



## **Binstead Childcare Services Ltd.**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY264341
<b>Inspection date</b>	14 November 2005
<b>Inspector</b>	Lisa Jane Cupples
<b>Setting Address</b>	Binstead Community Centre, Langley Road, Portsmouth, Hampshire, PO2 7PX
<b>Telephone number</b>	02392 421313
<b>E-mail</b>	
<b>Registered person</b>	Binstead Childcare Services
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

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

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

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

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

### WHAT SORT OF SETTING IS IT?

Binsteed Childcare Services Limited has been under new management since 2004. The provision consists of a Breakfast Club, Out of School Club, Play Scheme, Baby Unit, Two-year-old Nursery and a Pre-school. It operates in and within the grounds of Binsteed Community Centre, which is situated in Buckland, a suburb of Portsmouth.

The provision is registered for 112 children aged from 0 to 8 years. There are

currently 181 children on roll. Of these, 17 children receive funding for nursery education. Children attend for a variety of sessions or for full day care. The setting currently supports children who speak English as an additional language and children with special educational needs. The places are offered to children from the local community, surrounding areas and across the whole city.

The Breakfast Club is open from 7:00 to 9:00 Monday to Friday school term times only. The Out of School Club is open from 15:00 to 18:00 Monday to Friday, school term times. The Play Scheme is open from 07:00 to 18:00 Monday to Friday, in the school holidays. The Baby Unit is open from 07:00 to 18:00 with sessional care available during the day. The Two-year-old Nursery is open from 07:00 to 18:00 all year round. The Pre-School is open from 9:15 to 11:45 and 13:00 to 15:30. Wrap around care is available till 18:00 Monday to Friday, 52 weeks of the year, with the exception of Bank Holidays and the core Christmas week.

Most staff are appropriately qualified and some are working towards qualifications. The provision receives support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children throughout the provision learn the importance of good hygiene and are developing their self-care skills well. They are actively encouraged to wash their hands at appropriate times and often talk about 'germs', developing their understanding of the need for good personal hygiene. Staff implement policies and procedures well to help prevent the possible spread of infection, providing a healthy play environment for all children.

Children are beginning to learn the importance of healthy eating and enjoy a range of healthy and nutritious snacks and hot meals throughout the day. Staff and children in all the groups talk about the types of food that are good for them, helping to develop their understanding of healthy eating. Children's allergies, cultural and medical requirements are discussed in detail with the parents and recorded on the children's registration forms. Each provision has a 'medical alert' board to ensure staff are aware of each child's needs, helping to keep them healthy.

Children are protected because members of staff with first aid qualifications are always present, this helps to ensure the children will receive immediate attention if an accident occurs. Accidents are recorded and all parents are required to sign to acknowledge the entries. However, the recording of medication is inconsistent across the setting. All parents are required to give written consent for staff to administer medication, although not all the groups are asking parents to sign to acknowledge that they have been informed when medication has been administered. This impacts on the children's health as the parents may be unaware of how much medication their child has received and when.

Children learn about the importance of a healthy lifestyle and have opportunities to

develop their physical skills indoors and outside. Children are beginning to learn about their own bodies and notice changes during and after physical exercise, for example, they talk about feeling hot and needing a drink after running and racing games. They know they have to put their coats on to keep themselves warm, showing an understanding of keeping themselves healthy. Children in the baby unit have their own outdoor play area which is equipped with soft flooring, helping to keep them healthy and safe. The children have daily opportunities to go outside and enjoy using the small play equipment, slides and rockers. Children who attend the out of school clubs use the main playground or hall for physical activities and enjoy group games such as football or racing, allowing them to burn off energy after a long day at school.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are beginning to learn about the importance of keeping themselves safe through daily routines and discussions, for example, they talk about using the steps on the way out because the ramp becomes slippery in the rain and they practice regular fire drills to ensure they know the procedure to follow in an emergency. The premises are secure and visitors gain access through double doors and have to ring a buzzer once inside to go through to where the children are. CCTV monitors who is at the door and all visitors are required to sign in and out of the building, helping to keep the children safe.

