

Inspection of Bingham Day Nursery and Pre-School Centre

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

Inspection date:

20 February 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Staff develop warm relationships with the children in their care. Toddlers approach staff for cuddles and new children settle quickly. Staff create an outdoor environment to support children's interest in the world around them. Pre-school children work with staff to collect natural resources. They use magnifying glasses, taking turns to look at what their friends have found. Children listen as staff show them how to check if branches are alive. Staff pose questions, helping children to recall what the words hibernation and nocturnal mean. This helps to develop children's growing vocabulary.

While children have some positive learning experiences, not all children benefit from a consistently planned and well-implemented curriculum that links to their next steps in learning. Babies' play is mainly free choice. The lack of direct interaction from staff at these times restricts the opportunity to build on babies' prior learning and they quickly lose interest, flitting between activities.

In pre-school staff do not always deploy themselves well, which results in limited interaction with children at times. Therefore, on these occasions, much of what children learn is incidental. Pre-school children become boisterous and sometimes display unwanted behaviour that is disruptive. They tip toys on the floor and throw cushions at each other. This creates hazards for other children. While some staff initially attempt to encourage positive behaviour, children ignore requests to stop and continue their risky play. Staff do not effectively help them understand the expectations of their behaviour.

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

- Managers have an overview of the curriculum and know what they want children to achieve. However, staff are not always clear about how to implement this. For example, staff do not do enough to encourage children's personal development. Arrangements for toileting do not support pre-school children's dignity and understanding of their privacy. Furthermore, staff do not empower pre-school children whose next steps are to develop their independence skills.
- Toddlers behave well. They freely use their manners and readily line up for outdoor play. In contrast, staff struggle by themselves to manage pre-school children who demonstrate unwanted behaviour. This goes on for too long before other staff intervene. Staff do not help children understand what is expected of their behaviour.
- There are times when staff are not deployed well. They spend extended periods of time away from children as they carry out routine tasks, such as hanging up coats and cleaning after mealtimes. Staff do not consider the impact that some daily routines have on children's learning and ability to concentrate. For

example, pre-school children are frequently distracted during story time as staff take them one-by-one for handwashing.

- Managers recognise that current staffing changes have resulted in variable staff practice across the setting. While regular team meetings occur, individual supervisions are less frequent. As a result, managers do not sharply focus on supporting staff's continuous improvement. This is not fully effective in supporting children's learning outcomes.
- Staff help children's growing language and communication skills. Babies enjoy looking at board books, while staff narrate what they see in the pictures. Babies readily repeat words such as, planet and alien. Toddlers use dough to make a penguin enclosure. Staff introduce number and colour as children search in rice for glass pebbles to squeeze into the dough. Pre-school children play group board games. Staff encourage listening and attention skills. Children consider what cards they need to win and what cards their friends have recently found.
- Children are provided with activities to develop their physical skills. Staff notice when toddlers struggle to ride tricycles. They help toddlers position their feet correctly, which encourages toddlers to persevere. Staff create a game of hide a seek for pre-school children. Children bend and stretch as they search the outdoor area, proudly showing staff when they find the hidden toy.
- Staff provide healthy meals, snacks and fresh drinking water for children. Staff work closely with parents to manage children's allergies, dietary requirements and intolerances. There is an established process in place to ensure this information is safely communicated across the nursery.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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
put measures in place to ensure all staff understand the curriculum and provide meaningful interactions and learning experiences for all children in line with their interests and next steps, with a particular focus on personal, social and emotional development	20/03/2024

implement behaviour management strategies, which support staff to be consistent in their approach, and which build on children's understanding of behaviour expectations	20/03/2024
deploy staff to ensure that they engage with all children effectively, to increase children's enjoyment and extend their learning.	20/03/2024

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

- improve staff supervision, coaching and training to precisely identify individual areas of development and ensure staff have a clear understanding of their roles and responsibilities.

Setting details

Unique reference number	EY373275
Local authority	Nottinghamshire County Council
Inspection number	10327796
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	0 to 4
Total number of places	80
Number of children on roll	70
Name of registered person	Hardy, Denea Anne
Registered person unique reference number	RP513991
Telephone number	01949 839242
Date of previous inspection	25 January 2019

Information about this early years setting

Bingham Day Nursery and Pre-School Centre is based in Bingham, Nottinghamshire. It registered in 2008. The nursery employs 14 members of childcare staff. Of these, ten hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, 7.30am until 6pm, all year round. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Susan Hyatt

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector 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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