

Barnardo's Little Breaks (Aylesbury)

Inspection report for early years provision

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Inspector

Aileen Finan

Setting address

Aylesbury Elmhurst Childrens Centre, Dunsham Lane,
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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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Description of the setting

Barnardo's Little Breaks registered in 2011 and is located in the Elmhurst Sure Start Children's Centre in Aylesbury, Buckinghamshire. The provision is registered on the Early Years Register to provide care for a maximum of nine children from two-years-old to the end of the early years age group. It operates on Saturdays from 9.30am until 12.30pm and from 1.30pm until 4.30pm. The short break service is for children with special educational needs and/or disabilities. Children have access to a main room in the children's centre and have access to an outdoor play area. Washing and toilet facilities are located in the foyer entrance. Children attend for three hours per session. There are currently 10 children on roll. There are four members of staff employed to work directly with the children. The manager holds a Foundation Degree, two other staff have childcare qualifications and one staff member who works as the administrator is unqualified. The service is commissioned by Buckinghamshire County Council and is provided by Barnardo's.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. Robust arrangements are in place to ensure children's safety and well-being. Children are provided with a range of activities which suit their individual needs, although there is currently less use made of the outdoor area. Additional resources are currently being implemented to aid channels of communication for children. Partnerships with other professionals and parents are well established and these effectively support children's development.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- provide additional opportunities for children to enjoy the outdoor environment and be offered learning opportunities whilst taking part in outdoor play
- develop further the use of the visual timetable and non-verbal communication interaction to enhance children's interaction with each other and staff.

The effectiveness of leadership and management of the early years provision

Children are safeguarded appropriately at the short-break service. Staff are aware of their responsibilities to keep children safe. All staff have completed safeguarding children training and understand the need to act upon any concerns they have about the children they care for. An effective recruitment and induction system is in place which ensures that unvetted adults do not work with children and that appropriate training is in place for the staff who currently work at the setting. Required policies and procedures are in place and are followed by staff in all aspects of their day-to-day work. Risk assessments are robust and daily checks are recorded and acted upon to ensure children's safety. The environment, furniture, toys and resources are suitable and safe. Fire drills are conducted frequently. Specialist equipment is available when needed to support children with particular and special requirements. Incidents, accidents and medication, when required, are appropriately administered and logged. As the children attending have various special requirements, staff are fully aware of the need to be particularly vigilant and record these documents effectively and securely. Registration systems detail staff and children attending and any visitors are also recorded. Parents are made aware of the procedures in place which protect their children and support their well-being. They further understand about the role of Ofsted as the regulatory body.

The leadership and management of the short break service have a clear vision for their future and consistently communicate high expectations to staff, who work well together and share enthusiasm. They are aware of the strengths of their provision and are active in tackling minor weaknesses. Planning for the children and the future of the setting is realistic but challenging and, consequently, outcomes for children are good. Staff understand children's individual needs well. They understand their backgrounds and their specific needs. The available resources are used effectively. Staff deployment is a major factor in achieving good outcomes for children. Staff to children ratios are mainly one to one or, at their highest, one to two. Staff actively promotes equality and diversity, and the secure knowledge of children's starting points ensures that children's development is consistently good. Partnerships with other agencies and professionals are well established. Communication takes place between providers and partnerships to support individual children and promote their well-being. Parents are very positive about the short break service and the care provided for their children. The short-break service is effective within their communications with parents to ensure that they receive accurate and timely feedback on each session.

The quality and standards of the early years provision and outcomes for children

Children make good progress during their time at the short-break service. The staff plan activities which supplement and support children's learning and development in place with other settings and professionals for which children attend or have associations with. Children have good relationships with the adults who care for them and, consequently, they are happy, settled and content. Children demonstrate a sense of belonging. All children attending have special educational needs and/or disabilities but most are able to understand and demonstrate a clear understanding of how to stay safe independently and know the routines of their day. This is being helped by the visual timetable recently introduced and the use of non-verbal communication, such as Makaton, which is used at certain points in the day. However, this is not yet fully embedded to ensure that this complements the good quality interactions already in place.

Children's progress is tracked robustly. Staff are very much aware of children's starting points following their referrals, their individual educational and development requirements, and their backgrounds. Activities and play encompass all six areas of learning within the Early Years Foundation Stage framework. Staff ensure they exchange updates from parents/carers on each child at the start of every session. They conduct observations for all areas of learning, still taking into account the targets already in place for the individual children. At the end of each session the observations are summarised and inform future planning on an individual basis. Regular meetings with parents are in place. These take into account advice from other professionals, such as speech and language experts, to ensure children's needs are well supported and targets are met.

Children enjoy a wide range of resources and play. For example, they enjoy musical instruments and singing. Interactive story times allows children to sit together and take part, aided and non aided with story sacks/puppets and enjoy popular stories, tales and books. The home corner/shop area provides essential and positive opportunities to bond with staff and use communication during role play. Children love chasing bubbles and are offered messy play and mark making opportunities. The current availability of outdoor play is limited. The short-break service is taking steps to alleviate this; staff are aware of the benefits of regular play outside, fresh air and opportunities for free-flow indoor-outdoor play. Children are making progress at their own pace and are, therefore, developing their skills for the future supported by staff who understands their particular needs. They all demonstrate a willingness to participate and cooperate.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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