



Binstead Childcare Services Ltd.

Inspection report for early years provision

Unique Reference Number	EY264341
Inspection date	23 May 2006
Inspector	Lisa Jane Cupples
Setting Address	Binstead Community Centre, Langley Road, Portsmouth, Hampshire, PO2 7PX
Telephone number	02392 421313
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Registered person	Binstead Childcare Services
Type of inspection	Integrated
Type of care	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.

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 satisfactory.

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, Playscheme, 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 birth to 8 years. There are currently 124 children on roll. Of these, 24 children receive funding for nursery

education. Children attend for a variety of sessions or for full daycare. The setting currently supports a number of children who speak English as an additional language and children with Special Educational Needs. The places are offered to children from the local community.

The Breakfast Club is open from 07:00 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 Playscheme 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 and the Pre-School are open from 9:15 to 11:45 and 13:30-15:30. Wrap around care is available from 07:00 to 18:00 Monday to Friday, 52 weeks of the year, with the exception of Bank Holidays.

Most staff are appropriately experienced and qualified and some are working towards qualifications. The provision receives support from the local authority and Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn the importance of personal hygiene and are developing good self care skills through daily routines and discussions, for example, they are actively encouraged to wash their hands before snack and meal times and after messy play. However, suitable hand drying facilities are not always provided to help prevent the possible spread of infection. Children are protected and enjoy a healthy environment because the staff implement good hygiene procedures for example, tables are cleaned with anti-bacterial spray and all staff wear gloves and aprons when nappy changing or dealing with any bodily fluids.

Children benefit greatly from a well-balanced nutritious diet because the staff team have a clear understanding of healthy eating. They provide a wide range of fruit for snacks and discuss the needs of each child with the parents in detail and record the information on their registration forms. The setting provides all hot meals and snacks at this time, they are prepared on site in the kitchen and taken to each area at lunch time, staff involved in cooking and preparing the meals all hold current food and hygiene certificates. They have a flexible approach and parents can supply their children's meals if they wish.

The staff have a very clear understanding of the procedures to record all accidents that occur on the premises and parents sign to acknowledge that they have been informed, helping to keep children healthy. Parents give written consent for staff to seek emergency medical treatment and to administer medication. They are required to sign the records to acknowledge the administration of medication, ensuring they are fully informed at all times. Children will receive appropriate treatment if an accident occurs because at least two members of staff in each area of the setting

hold a current first aid certificate and fully stocked first aid kits are provided in each area of the setting.

Children under three years have many opportunities to develop their physical skills. They are encouraged to crawl and walk and have the use of a well-equipped outdoor play area specifically designed for this age group. Children use small slides and sit on wheeled toys. They practice throwing and catching soft balls developing their hand to eye co-ordination. Children receiving funding for nursery education also have opportunities to further develop their physical skills. They have the use of a fully secure playground and a smaller area just outside the main building. Children enjoy running around and a well planned transport activity was observed. The children talked about how they travelled to pre-school and what type of vehicles they have been in. They enjoyed pretending to be aeroplanes, cars, buses and trains in the playground. They also have the use of wheeled toys, bats and balls, skipping ropes and skittle games. During wet weather the children have access to the hall for more physical activities.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children benefit from a safe and secure environment because the staff are vigilant and remove most hazards, however the tiled walls in the pre-school room craft area are cracked leaving exposed sharp edges which are accessible to the children. Children are made aware of dangers through general conversation, for example, they know they must not run inside. Children learn how to keep themselves safe for example, by practising regular fire drills, they know exactly what they must do if they hear the fire alarm.

The premises are welcoming and children's work is displayed on the walls, making them feel valued. Children benefit from using a wide range of safe resources and procedures are implemented effectively to ensure all equipment is checked regularly. Written risk assessments are in place covering all aspects of the setting. All staff are aware of their individual roles and responsibilities towards the safety of the children and the premises. The front door is kept locked and a video system is in place so staff can see who is at the door prior to opening it. Visitors have to sign in and out of the building, keeping the premises and children secure, and ensuring that no unvetted visitors have access to the children.

