

Bingham Kindergarten

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



Inspection date	11 June 2019
Previous inspection date	1 March 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- Staff provide a warm and welcoming environment. Children demonstrate that they feel safe and secure. Staff build positive relationships with children and offer them gentle reassurance, praise and encouragement. Children are happy, settled and confident.
- The owner/manager and staff work well together. They are dedicated and have a strong commitment to continually improving the service they provide. The owner/manager evaluates the quality of the setting and develops action plans that are well targeted to help improve the outcomes for children.
- Staff complete detailed observations and assessments based around children's interests and individual needs. This enables them to build on what children already know and can do successfully. Children make good progress in their learning relative to their starting points.
- Staff work closely with parents, carers and other professionals. They share regular information with parents and carers, who have many opportunities to discuss their child's progress and talk about how they can support their child's learning further at home.
- Although the owner/manager tracks individual children's progress well, she does not monitor the progress of different groups of children effectively to help identify and close any gaps in learning quickly.
- Staff do not consistently make the most of opportunities during everyday activities to help support children's developing independence skills further, such as enabling them to become more involved in the preparation of food for snacks.

What the setting needs to do to improve further

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

- improve how assessment information is used to help identify and close any gaps in learning between different groups of children
- make the most of every opportunity to support children's growing independence skills further, for example during snack times.

Inspection activities

- The inspector observed activities and staff interactions with the children, in the inside and outside learning environment.
- The inspector had a meeting with the owner/manager and offered the opportunity of a joint observation with her.
- The inspector spoke to staff, parents and children at appropriate times during the inspection. The inspector took into account the views of parents spoken to during the inspection.
- The inspector checked evidence of the suitability and qualifications of staff working with the children, and looked at the provider's improvement plans.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures and written policies and procedures.

Inspector

Hilary Tierney

Inspection findings

Effectiveness of leadership and management is good

The owner/manager and staff have a good understanding of their roles to safeguard children. They are clear about the signs, indicators and procedures to follow should they have any concerns about a child's welfare. Their safeguarding knowledge is current and regularly reviewed through training and during staff meetings. Safeguarding is effective. The owner/manager has robust procedures for the recruitment and induction of staff. She has clear procedures to ensure the ongoing suitability of the staff. Regular supervision of staff helps the owner/manager to gather information to support their professional development effectively. Parents and carers speak highly about the staff and the care they provide. They comment about how well their children have settled and are making good progress in their development.

Quality of teaching, learning and assessment is good

Staff know children well and use information from detailed observations and assessments to support children's learning even further. Staff support children's communication and language skills well. They talk to children in a clear way and gain eye contact with them as they interact. Younger children enjoy taking part in songs with actions. They enjoy exploring the sounds the musical instruments make as they use them when they sing songs. Older children take great delight listening to stories as staff read to them and use different voices for various characters. Children have good opportunities to develop their imagination as they create a garden area with flower pots, soil and flowers.

Personal development, behaviour and welfare are good

Children demonstrate that they are happy and comfortable in their surroundings. They are able to make choices from a good range of resources. They make friends quickly and interact well as they organise games amongst themselves, such as role play with dolls. Staff are good role models who support children to be kind, caring and polite to each other. Children learn about healthy lifestyles. They enjoy healthy snacks and talk confidently about what is healthy food. Children understand about the importance of hand washing before meals. Children have regular opportunities to explore the world around them. They take great delight in adventures to the park and play in the outside play areas. Younger children thoroughly enjoy playing games and count confidently as they take part in 'what's the time Mr Wolf?', which involves some children saying a time and other group of children creeping up on them, counting the steps they take according to what time has been said, until they reach each other.

Outcomes for children are good

Children develop the skills that help them prepare for the next stages in their learning and eventual move to school. They develop good social skills and learn to listen and concentrate well. They count confidently and are beginning to understand the concepts of adding and taking away items. Children enjoy stories and retelling stories they have previously heard, such as going on a 'bear hunt'. Older children develop their early literacy skills well, for example when they practise writing.

Setting details

Unique reference number	EY475640
Local authority	Gloucestershire
Inspection number	10075787
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	56
Number of children on roll	23
Name of registered person	Hughes, Lucienne Jesse
Registered person unique reference number	RP516783
Date of previous inspection	1 March 2016
Telephone number	01285 651310

Bingham Kindergarten re-registered in 2014 and operates from Bingham Hall in Cirencester, Gloucestershire. The setting is in receipt of funding for the provision of free early years education for children aged three and four years. It is open on Monday from 9am to midday and on Tuesday, Wednesday and Thursday from 9am to 3pm, during term time only. There are seven members of staff working directly with the children. Of these, three hold early years qualifications to levels 2 and 3, and two hold qualified teacher status.

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