

# Inspection of Basingstoke College of Technology

Basingstoke College of Technology, Worting Road, BASINGSTOKE, Hampshire  
RG21 8TN

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Inspection date: 3 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children show that they feel happy and secure in this welcoming nursery, where the staff and management team work hard to create a strong, family ethos. The manager aims to focus not only on each child but to support each family as a whole.

Children in all age groups benefit from staff who know them well and who plan a varied and interesting curriculum. For example, babies explore frozen paint cubes and learn to make marks with them on paper. Toddlers investigate toy dinosaurs hidden in slime and older children take part in fun exercise activities where they jump and stretch. All children enjoy the praise they receive for their efforts and achievements. This helps to build their self-esteem and confidence.

Children show they are inquisitive learners. They explore their environments, inside and outside, with enthusiasm. All children, including those in receipt of additional funding, develop a positive attitude towards learning and are gaining the skills they need for the next stage of their education. For example, older children develop good independence skills and learn how to manage their self-care. Children's behaviour is good overall and staff support them well to learn to manage their feelings and behaviour.

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

- The manager and her staff have worked hard to adapt to changes in practice as a result of the COVID-19 pandemic. They continue to evaluate the positive aspect of some of these changes, such as moving whole groups of children up to the next room, which has enabled children to feel more confident and settled as they experience the transition with their friends.
- Staff show respect for children's voices and opinions. For example, children are often encouraged to vote for which story they would like or which theme they would like their role-play area to be next. Staff also recognise the impact on children's self-esteem if they are asked to take apart or tidy away their 'work'. As a result, staff enable children to display their models in the office window for their parents and carers to see. They place unfinished jigsaw puzzles on boards so that children can return to them as and when they wish.
- Staff are very knowledgeable about individual children and carefully plan activities based on children's interests to close any gaps in learning. However, staff do not always adapt their teaching to meet children's differing needs or emerging interests as they arise during activities, in order to maximise children's learning.
- Children's physical health is promoted well through nutritious food, regular fresh air and exercise. The management team has worked with the college to review

the policy on the provision of food and children's allergies to further ensure that children's dietary requirements are strictly adhered to. Children thoroughly enjoy playing outside and have great fun using the slide to go from the upper garden to the lower garden. They confidently ride on wheeled toys, play with the mud kitchen and explore the natural area. Older children show good imagination as they make a nest with grass and pretend that the stones they have found are dinosaur eggs.

- Staff comment that they feel well supported. They have regular supervision meetings and access some training to help develop their practice. The management team has recently introduced a 'room improvement scheme' to help room leaders observe their staff from a different perspective and evaluate the quality of teaching in a more objective way. This will support the staff to continuously improve the service they provide for children.
- Parents feel well informed. They describe the care as 'excellent' and that the staff appear genuinely interested in their children. Parents comment that their children look forward to attending nursery and that they take part in a wide variety of activities.
- All children, including the youngest, are confident to approach visitors to the setting. Staff promote children's language and communication skills well. For example, when exploring toys eggs filled with slime, young children use good descriptive language, such as 'sticky', 'squishy' and 'cold'.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of the possible signs and symptoms of abuse. They know what action to take if they are concerned about a child and are familiar with the nursery's safeguarding procedures. Staff attend regular training to make sure that their safeguarding knowledge remains up to date. The management team work well with the college to implement robust recruitment and vetting procedures to ensure staff's suitability to work with children. They liaise with college tutors about the content of relevant childcare courses and support students needing to complete the requirements of their course.

## What does the setting need to do to improve?

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

- support staff to further strengthen the delivery of the curriculum, so they consistently consider their interactions and resources provided during group activities, to make the most of children's learning opportunities.

## Setting details

<b>Unique reference number</b>	509563
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10230828
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	97
<b>Name of registered person</b>	The Corporation of Basingstoke College of Technology
<b>Registered person unique reference number</b>	RP905559
<b>Telephone number</b>	01256 306213
<b>Date of previous inspection</b>	12 April 2018

## Information about this early years setting

The Basingstoke College of Technology (BCoT) Nursery registered in 1997 and is located within the grounds of Basingstoke College of Technology. The nursery is open Monday to Friday, from 8am to 6pm, for 50 weeks of the year. It is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery employs 25 staff who work directly with the children, 21 of whom hold appropriate childcare qualifications at level 2 and above.

## Information about this inspection

**Inspector**  
Nicky Hill

## 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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to children and staff at appropriate times during the inspection and took account of their views.
- 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 manager and the inspector carried out a joint observation of a group activity.
- Parents shared their views of the setting with the inspector.

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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