The building is old but staff ensure most areas are safe for the children. One of the wall heaters is very hot to the touch and impacts on the children's safety as it is accessible to them. Daily risk assessments are carried out to maintain a safe standard and most identified risks are addressed immediately. Children in all groups have access to a range of suitable, age and stage appropriate equipment and resources. The resources are clean and provide safe play opportunities for all children. Although the organisation of the resources and level of independence encouraged varies in each group.

Children are well protected because all staff have a clear understanding of child protection and the procedures to follow if concerns are identified, keeping the children safe. Policies and procedures are in place and shared with parents to ensure they are aware of the settings responsibilities. All existing injuries and incidents are recorded and parents sign to acknowledge the entries, helping to keep children safe and protected.

### **Helping children achieve well and enjoy what they do**

The provision is inadequate.

Children under three years and over five years experience a wide range of stimulating activities. The activities planned for the children in the baby unit are short and appropriately reflect the concentration span of the children, holding their interest and ensuring they are fully occupied and engaged throughout the sessions. They are

able to walk or crawl and self-select resources from the easily accessible low-level shelves around the room, for example, a one-year-old child pulls out a box with different bricks inside. He is happy with what he has found and begins squealing with delight, waving the bricks in the air to show everyone. Staff and other children recognise his achievement and offer lots of praise and encouragement. They explore the different treasure baskets and staff interact well, describing the contents and showing the children the noises the filled bottles make. Other children are washing the dolls in the baby bath, talking about gently wiping the dolls faces so the soap doesn't go in their eyes. The children name the dolls and talk to them soothingly, beginning to show consideration for others.

The setting uses the Birth to Three Matters Framework effectively and staff observe the children on a daily basis. This information is used to plan the programme of activities, to ensure the needs of the individual children are being met. The planning shows differentiation, which helps to focus the staff team to ensure they are fully aware of the aims of the activities. Staff in the baby unit interact extremely well with the children, making eye contact, laughing, cuddling them, talking to them continually, providing a calm and trusting environment where the children are settled and happy. They separate easily from their carers and are pleased to see the staff, waving their arms with excitement as they arrive.

Children in the out of school clubs have a great time. They arrive full of enthusiasm and excitement discussing what they plan to do after tea. Children are able to choose their activities and staff interact well with them, suggesting ideas or providing additional resources to extend the children ideas, for example providing pens and pencils for a group of children to decorate the paper aeroplanes they have made. They are able to be as physical or as quiet as they like following their long day at school. They have the opportunity to take part in physical games outside or in the hall, or sit quietly reading books, drawing, playing board games or doing their home work.

## Nursery Education

The quality of teaching and learning is inadequate. Children do not make enough progress towards the early learning goals because staff have an insecure knowledge and understanding of the Foundation Stage and stepping stones. The curriculum planning is in place and covers all areas of learning, however it is not always put into practice and activities are not delivered well. The aims and objectives of key worker activities are not being met and the needs of individual children are not being addressed. Staff observe the children and monitor their achievements, although this information is not used effectively to identify the next steps in their learning. Staff focus on their key worker activities and the children go into their groups once a session. Interaction is good and the children build strong relationships with the staff, laughing and chatting openly, however, staff are often unaware of the purpose of these activities and fail to sufficiently engage the children, they become distracted and wander around aimlessly for periods of time.

The use of time and resources is poor. Staff plan the main key worker activities of the day. They do not prepare other activities in advance which leads to wasted time and children wait around for the next activity. A wide selection of resources are available

throughout the pre-school but some areas, for example the craft section and writing trolley, are not stocked sufficiently to fully promote the children's independence, freedom of choice or to allow for the spontaneous expansion of their own ideas. Staff continually miss the opportunities to extend the children's ideas and development through incidental learning and well-organised activities and routines.

Children's social skills are good, they openly explain their ideas to each other and adults, although staff do not always acknowledge this appropriately. Children are beginning to respond to experiences and recognise a range of feelings and facial expressions, for example on the computer, staff encourage the children to think about the faces of the character, whether he is happy, sad, tired or cross and some children talk about how they feel. Children form good relationships with adults and children, talking confidently about their own families and experiences. They are beginning to show sensitivity to others, asking if they want a turn on the computer. Children use their imaginations well during miniature world play, although some opportunities to extend their ideas are missed by staff.

