

Inspection of Binsteed Childcare Services Limited

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

Inspection date: 19 April 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Managers do not fully understand their roles and responsibilities. As a result, there are significant breaches to statutory requirements, which compromise children's learning, development and safety. For instance, managers do not recognise that children could get out of the garden into a public play area and access the main road.

Children are at potential risk of harm as staff fail to carry out thorough risk assessments of the environment. Staff do not remove obvious hazards from play areas that could pose a risk to children. For example, staff fail to identify broken wood on the wooden play boat.

Despite this, children are happy and settled. For instance, they enjoy taking part in creative activities with their friends. Staff are kind and build warm relationships with the children. They comfort the children and reassure them if they become upset. Children learn how to share and to respect each other. For example, they share the ball, taking turns and counting as they kick it to each other in the garden. Staff teach children about being healthy and using good manners. For instance, children wash their hands before mealtimes and staff encourage and support them to use cutlery to eat their lunch.

What does the early years setting do well and what does it need to do better?

- The provider does not have an adequate oversight of the quality and standards at the nursery. They have failed to identify breaches in the requirements and weaknesses in staff's performance. This has resulted in weak quality of teaching and inconsistent practice. In addition, the management structure is not clear for staff and parents. The provider has not ensured that there is a named deputy manager. As a result, the provider is not meeting the statutory requirements for the early years foundation stage. This impacts children's safety and their developmental progress.
- The provider and managers fail to ensure that risk assessment procedures are effective. Hazards and risks are not identified and removed from the environment during safety checks. Staff are relied on to complete daily risk assessments, but obvious hazards in the environment go unnoticed. For example, there is broken play equipment in the garden, and doors that are not secure inside. Children can easily access a storage area in the garden that contains many hazards to children, such as ladders that could fall on them. Furthermore, long trailing wires in the pre-school room, are not identified as an issue. This undermines children's safety.
- Managers have not introduced a well-sequenced curriculum and have limited understanding of children's interests and fascinations. They are unable to explain

the intent of the curriculum and do not support staff in understanding what they want them to teach the children. For instance, children are not offered the same quality experiences throughout the nursery. Therefore, children are not adequately supported to make the progress in learning of which they are capable. This impacts on their progress.

- Poor planning of the nursery routines means children spend too long waiting without purpose. For example, children who are ready to go out in the garden are told to line up and left to wait. As a result, children easily become bored and disruptive. This impacts on children's learning and behaviour.
- Staff have put systems in place to support children with special educational needs and/or disabilities (SEND). For instance, they use funding effectively to provide children with one-to-one support. The special educational needs coordinator (SENCo) is knowledgeable about how to support children and has detailed plans and strategies in place. However, some staff lack understanding of these strategies. Consequently, support is not implemented consistently, and children's progress cannot be assured.
- The provider has occasional meetings with staff to support their well-being. However, they have failed to put appropriate arrangements in place for staff supervisions. Therefore, they do not effectively identify weaknesses in practice, to improve the quality of education for the children. This affects children's experiences at the nursery and their progress.
- Staff are kind and nurturing to babies and children have good attachments with their key person. However, the provider has failed to ensure that staff working with babies under two years of age, have had training and experience that specifically relates to the care of babies. This does not promote children's health and well-being.
- Parents speak positively about the nursery and share that their children are happy attending. They state that staff share information with them verbally about their child's day. Children's learning and development is shared through an online platform.

Safeguarding

The arrangements for safeguarding are not effective.

Due to significant breaches in risk assessments and requirements, safeguarding is poor at the nursery. Policies, procedures and risk assessments implemented by managers and staff are ineffective. Therefore, children's safety is not assured. Despite this, leaders and staff have sufficient child protection knowledge. They are aware of the signs and symptoms of abuse. Managers and staff know how to report concerns about a child who may be at risk of harm, or an allegation about an adult. Staff are trained in first aid and understand how to deal with accidents and injuries. The provider has robust recruitment and selection procedures in place, to ensure that staff are suitable to work with children.

What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and
Childcare Register the provider must:**

	Due date
ensure that robust risk assessments are implemented and that the risk assessment process is effective in identifying and removing all potential hazards to children and staff, such as broken play equipment	15/05/2023
implement a supervision system to provide staff with effective support and coaching to improve their practice	15/05/2023
ensure that there is a clear management structure, which includes a named deputy who is capable to take charge in the manager's absence	15/05/2023
ensure that at least half of all staff working with children under two years of age receive training that specifically addresses the care of babies	15/05/2023
develop the curriculum to ensure that it clearly identifies what it is that all children need to learn and how it reflects their individual needs.	15/05/2023

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

- review the strategies that are in place to support children with SEND to ensure that they are used consistently
- improve the organisation of daily routines and minimise the time children spend waiting.

Setting details

Unique reference number	EY264341
Local authority	Portsmouth
Inspection number	10284020
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 11
Total number of places	112
Number of children on roll	120
Name of registered person	Binsteed Childcare Services Limited
Registered person unique reference number	RP902705
Telephone number	02392 421313
Date of previous inspection	6 December 2017

Information about this early years setting

Binsteed Childcare Services Limited registered in 2003. The provision operates in 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 is in receipt of funding for the provision of free early education for children aged two, three and four years. There are 27 members of 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.

Information about this inspection

Inspectors

Nicole Atkinson
Kelli Wiseman

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.
- The director and one of the inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors spoke with the nominated individual about the leadership and management of the setting.
- The SENCo spoke to the inspectors about how they support children with SEND.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- One of the inspectors carried out a joint observation of a group activity with the coordinator for the under three-year-old children.
- The inspectors spoke to several parents and carers during the inspection and took account of their views.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection 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.

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