

# Inspection of Binsteed Childcare Services Limited

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

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Inspection date:

5 March 2024

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## Overall effectiveness

## Requires improvement

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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

Inadequate

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children arrive happy and enter the nursery confidently. They quickly settle into the familiar routines. Children have positive relationships with staff and receive reassurance and comfort when required. For instance, staff interact with babies warmly during care routines. This helps children to feel safe and secure.

However, teaching is not consistently good and does not always support children's individual developmental needs. At times, activities lack challenge. For example, older children are provided with printed pictures to colour and told when they have added enough colour to the picture. Furthermore, younger children are not always supported well enough. For instance, staff are busy carrying out routine tasks, such as changing nappies and tidying up, which takes them away from supporting the children.

Children behave well and have positive relationships with their friends and the adults who care for them. They are kind and thoughtful and play well together. For example, younger children enjoy caring for the babies. They find their favourite toys and give them cuddles. Staff support all children to develop good social skills, for example by encouraging good manners.

Children have fun. They readily engage with new experiences and are interested in what others are doing. For instance, older children enjoy using their imaginations, playing in the shop that they have set up with the staff. Younger children enjoy opportunities to develop their physical skills. For example, babies practise crawling and manoeuvre themselves around the room. This supports children's learning and development.

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

- Since the last inspection, the members of the management team have worked effectively to address the areas of weakness. They have strengthened how they carry out daily risk assessments to ensure that children are safe. Managers have supported staff to improve their safeguarding knowledge. Staff recognise signs and symptoms of abuse and know how to report any concerns about children or adults. The management team has a shared vision for the future of the nursery and knows what is needed to further improve.
- The special educational needs coordinator has a clear understanding of the needs of the children with special educational needs and/or disabilities (SEND). They work closely with outside agencies to devise strategies to support children with SEND. This supports these children to make progress.
- The management team provides staff with regular supervision meetings and opportunities to discuss any concerns. However, inconsistencies in staff's

teaching practice are not always identified. Managers do not provide carefully tailored coaching and support for staff and ensure that they all have the necessary skills to support children's learning. Nevertheless, staff report high levels of well-being and feel well supported by the management team.

- Staff help children to recognise and regulate their emotions. For instance, they read books with the children about emotions to support them to identify how they are feeling. Children learn about being kind and polite to others. For example, staff remind children about their 'golden rules' and children then remind their friends. This helps children to learn how to manage their own behaviour.
- Staff do not promote language and communication well enough. Although they read stories and sing songs with the children, they do not make the most of their engagement and interactions with them. For instance, staff do not always give children enough time to think and respond as they ask questions, while other staff fail to ask children any questions to extend their learning. Furthermore, staff sometimes use the incorrect pronunciation of words, which children then copy. As a result, children do not make good enough progress in their communication and language skills.
- The managers and staff have worked together, with the support of the local authority, to develop an understanding of what it is that they want children to learn. However, at times, staff are overly directive and do not encourage children to express themselves, such as during creative activities. Furthermore, on occasion, access to resources during activities is limited. This means that children do not always have the opportunity to express their own artistic ideas.
- Partnership with parents is effective. Staff have a firm understanding of the local community. They signpost parents to further support should they need it. Staff find out about children's cultures and beliefs and invite parents to share key words in children's home language. They regularly share children's progress and support their home learning. For instance, children are encouraged to borrow storybooks to read at home.

## 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, the provider must:**

	<b>Due date</b>
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ensure that managers have sufficient oversight of the provision to identify weaknesses in staff's practice and provide coaching and mentoring to improve their teaching skills	27/03/2024
support staff to devise and implement an effective curriculum to help develop children's communication and language skills.	27/03/2024

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

- develop staff's understanding of how to encourage children to express their own ideas and fully promote their creativity.

## Setting details

<b>Unique reference number</b>	EY264341
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	10313855
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 8
<b>Total number of places</b>	75
<b>Number of children on roll</b>	83
<b>Name of registered person</b>	Binsteed Childcare Services Limited
<b>Registered person unique reference number</b>	RP902705
<b>Telephone number</b>	02392 421313
<b>Date of previous inspection</b>	22 September 2023

## Information about this early years setting

Binsteed Childcare Services Limited registered in 2003. It operates in the grounds of Binsteed Community Centre, which is situated in the Buckland area of Portsmouth. The nursery is open from Monday to Friday for 51 weeks of the year. Sessions are from 7am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 26 members of staff, one of whom holds early years professional status. There are 15 members of staff who have relevant qualifications to at least level 3.

## Information about this inspection

### Inspectors

Nicole Atkinson  
Kelli Wiseman

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The manager, deputy manager, inclusion manager and inspectors had a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspectors during the inspection.
- The inspectors spoke with the manager and deputy manager about the leadership and management of the nursery.
- The special educational needs coordinator 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 on children's learning.
- One of the inspectors carried out a joint observation of a group activity with one of the assistant managers.
- The inspectors spoke to several parents 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.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.

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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