

# Bingham Kindergarten

Bingham Kindergarten Nursery School, Bingham Hall, King Street, Cirencester,  
Gloucestershire, GL7 1JT



|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 1 March 2016   |
| Previous inspection date | Not applicable |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---|-------------------------|----------------|----------|
|   | Previous inspection:    | Not applicable |          |
| Effectiveness of the leadership and management                |                         | Good           | 2        |
| Quality of teaching, learning and assessment                  |                         | Good           | 2        |
| Personal development, behaviour and welfare                   |                         | Good           | 2        |
| Outcomes for children   |                         | Good           | 2        |

## Summary of key findings for parents

### This provision is good

- Management and staff have good systems in place to enable them to reflect well on the quality of the provision. They value the views of staff, parents and children in identifying areas for improvement to promote children's learning outcomes.
- Management and staff monitor information on children's ongoing progress effectively. Any gaps in learning are easily identified so that children can receive any support in their learning to ensure they make good progress.
- Partnerships with parents are strong. Parents meet regularly with staff to share information on children's achievements and interests. Staff support parents with ideas for continuing learning at home and to help children reinforce and extend their knowledge.
- Children behave well; staff support younger children especially well to develop turn-taking skills and to learn to share resources with each other.

### It is not yet outstanding because:

- Resources are not always organised for children to easily access, to provide them with even greater choice. For example, books are not attractively displayed or easily accessible.
- At times, staff interrupt children's play and learning with little warning of changes in the routine or activities.

## What the setting needs to do to improve further

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

- review the organisation of some of the resources so that children can choose them more easily, to increase their independence
- give children more warning of changes in activities, routines and play experiences to help them prepare for, and understand, what is expected of them.

### Inspection activities

- The inspector observed the activities and the quality of teaching throughout the setting.
- The inspector held discussions with the manager and spoke with children and staff at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including staff suitability checks, self-evaluation, children's observation, assessment and planning records, and documentation linked to monitoring children's progress.
- The inspector conducted a joint observation of staff practice and discussed this with the manager.
- The inspector took into account the views of parents spoken to on the day of the inspection.

### Inspector

June Robinson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are trained and are confident in child protection issues. They know the procedures to follow if they have concerns about a child's welfare. The manager follows robust recruitment procedures to ensure the suitability of staff. There are effective processes to help new staff to become familiar with their roles and to understand their responsibilities. The manager supports the well-qualified staff through regular support meetings and training to update their professional knowledge. This has a positive impact on children's learning outcomes. For example, staff have enhanced opportunities to extend children's experiences, such as building models from wood.

### Quality of teaching, learning and assessment is good

Teaching is strong. Staff know the children well and they have a good understanding of how children learn. They plan interesting activities to promote children's individual needs and interests from regular assessments of children's achievements. Parents are encouraged to share their children's interests from home. For example, one parent commented that post office play was put into effect to support her child's interest. Staff support all children to develop good communication and language skills as they introduce new words into children's vocabulary. For example, when children were chopping fruit and they could not resist trying some, staff used words such as 'irresistible'.

### Personal development, behaviour and welfare are good

Children have secure relationships with the staff and they feel safe and self-assured in the setting. Children are well supported to learn about the benefits of a healthy diet through the nutritious snacks they are offered. Children sit and enjoy meals together as social occasions. They have opportunities to be outside on a daily basis and to play in the open air. Children learn about being part of a community. For example, they visit older residents in the community to share their singing skills. Children develop good independence. For example, they are proficient in managing their own self-care, such as handwashing and pouring their own drinks, and younger children display enormous confidence in using knives safely to cut up fruit.

### Outcomes for children are good

Children make good progress from their starting points. They enjoy their learning, are curious and confidently ask questions. Children take pride in their achievements. They are well supported to develop good mathematical understanding. For example, younger children counted groups of fruits and compared them to the quantities in a story which they had listened to attentively. Children are effectively supported to develop the key skills to help them in their future learning and the move to school.

## Setting details

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY475640                 |
| <b>Local authority</b>             | Gloucestershire          |
| <b>Inspection number</b>           | 980870                   |
| <b>Type of provision</b>           | Sessional provision      |
| <b>Day care type</b>               | Childcare - Non-Domestic |
| <b>Registers</b>                   | Early Years Register     |
| <b>Age range of children</b>       | 2 - 4                    |
| <b>Total number of places</b>      | 56                       |
| <b>Number of children on roll</b>  | 20                       |
| <b>Name of provider</b>            | Lucienne Jesse Hughes    |
| <b>Date of previous inspection</b> | Not applicable           |
| <b>Telephone number</b>            | 01285 651310             |

Bingham Kindergarten re-registered in 2014 and operates from Bingham Hall, near the centre of Cirencester, Gloucestershire. The setting is in receipt of funding for the provision of free early years education for children aged two, three and four years. The setting is open on Monday from 9am to 12 noon and on Tuesday, Wednesday and Thursday from 9am to 3pm during school term times only. There are six members of staff working directly with the children; of these, three hold early years qualifications to level 3, two members of staff hold Qualified Teacher Status and one holds Early Years Teacher Status.

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