Children's spoken language is developing well, they are able to explain their ideas and express their feelings clearly, for example, negotiating roles, suggesting ideas at registration time and reminding others to share nicely. Some children are able to listen carefully to the speaker at story time or during registration, others become distracted. playing with their hair or shoes and looking in resource boxes. Children are not able to recognise letters or begin to link sounds. Children hang their coats on the wrong coat pegs and staff just move them, missing opportunities to develop the children's skills. Most children handle books correctly in the book corner as they sit quietly after story time looking at the pictures. They are beginning to understand that print carries meaning as they pretend to read to each other. Most children enjoy singing and can name and use a range of musical instruments, beginning to recognise and recreate simple sound patterns.

Children use mathematical language to describe position and size during their play. They count confidently up to and sometimes above 10 as they count each other at registration time and then count the adults in the group. However, not enough attention is paid to developing the children's number recognition. Children have some opportunities to investigate natural and manmade objects from the interest table, however opportunities are missed to further develop their understanding because staff pitch the activity at the wrong level and the children lose interest. Children have many opportunities to build and design their own ideas using construction toys during free-play, and use the computer with ease, handling the mouse with increasing control. Children are beginning to develop a sense of time, as they use the timeline in the pre-school, helping them get used to the routines.

### **Helping children make a positive contribution**

The provision is satisfactory.

Staff throughout the setting take the time to get to know the children and their families well, ensuring that each child is treated as an individual. Children have a positive attitude towards themselves and others, contributing ideas to the groups and

taking turns well during their play. Children are beginning to show concern for each other, asking if they want to join in and sharing the resources. They begin to learn about themselves and other cultures through activities linked to cultural festivals, although access to multi-cultural resources on a daily basis is limited so opportunities to further develop the children's understanding are missed.

Children behave well and understand the difference between right and wrong, responding well to the boundaries and rules set by staff. Staff give clear explanations to the children so they can see they have been treated fairly, for example, reminding the children to be careful with the paper aeroplanes so that the other children don't get hurt. Children understand and respond well as they decide to decorate the planes instead. Children are confident and have good levels of self-esteem because staff praise and encourage them throughout the sessions in all the groups. Children's spiritual, moral, social and cultural development is fostered.

Children with special needs are supported because procedures and policies are in place and implemented well by the staff. The special needs co-ordinator has attended training and is aware of her role and responsibilities. Good links have been established with other agencies, providing additional support and advice for the children and their families.

Parents receive a written form each day about their children's general well-being, diet, activities and if relevant, sleep patterns and nappy changing to ensure they are aware. Informal discussions take place, usually at collection time to ensure parents are informed about their child. Children benefit from the well established informal relationships between the staff and parents. Newsletters and the notice board are used effectively to inform the parents of important events, such as changes to the settings policies and procedures.

The partnership with parents of children who receive nursery education is inadequate. Although parents receive information about the pre-school and the curriculum, they are not well informed about their child's individual progress. Parents have access to the baseline records which are completed when their child first attends and again when they are due to go to school. The children's ongoing progress records are all in one file so staff have to cover the other children's entries if parents want to see the records. Some parents are unaware of the records in place and did not know they could see them at any time, this limits their ability to develop links between the children's learning at pre-school and home.

Parents only have the opportunity to contribute to their child's records on the end of year baseline assessment. There is no system in place to encourage the parents to share what they know about their children and their ongoing learning. They are not involved in the assessment of their children and do not regularly discuss their individual progress towards the early learning goals or help to identify the next steps in their development. This limits the parents ability to contribute to their child's learning.

## **Organisation**

The organisation is inadequate.

Children are happy and settled throughout the setting, they laugh and giggle with each other and the staff. They are safe and well protected. Daily routines in the baby unit and the out of school clubs are well organised and meet the needs of the individual children who attend. The sessions run smoothly and children enjoy moving from one activity to another. They are interested and occupied throughout their time in the groups. However, sessions in the pre-school are not well organised and do not run smoothly, staff do not plan ahead effectively, which results in the children waiting around for activities to be set up. Children often lose interest and move on to other things, missing the opportunity to participate in some activities.