Children are well protected because all staff have an extremely clear understanding of child protection and the procedures to follow if concerns are identified, keeping the children safe. Detailed policies and procedures are in place and shared with parents to ensure they are aware of the setting's responsibilities. Existing injuries and incidents are all recorded, helping to ensure the children are safe.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children in the setting benefit greatly from a wide range of activities and good levels of interaction from the staff. They enjoy their time at the setting and are supported well throughout the day, for example, one child in the baby room enjoyed exploring the treasure baskets as staff prepared his bottle. Children who attend the out-of-school club are able to choose their activities and participate as much or as little as they like after their long day at school. The programme is flexible to meet the needs of the children who attend, providing a relaxing and welcoming environment. Children settle quickly on arrival and chat openly and confidently to the staff about what they have been doing over the weekend or during their school day, forming good relationships in a friendly atmosphere.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a clear understanding of the Foundation Stage. This enables them to plan a balanced programme which covers the six areas of learning. Activities are linked with the stepping stones to ensure the children's progress can be monitored. The curriculum is organised well to promote learning in all areas, enabling the children to make sound progress towards the early learning goals. Although the programme is balanced and interesting activities are planned to meet the needs of the children, many learning opportunities during large group times are missed because staff deployment is not effective and activities are often interrupted and children become distracted. The aims and objectives of these planned group activities are often not achieved because the lead members of staff move away from activities to deal with other issues. Children then lose interest and they miss the chance to participate fully in the discussions and activities.

Daily routines are balanced and allow opportunities for children to focus on one-to-one tasks and group work, although large group activities are not organised well. Children do not always listen to staff, often missing what is being said, particularly during registration time. Resources are used effectively throughout the day, enabling children to develop their skills. Children have opportunities to self-select resources, developing their independence, this is encouraged throughout the setting. Resources are stored on low-level shelves and staff set up activities to attract the children. Children use what is provided and select additional resources, there are lots of opportunities to explore their freedom of choice and further develop their decision making skills.

Use of assessment is good, staff observe the children's progress and use this information to plan the curriculum, helping to ensure the activities are purposeful. Observations of children's progress are ongoing. Staff record individual achievements clearly and use this information effectively to inform the curriculum, ensuring the needs of all children are being met. The systems used are effective and clearly identify each child's next steps.

Children's spoken language is developing well, they are able to explain their ideas and express their feelings clearly. They show high levels of independence as they put on their own dressing-up clothes, self-select the resources and choose which activities to take part in. Staff extend the children's vocabulary well during practical activities and praise the children as they attempt to remember new words they have

learnt. Children are beginning to understand that text has meaning as they handle books independently and make good use of the comfortable book area. Children hold the books correctly and pretend to read stories to each other, following the lines of words with their fingers. Children have opportunities to practise their emergent writing skills, during free-play and planned activities. They are encouraged to attempt to write their names on their work and enjoy mark making for different purposes in the home corner.

Children count confidently up to and above 10 throughout the day using one to one correspondence with everyday items. They use mathematical language to describe shape, quantity and position during practical activities and are beginning to solve simple problems independently. Children are developing a good sense of time, they know exactly what will happen next and can explain the daily routines to staff and each other. They are beginning to understand other cultures and beliefs through topics, themes and focused activities. Children have opportunities to explore a range of materials, they enjoy sand and water play incorporating mathematical language and concepts. They use a selection of natural and manmade materials with confidence during craft activities. They are able to mix their own colours and choose the materials they want to use, further developing their freedom of choice and self-selection.

Helping children make a positive contribution

The provision is satisfactory.

Staff have a clear understanding of the equal opportunities policy and the setting is open to all children and their families. Children are treated as individuals and staff get to know each child well, talking to them about their home life and siblings, helping to make them feel valued and part of the group. Children have equal access to the resources and are able to self-select from a range of materials in all areas of the setting. Staff plan the routines to ensure there is enough time for the children to participate fully in all the available activities. All children build good relationships with the staff and their social skills are developing well. 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. Therefore, children's social, moral, spiritual and cultural development is fostered.

Children behave well and understand the difference between right and wrong, responding well to the boundaries and rules set by staff. They give clear explanations to the children so they can see they have been treated fairly. Children are confident and have good levels of self-esteem because staff praise and encourage them throughout the sessions in all the groups. Staff throughout the setting find out about children's needs and preferences through discussion with the parents and record the information on the children's registration forms. This enables staff to ensure children are treated as individuals, ensuring children's needs are being met. Children with special needs or English as an additional language are supported well because procedures and policies are in place and implemented well by the staff. The SENCO has attended training and good links have been established with outside agencies.

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 keep them informed. 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.

The partnership with parents of children who receive nursery education is satisfactory. Parents receive written information about the pre-school and the curriculum. They have access to their children's progress records at any time on request and have the opportunity to contribute about their children's learning at home. Parents are encouraged to share what they know about their children and their ongoing learning, key workers actively talk to all the parents encouraging them to share their children's experiences. They are beginning to get involved in the assessment of their children and are aware that they can regularly discuss their individual progress towards the early learning goals or help to identify the next steps in their development, improving the parents ability to contribute to their child's learning.

Organisation

The organisation is satisfactory.

