

Inspection of Binsteed Childcare Services Limited

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

Inspection date: 19 February 2025

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and content at this setting. Children demonstrate that they feel safe and secure in the care of kind and nurturing staff. For example, babies smile and hold out their arms when they see their key person approaching. Older children enjoy engaging staff in their play. They sit for long periods of time chatting about their creations as they make models out of clay. Children reflect the kindness and respect they receive from staff when interacting with their peers. For example, babies recognise when their friend has woken from their nap and fetches a drink for them. This helps children learn the skills they will need to form future relationships.

Children have good opportunities to learn new concepts, such as mathematics. For example, older children learn how to complete puzzles as staff support them to match curves and straight lines. Children develop their number skills as they count the number of children present, before providing the same number of plates when setting up for mealtimes. Children go on number hunts and excitedly search the environment to find the numbers on their list. This helps prepare children well for their next stage in learning.

Children behave well and demonstrate a good understanding of the rules as they remember to use their 'walking feet', when playing indoors. Babies learn to use 'gentle hands', as they reach out and touch each other with care. Staff provide children with regular reminders prior to changes in activities. This provides children with an understanding of what is happening next and helps them transition through the routine with minimal disruption to learning.

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

- Leaders and staff get to know children well and create a curriculum that successfully builds on what children already know. Overall, staff engage children in well-planned activities and interactions that promote their next steps in learning. However, staff do not always provide the same level of attention when planning the curriculum in the garden. Although children enjoy spending time outdoors being active, staff do not always plan resources or interactions in a way that maximises learning across all areas.
- Leaders use monitoring arrangements, such as observations, to regularly assess the quality of teaching and interactions. Staff continue to improve their knowledge through regular coaching and professional development opportunities. For example, staff use recently gained knowledge to enhance children's understanding of number. Leaders recognise the importance effective staff supervision has on the continuous development of the setting and have made recent changes to maximise staff development. This includes regular

professional discussions. However, this is not yet fully embedded.

- Children with special educational needs and/or disabilities and those that need additional support with their language and communication skills, receive good levels of support. For example, staff use picture symbols and simple signs, alongside the use of single words, to help children to communicate their needs. Strategies to support individual children's communication journey are shared with staff, parents and professionals. This provides children with a consistent approach towards their learning. This is reflected in the steady progress children make from their starting points.
- Children start to gain a secure sense of self as they see themselves reflected within the setting. Staff help children gain an understanding of what makes them unique as they follow children's interests. For example, staff create a role-play hair salon following children's interests in hair. Staff extend children's knowledge as they source age-appropriate books that help children identify their own hair types and why these differ. Children who speak English as an additional language see text written in their home language, as well as in English, throughout the environment.
- Staff support children to develop their independence skills, preparing them well for their eventual move to school. For example, staff help babies to learn the techniques they will need to wash their hands by themselves. This includes squirting soap on their hands and making sure their hands are dried fully after washing. Staff provide all children with regular choices, helping them gain a sense of self and autonomy.
- Children develop positive attitudes towards their learning as staff encourage them to keep trying at tasks they find difficult. For example, children become frustrated when they struggle to form a 'ball' shape, when rolling play dough between their hands. Patient and calm staff encourage children to persist as they model the technique needed until children succeed. Children beam as they show off their creations with pride. This helps build children's resilience.
- Children have access to nutritious home-cooked meals that introduce them to a wide range of flavours, helping them to develop healthy appetites. For example, children enjoy a variety of dishes from around the world, such as burritos and mussels. Staff teach children about appropriate portion sizes and the impact some drinks have on their oral health. This provides children with the knowledge they need to make healthy choices.

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

- enhance the delivery of the curriculum during outside play, so that children have every opportunity to engage in meaningful and purposeful learning
- embed staff supervision arrangements fully, enhancing the opportunities staff have to further develop their knowledge and skills and promote the continuous development of the setting.

Setting details

Unique reference number	EY264341
Local authority	Portsmouth
Inspection number	10339049
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 8
Total number of places	75
Number of children on roll	79
Name of registered person	Binsteed Childcare Services Limited
Registered person unique reference number	RP902705
Telephone number	02392 421313
Date of previous inspection	5 March 2024

Information about this early years setting

Binsteed Childcare Services Limited registered in 2003. It operates from Binsteed Community Centre in Portsmouth, Hampshire. The nursery is open from Monday to Friday, from 7am to 6pm, all year round. The nursery provides funded early education for those who are eligible. The nursery employs 23 members of staff, 20 of whom hold a relevant level 2 qualification or above.

Information about this inspection

Inspector

Paula Sissons

Inspection activities

- The manager and the inspector completed a learning walk together of all areas of the provision and discussed the early years curriculum.
- The inspector talked to the manager, the nominated individual, staff and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke with parents 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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