

Bingham Day Nursery and Pre-School Centre

Bingham Day Nursery, 55 Long Acre, Bingham, NOTTINGHAM, NG13 8AG

Inspection date	17/04/2013
Previous inspection date	07/10/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The manager and staff skilfully implement the learning and development requirements to provide all children with exceptional learning experiences. They confidently assess children's interests, abilities and next steps, and expertly match these to rewarding activities and resources which help children to make excellent progress.
- Babies and children thrive and thoroughly enjoy being at nursery. They are inspired to learn by the highly skilled and motivated staff, teacher and manager. A stimulating environment inside and out, where children's ideas and interests are given priority, encourages each child to be confident, imaginative and resourceful.
- Very positive and effective relationships with parents, local schools and other agencies ensure children's needs are clearly understood and exceptionally well met. All children are fully and consistently included, and every child and their family is well prepared for the next stage in their learning, including starting school.
- The innovative use of outdoors, accessed in all weathers, ensures children benefit from exciting activities throughout the day. The woodland area, wide range of farm and wildlife animals and large play equipment are expertly used to provide children with active learning opportunities.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the outside learning environments and the indoor play areas, across the three buildings.
- The inspector held meetings with the manager and teacher, and talked to room supervisors, key persons and children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector read and discussed the provider's self-evaluation form and improvement plan.
- The inspector conducted a joint observation with the manager.

Inspector

Angela Hufton

Full Report

Information about the setting

Bingham Day Nursery and Pre-School Centre is privately owned and has been registered since 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The buildings occupied by the nursery are a converted old cottage, wooden classrooms and a neighbouring detached house. The nursery is in the centre of the conservation area in the market town of Bingham near Nottingham. Children share access to two enclosed outdoor, safety surfaced play areas and a woodland/farm/wildlife activity centre.

The nursery is open Monday to Friday from 8am until 6pm. A breakfast club is offered from 7.30am to 8am during term time, and out of school provision is offered from 8am until 6pm during holidays. The nursery currently has 125 children on roll within the Early Years Foundation Stage. It supports children with special educational needs and/or disabilities.

The nursery previously achieved the 'Quality Counts' accreditation scheme from the National Day Nurseries Association. It employs 16 full-time and eight part-time childcare staff; of these, one holds a qualification at level 4, 17 hold level 3, and one has level 2. The manager is qualified to degree level and also holds Early Years Professional Status. The setting also employs a qualified early years teacher on a full-time basis and has additional staff for cooking and domestic needs. It receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enrich very young children's learning further by extending opportunities for them to be more critical thinkers.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children thoroughly enjoy attending this exciting nursery, especially the outdoor provision. They are provided with a welcoming, vibrant and stimulating environment, indoors and out. Through the staff's expert use of the woodland, animals and varied outdoor areas, children make significant gains in confidence from a very early age. This ensures all children fully participate in their own learning. Children are actively engaged from the moment they arrive until they go home, often reluctantly. Through the whole day all

children continually learn through play, skilfully guided and supported by excellent staff. Children are highly motivated, secure and enthusiastic, enabling them to make rapid progress in their learning and development. Staff's extensive and detailed understanding of the learning and development requirements ensures children receive excellent learning experiences. Throughout each day opportunities and experiences are tailored for children's individual needs, maximising their engagement and learning. The process of observation and assessment is extremely successful. Staff knowledgeable identify each child's preferred way of learning and their interests, resulting in very precise planning for children's individual needs. Staff provide comprehensive two-year progress assessments, detailing precisely how children are achieving. These are completed with the active involvement of parents, health visitors and other providers, promoting high standards in the consistency of each child's care.

Children are highly independent. They make choices about their play, and initiate their own ideas that staff skilfully support them to follow. For example, children identified that the ducks were eating the tadpoles and decided they wanted to have a wildlife pond for the frogs. They worked with staff to dig out the new pool and watch it establish. Children enthusiastically show the inspector this is where the frogs are now safe from the ducks. Children are clearly confident with the routines and complete tasks competently, requiring no support from adults, such as using the hand gel after touching the animal,s or tidying toys away. Children learn to manage skills, such as doing up buttons, zips and laces, and eagerly change their shoes and put boots on to go splashing in a tray of water. This means that they build excellent skills which support their move to school and the next stage in their learning.

