/or disabilities.

Staff are appropriately experienced and qualified with some working towards further relevant qualifications. The provision receives support from the Early Years Partnership.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are welcomed into a warm and friendly setting by staff who meet children's welfare and learning needs with success. They take part in a range of activities and staff are gaining a knowledge and understanding of the Early Years Foundation Stage framework, to ensure they are implementing the learning and development requirements and meeting the needs of individual children. Systems for monitoring and evaluating the setting's practice are being started to ensure that gaps in the provision are being identified, to enable improvements to be made.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure regular emergency evacuation drills are practised to enable staff and children to feel confident of the procedure to follow
- continue to develop systems of observation, assessment and planning to fully support children's learning and development
- develop the self evaluation processes to ensure the care and education provision is systematically reviewed.

## **The effectiveness of leadership and management of the early years provision**

Children are cared for in a safe and secure environment, where daily risk assessments for the premises and equipment are completed. Children benefit from having staff who work well together as a team and share a commitment to continual improvement. Safeguarding children is a priority and staff have a good understanding of safeguarding procedures. Management and parents complete registration forms which include details of children's health needs and emergency contact details, to ensure children remain fully protected. Staff make good use of resources. The indoor and outdoor play areas are well organised which ensures that children can take part in a varied range of activities both inside and outside. All children are included and supported appropriately and the setting promotes equality and diversity.

Staff and parents have a good working partnership that ensures key information is shared between them. Parents receive information when their child first starts at the setting and parents of the babies are kept informed about daily routines and some information about the activities their children have enjoyed. The setting's management have some links with other agencies and the local authority and are aware they must develop partnerships with other providers where children attend more than one setting, although at present no children in the nursery attend another provision. A comprehensive range of policies and procedures are in place covering all areas of the provision. Staff talk kindly to the children and often question them to stimulate their thinking, problem solving or development of language. Staff and management have a good understanding of the needs of the younger children and activities are adapted to suit their age or stage of development. There are systems in place for staff to make observations and assessments of children's learning and development and these have been changed recently, to give a clearer system for staff to use. Planning is being developed based on any assessment of children's interests, capabilities or individual needs. They identify the next steps for children or enable them to make sufficient progress in their learning and development.

## **The quality and standards of the early years provision and outcomes for children**

Children are happy and settled at the setting. They can move freely between the activities, for example, gluing and sticking or building with the construction materials. They are making good progress as they take part in a varied balance of adult led activities and free-play. Children are developing independent skills, such as, putting on their coats, washing up after snack and helping to tidy up. They enjoy singing the songs they are learning for Christmas, they have good communication skills and chat happily to both one another and to adults. Children's personal, social and emotional development is well promoted. Staff make ongoing observations of the children, which are linked to the different areas of learning, and from these they identify the next steps for each child. Systems for assessment and planning are being reviewed and developed to ensure activities and learning

experiences fully support children's interests and the next steps in their learning. Younger children are supported well by staff and become confident in their daily routines.

Children thoroughly enjoy playing in the outside area. It has recently been improved to provide a range of equipment for climbing, sliding, jumping and others and children have opportunities to play outside in all weathers. They enjoy a variety of play both inside and outside. Children's safety is well protected as staff keep the doors locked and ensure that all visitors to the setting sign in and out. Risk assessments are regularly carried out and updated and children and staff take part in fire drills. However, these are not practised regularly to ensure all children and staff feel confident about the procedure they should follow in the event of an emergency.

Children are provided with milk or water to drink during the session and enjoy a range of healthy and nutritious meals and snacks which include fruit and vegetables. Children enjoy the social interaction as they sit and eat together. They are reminded about washing their hands before eating or after using the toilets, and are learning about good hygiene routines. Documentation is in place which informs staff of any health or dietary issues children may have and records are kept of accidents or any medication administered. There is a list of children with allergies in the kitchen so that staff are always aware when preparing the snack. Children demonstrate how safe they feel as they move around the setting confidently and decide when to have snack or if they want to play outside. Children's behaviour is generally good, they are learning to share and take turns and play well together. They take part in activities linked to communication, language and literacy, problem solving, reasoning and numeracy and information communication technology, to develop adequate skills for the future.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met