

# Binsteed Childcare Services Limited



Binsteed Community Centre, Langley Road, Portsmouth, Hampshire, PO2 7PX

<b>Inspection date</b>	6 December 2017
Previous inspection date	18 April 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Children of all ages are offered the freedom to make their own choices. Babies particularly enjoy exploring the well-organised garden area. Older children develop their physical skills, such as when they practise climbing and balancing. Children have fun.
- Staff support children in receipt of additional funding very well, such as when they help them develop clear speech. Children learning English as an additional language flourish and catch up with their friends. All children make good progress from the start.
- There is a strong management team at the nursery. Leaders work very well together and they are motivated to continue to raise the quality of the provision. They are eager to share ideas about how to improve practice.
- Staff regularly observe and assess children's progress to check that there are no gaps in their learning. They evaluate how to make planned activities challenging for individual children and how they can keep learning areas fresh and exciting.
- Staff support children to develop respect for others, such as when they share toys. Children are very well behaved and polite.

### It is not yet outstanding because:

- Staff have not successfully engaged every parent in the assessment process. Not all parents understand how they can continue to teach their children new skills at home.
- Staff miss opportunities to support children to develop effective hygiene habits, such as washing their hands after they stroke pets, so they learn about minimising the spread of germs.

## What the setting needs to do to improve further

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

- develop the systems used to share information about children's learning with parents so that children are offered consistent support to make the best possible progress
- develop effective procedures to help children learn about good hygiene and how to minimise the spread of germs.

### Inspection activities

- The inspector introduced herself to parents and spoke to them about their relationships with staff.
- The inspector jointly observed an adult-led activity with a senior member of staff.
- The inspector spoke to staff about their knowledge of safeguarding children and the procedures they follow to keep children safe.
- The inspector met with the manager. They discussed a range of issues, including how staff risk assess activities.
- The inspector checked the progress of a number of children. She talked to staff about how they plan activities to meet children's needs.

### Inspector

Julie Bruce

## Inspection findings

### Effectiveness of the leadership and management is good

The experienced manager identifies how she can support staff to develop new skills. For instance, a staff member recently completed advanced training that focused on how to support children who have special educational needs (SEN). The staff team has shared this knowledge and is now better equipped to offer children targeted support, including knowing when to share information with other agencies. In addition, staff learned new strategies to effectively manage children's behaviour. Safeguarding is effective. The manager regularly checks that staff knowledge is up to date and that they know how to respond to concerns about children's welfare. Staff carry out thorough risk assessments throughout the setting. For example, they check that play equipment in the outdoor area is suitable for the age of children that use it. Staff are vigilant. They monitor the quality of toys and check for breakages. Staff are well informed about how to respond if they are worried about a colleague's behaviour. The manager checks staff suitability, such as when she asks about changes at home that could impact on their roles.

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

Staff encourage children to experiment. For example, children mix paints and guess how colours will change. They develop their hand-to-eye coordination and comment on the changing texture as they add more powder to form a thicker paste. Staff are good role models for young children and teach them new skills. For example, children copied how to put their own aprons on to protect their clothes. Staff support children to use their imaginations. For instance, they pretended to take children on a bus journey. Children selected the destination and took payment from their 'passengers'. Children jiggled around as they pretended the bus was moving over bumpy roads. They took it in turns to drive and made large arm movements as they pretended to move around more tricky bends. They discuss their own experiences well.

### Personal development, behaviour and welfare are good

Staff support children to develop a good understanding of their daily routine. Children understand what to expect and settle very well in the busy environment. They form secure attachments to their key person and they are eager to talk to them on arrival. Staff share details of the rules and children carefully follow instructions. The manager deploys staff very well. Children are supervised by staff to complete more complicated tasks and there is always a trained first aider close by to respond quickly to any accidents. Staff communicate well with parents about children's care routines, such as their sleep patterns, to meet children's needs.

### Outcomes for children are good

Children develop a wide range of skills to prepare them for when they move to school. They write some letters very clearly and share their knowledge with friends. Children identify a range of colours and enjoy selecting resources for creative projects. They are good at working in groups and independently. They enjoy singing their favourite songs.

## Setting details

<b>Unique reference number</b>	EY264341
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	1061714
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	112
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Binsteed Childcare Services Limited
<b>Registered person unique reference number</b>	RP902705
<b>Date of previous inspection</b>	18 April 2013
<b>Telephone number</b>	02392 421313

Binsteed Childcare Services Limited registered in 2003. The provision operates within the grounds of Binsteed Community Centre, which is situated in the Buckland area of Portsmouth. The setting is open each weekday from 7am to 6pm, for 51 weeks of the year. The setting receives funding for the provision of free early education for children aged two, three and four years. There are 27 staff employed at the setting. Of these, one holds early years professional status, one holds a qualification at level 6, two hold qualifications at level 5 and a further 12 members of staff are qualified at level 3. Four members of staff are qualified at level 2.

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