Children make excellent progress in their communication, language and literacy development. They thoroughly enjoy sitting in the cosy book area in the rooms, on benches and logs in the outdoors or in the various tents. Children enjoy looking at books from a very early age, alone and with staff. Staff read stories with animation, which captures and sustains children's attention. For example, a member of staff skilfully holds the book facing the children and paces the story well to give children time to engage and contribute to the story. Children are spellbound and listen attentively, enjoying excellent first-hand experiences that encourage exploration, experimentation and critical thinking. The teacher reinforces and extends older children's learning about books, and they ably describe the different aspects of books, such as the 'spine' and the 'illustrator'. These stories are turned into active sessions to extend learning. For example, children follow clues and signs around the woodland activity area as they act out a favourite story, searching through the willow tunnel, jumping over a water tray and looking in the tent to discover who is hiding. New and timid children are supported to watch the other children and gently guided to join in as they feel comfortable. Because of the staff's skill in knowing how to manage this, children settle very quickly and make rapid progress in confidence and talking, knowing they will be treated with care.

Staff place the promotion of equality and diversity at the heart of all their work. They ensure any additional support is carefully planned with parents and other professionals, and is effective for each child. Staff work exceptionally well with a wide a range of professional agencies to support each child to reach their potential. All children, including those with special educational needs and/or disabilities, benefit from very positive and

rewarding experiences. Children have excellent opportunities to learn about diversity through the stimulating activities provided. There is an excellent range of resources to support children learning about different ethnicity and the wider world.

Children thoroughly enjoy imaginary play; they dress up and have great fun putting on a range of flippers to go 'diving', while others pretend they are at the hairdressers. Children have excellent access to new technology to support their learning and to help them develop skills that contribute to their future. This is actively incorporated into their outdoor and imaginary play. For example, children use a computer keyboard to make hair appointments. Another child then changes the play to be a fire station, and the keyboard becomes how they call the fire fighters. Children cooperate extremely well in these activities and use resources creatively. They handle scissors with dexterity and accuracy to tidy up their appointment lists. Very young children enjoy sensory experiences, such as exploring dry oats, putting their feet in corn flour dough, and finger painting, which they say is a favourite. Toddlers try and complete a jigsaw, and with staff's guidance they have the confidence to do it themselves. With gentle praise and encouragement, they succeed at the task and are delighted with the end result. Children take part in science activities and recall previous learning about paper coming from trees. Staff plan the majority of the activities outdoors and are fully aware how this benefits children's engagement.

The contribution of the early years provision to the well-being of children

Children settle extremely well because staff have a thorough knowledge of their individual needs and extended families. The highly effective key person system and the excellent level of adult attention mean all children form positive and trusting relationships with staff. Many members of staff have been at the setting for significant lengths of time. They comment on how happy they are to work at the provision. Consequently, children benefit from dedicated individuals who provide consistent care. This ensures children are expertly cared for, aiding each child to progress rapidly. Children confidently approach staff throughout the day when they need assistance or when they want staff to join in their play. They know their needs will be met in this secure and safe environment, further promoting their confidence and self-esteem.

Children benefit from the outstanding learning environments inside, and especially outdoors through access to the woodland activity centre. All areas provide an abundance of resources that support every aspect of children's learning and development. These have been thoughtfully arranged, particularly in the various areas outside, to encourage children to make independent choices and try new experiences. Children take part in an excellent range of activities, enhancing their physical development, developing their balancing skills and their awareness of space. For example, they balance on logs, throw, catch and kick balls and young children squeal with delight as they climb on and off a rocker safely. While digging, children come across worms and ants and show high levels of curiosity as they rush and get magnifying glasses to examine the creatures. They study them closely, saying, 'they are wiggly'. Children take the worms to the pig sty and see whether the pigs or chickens will eat them. They learn to handle the animals with care and help collect the hen and duck eggs. They help grow vegetables and very young children know that 'Uncle Albert' the tortoise needs fresh food like they do to be healthy. Children

learn the importance of a fresh air, exercise and diet exceptionally well through constant access to outdoors and the provision of healthy nutritious, freshly cooked meals. These are prepared by the cook and take into account children's dietary requirements. Children freely select fresh fruit and help themselves to fresh drinking water throughout the day.