Children benefit from well organised routines which run smoothly during most of the day. They move freely from one activity to another, never having to wait around. This ensures children are occupied throughout the day. Children are safe and secure because the director's follow recruitment and vetting procedures. Children's safety and wellbeing is promoted because the staff maintain most of the paperwork well, although daily attendance registers are not always accurate. The staff have a clear understanding of the requirements of registration and the inspection process, keeping children safe. The setting meets the needs of the range of children for whom it provides.

The leadership and management of the setting is satisfactory. The director's and the manager play an active role in the pre-school, providing support for the staff team. Roles and responsibilities are defined, ensuring that procedures are followed to protect the children and the staff. The staff team work together providing an appropriate environment for the children, although the poorly organised large group activities hinder the ability of the children to benefit fully from the well planned activities.

The manager and pre-school supervisor organise the nursery education programme well. They ensure all elements are covered appropriately throughout the year and closely monitor the overall programme, although daily activities are not currently being evaluated to monitor the effectiveness. Children's individual needs are discussed and the key worker notes are used to inform the curriculum. Additional activities or resources are provided if a child needs extra support in one area, this helps to ensure all the children make sound progress towards the early learning goals, during their time at the setting.

Improvements since the last inspection

At the last care inspection the setting was asked to ensure consistent procedures are implemented across the setting regarding the administration of medication and record keeping. Systems are now in place to ensure all areas of the setting complete detailed records about administering medication and most records are now well maintained. They were also asked to ensure all wall heaters are made safe. The heaters are now all covered or are inaccessible to children keeping them safe. The setting was also asked to increase the multi-cultural resources available to children daily. A wide range of resources are now in use during each session, including home corner equipment, role-play, puzzles and books, helping the children to develop a better understanding of the world around them. In addition they were asked to ensure parents are kept fully informed about changes to the daily routines and areas of the premises being used. Letters and notices are now used to keep the parents informed of all events in advance of any changes.

Nursery Education

At the last inspection the nursery education was inadequate. As a result the setting was asked to address a number of actions to raise the quality of the nursery education in the pre-school. They were asked to 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 and to implement systems to monitor and support the pre-school staff to enable the improvement of practice and the effective delivery of the curriculum.

The management of the setting have allocated time for the staff to meet together each week to consolidate their learning and discuss the Foundation Stage and stepping stones in detail. The whole staff team are now involved in planning the curriculum. Key workers make observations about the children's progress and use this information to inform the curriculum ensuring children's individual needs are being met. As a result staff are more focussed and understand the learning objectives of each planned activity, this enables them to make the most of all learning opportunities, helping the children to make progress through the stepping stones towards the early learning goals in all six areas. Parents are now able to access their children's well maintained progress records on request and the curriculum planning is displayed on the wall. This is helping to build the links between the learning in pre-school and the children's learning at home. Daily routines have been altered and the resources have been re-organised to make them more accessible and attractive for the children. Staff are more involved in the planning process, so they are ensuring activities are set up in advance for the children. This means staff are being deployed more effectively during most of the session and children are not left waiting around for the next thing to happen, ensuring they are busy and occupied throughout the

day. The manager of the setting now observes practice and monitors the staff performance within the pre-school, offering advice and support to encourage them fully. Therefore, the daily routines and staff interaction with the children has improved. However, the planned activities are not being evaluated making it difficult for staff to assess whether the planned aims and learning objectives are being met fully.

Complaints since the last inspection

Ofsted has received one complaint since the last inspection. The complaint related to National Standards 1: Suitable Person, alcohol being consumed on the premises; Standard 3: Care, Learning and Play, not ensuring children are warm enough and having their basic needs met; Standard 6: Safety, inadequate supervision; Standard 7: Health, smoking on the premises; Standard 9: Equal Opportunities, not treating all children fairly; Standard 11: Behaviour Management, ineffective behaviour management.

As a result an Ofsted inspector made an unannounced visit and returned for an arranged visit when the manager was present. The inspector looked at relevant documentation, made observations and had a detailed discussion with the manager. There was no evidence that the national standards were not being maintained. The setting accepted that the concern was less likely to have arisen if they had informed parents in advance of a private function that was taking place during the same hours as childcare was being offered. A recommendation was given under Standard 12: Partnership with Parents, to ensure all parents are kept fully informed about changes to the daily routines and areas of the premises to be used.

Ofsted are satisfied that the National Standards are being maintained and 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 satisfactory.

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 suitable hand drying equipment is made available to help prevent the possible spread of infection
- ensure the tiled wall in the craft area of the pre-school room is made safe
- ensure children's times of arrival and departure are recorded in the daily attendance registers

The quality and standards of the nursery education

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

- implement systems to evaluate planned activities to ensure the aims and objectives are being met
- encourage children to listen carefully during group time to ensure they participate in the discussions
- improve staff deployment during registration time to ensure activities are not interrupted

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