The deployment of staff varies from day to day and staff often work across the provision, for example, they may spend the morning in the baby unit and the afternoon in the pre-school. Children in the baby unit and the out of school clubs are well supported and all children are well cared for but this system has a detrimental effect on the learning and development of the pre-school children. As a result, the setting does not meet the needs of the range of children for whom it provides.

Clear procedures are in place for the recruitment and vetting of staff, ensuring the children are protected. Ratios are well maintained across the setting and children are well supervised at all times. The daily attendance registers are detailed, including children's full names and times of arrival and departure, ensuring accurate records are maintained. All paperwork and documentation is in place and most is maintained adequately.

The leadership and management of the setting is inadequate. Although all policies and procedures are in place to monitor staff performance and assess the settings strengths and weaknesses, they are not implemented effectively. As a result the staff's lack of understanding of the Foundation Stage Curriculum and the stepping stones has been overlooked, which has an impact on the children's learning and individual progress. Staff in the pre-school evaluate the key worker activities but not the overall organisation of the session and other activities. This leads to many missed opportunities to provide adequate challenges for the children.

The management do not support and monitor the pre-school staff effectively to ensure a well balanced programme is provided for the children. This limits the opportunity for staff to develop their knowledge and understanding of the Foundation Stage and hinders their ability to improve practice and the delivery of the curriculum.

### **Improvements since the last inspection**

At the last inspection the setting was asked to ensure that all records relating to day care activities are readily available for inspection at all times; to ensure that anyone responsible for the preparation and handling of food is aware and complies with Environmental Health requirements; ensure that children's surnames are recorded in the attendance registers and medication book and to ensure that fire procedures are displayed in each provision.

All records relating to the provision of day care are readily available for inspection in



the office. The paperwork is well organised and easy to locate during inspections. All staff who prepare or handle food have Food Hygiene Certificates to ensure they are aware of, and comply with Environmental Health requirements, helping to keep children healthy. Children's full names are now recorded on the daily attendance registers and in the medication book, ensuring accurate records are maintained. Clear fire procedures are displayed on the walls of each provision to ensure all children, staff and visitors are aware of the procedures to follow in the event of an emergency, helping to keep them safe.

Nursery Education

Not applicable

### **Complaints since the last inspection**

Since the last inspection Ofsted has received four complaints. Of these, three were related to Standard 6: Safety, regarding the supervision of the children, staff ratios and the procedures for dealing with and recording accidents to the children. The provider carried out an internal investigation for one of these complaints. Ofsted was satisfied with the response and no further action was taken. Ofsted carried out unannounced visits to investigate the other two. No further action was taken regarding the supervision of children and staff ratios. However, one action was raised relating to Standard 7: Health, to ensure at least one member of staff with a current first aid certificate is on the premises and one recommendation was raised under Standard 14: Documentation, to ensure all accidents are recorded in detail. The provider remains qualified for registration.

One complaint was received relating to Standard 2: Organisation, regarding staff ratios, the organisation of the children, the quality of meals and bullying issues amongst the children. Ofsted completed an unannounced visit and no further action was taken. The provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

### **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure consistent procedures are implemented across the setting regarding the administration of medication and record keeping
- ensure all wall heaters are made safe
- increase the multi-cultural resources available to children on a daily basis to reflect a diverse society.

### The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- increase staff's knowledge and understanding of the Foundation Stage and stepping stones to improve the quality of teaching and children's learning and make the most of all learning opportunities
- improve the systems to monitor and record children's achievements and develop the systems to ensure the information is used to plan the next steps in their individual learning
- improve partnership with parents to share information about the children's achievements and ongoing progress and how they can extend learning in the home
- improve the use of time, deployment of staff and the accessibility of resources to ensure all children are included in all aspects of the session and effective learning takes place
- implement systems to monitor and support the pre-school staff to enable the improvement of practice and the effective delivery of the curriculum.

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)