Excellent hygiene routines promote children's independence and self-care skills. For example, children visit an area where there are tissues and a mirror. This supports them in taking care of their own nose wiping. Children develop an excellent knowledge of keeping safe and secure as staff gently remind them of the simple rules, such as using tools safely. For example, they hold scissors and knives safely to avoid accidents. They competently keep the environment free from hazards by returning resources to their correct area. Their efforts minimise the risk of trips and falls. Children benefit from visitors including police officers, fire fighters and dental services. This helps them to understand the importance of road safety, stranger danger and their health. Staff build up exceptionally close relationships with children. They praise and encourage children's achievements, acting as exemplary role models. Children are familiar with the nursery's strong emphasis on respect for others, and respond positively to guidance from staff. As a result, children's behaviour is exemplary and they thoroughly enjoy their time spent at the nursery as they learn appropriate social and independence skills.

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

Staff have an excellent understanding of the Early Years Foundation Stage. They are guided and encouraged to continually extend their skills and knowledge by the manager, who continues to develop her extensive skills and knowledge, setting a positive example to all staff. Through post-degree research, providing support and leadership to other provisions, and involvement in local and national initiatives, the manager makes a valuable contribution to the progress of a wide range of children. Staff are very successful in planning an excellent range of activities to allow children to explore, investigate, question and develop a love of learning. The nursery provides a highly inspirational learning environment for all children, particularly through the innovative use of the woodland and outdoor areas. Staff regularly meet with parents to discuss children's learning, and they are actively supported to identify their child's learning at home. Parents are encouraged to then extend this through expert support and guidance from staff. Children's learning is extended further through the loan of resources and ideas for parents to build on their child's experiences at nursery. 'Story sacks' are a favourite parents regularly seek to take home for sharing books and linked activities with their child.

Staff have a comprehensive and up-to-date awareness of safeguarding issues. They have regular training through external and in-house courses, and review knowledge gained through studying latest research and information. This information, together with analysis of the settings policies and procedures, ensures best practice is continually promoted to protect children. Staff undertake thorough risk assessments for all areas used by the children. Safety measures are consequently identified and successfully implemented to minimise risk. Children are expertly supported by staff to learn to identify and manage risks for themselves, such as how to treat the pigs and chickens so they and the animals

are safe. The extremely secure environment, including coded gates and doors, inside and out, means children cannot leave the premises unsupervised by staff or parents and carers. Staff are extremely vigilant during arrival and departure times, and this further protects children and keeps them safe. Robust recruitment and vetting procedures mean staff's suitability to work with children is rigorously assessed. All visitors to the premises have their identification checked and they sign the record book. Effective policies and procedures support staff in their practices; which they consistently review in line with legislation and guidance. Children benefit from a high ratio of staff to children and good continuity of care through the excellent staffing arrangements.

The manager has high expectations, setting very robust standards which the nursery embeds across all areas of their practice. Staff work extremely effectively as a team, they share ideas, skills and knowledge, contributing to an extensive range of exciting activities they plan for children. All staff actively contribute to ongoing evaluations of the effectiveness of the nursery. These evaluations, collected through formal analysis, staff meetings and consistent monitoring, ensure the nursery is continually moving forward and providing the very best for the children attending. The valued suggestions and support from children, parents and the early years team further enhance this process. The capacity for sustained improvement is outstanding; staff are currently reviewing different theories of child development, such as Reggio Emilia. As part of this review they have identified potential ways to support very young children to be more critical thinkers. This ensures children are actively engaged and developing skills for their continued learning.

Staff are highly motivated and continually update their skills and knowledge through training. They are supervised extremely well, which results in excellent practice. Their highly successful team work and individual creativity result in children making excellent progress in their learning and development. Staff work and communicate exceptionally well with parents. Parents are overwhelmingly supportive and speak highly of the nursery. They say it is 'fantastic' and that their children receive 'excellent care'. Parents state that staff are very supportive of the whole family, have shared ideas to support childcare issues and actively supported parents' fundraising for causes, such as childhood cancer. Parents regularly send thank you cards, complete feedback surveys and say 'we are so privileged to have been able to get to know such as amazing team'. The manager demonstrates an exemplary commitment towards working in partnerships with other providers. There are superb links with the local schools to enable continued progression of children's care, learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY373275
Local authority	Nottinghamshire
Inspection number	902150
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	80
Number of children on roll	125
Name of provider	Denea Anne Hardy
Date of previous inspection	07/10/2008
Telephone number	01949 839 242

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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Piccadilly Gate
Store St
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M1 2WD

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