

# Little Breaks Beaconsfield

Inspection report for early years provision

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EY431698

**Inspection date**

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**Inspector**

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**Type of setting**

Childcare - Non-Domestic

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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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## **Description of the setting**

Barnardo's Little Breaks (Beaconsfield) was registered in 2011. It is run by Barnardos, a registered charity, and operates from Beaconsfield Children's Centre in Holtspur, near Beaconsfield in Buckinghamshire. The group have use of a play room and a well equipped garden for outdoor play. The group is open on Fridays from 2.00pm to 5.00pm, all year round. It provides respite care to families with children who have special educational needs and/or disabilities. The group is registered by Ofsted on the Early Years Register, and may provide care for a maximum of eight children in the early years age range. There are currently eight children on roll. The setting does not receive funding for nursery education. Four staff are employed to work with the children, all of whom hold a childcare qualification. There are also staff who provide cover as and when required to ensure a ratio of one to one or one to two is provided.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children receive good care and support during their time at the group. They are able to make positive strides in their learning and development since the staff provide individual support which is tailored to each child's abilities and stages of development. Staff have good knowledge of the Early Years Foundation Stage and, overall, plan a range of activities to support children's learning goals. However, there are limited resources to support technology and exploratory play. Partnership with parents is effective and ensures adults work together to support and meet children's individual and complex needs. Self-evaluation processes ensure the staff team frequently review their practices, and this demonstrates the setting has a good capacity for continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- ensure resources such as technological or investigative equipment are available for children to fully support their skills for the future.

## **The effectiveness of leadership and management of the early years provision**

Robust recruitment procedures are in place to ensure all adults are suitably checked to work with children. Children's welfare is well protected as the staff group are aware of child protection issues and the safeguarding procedures to follow if they were concerned about a child.

Comprehensive risk assessments are in place and daily safety checks are conducted by the staff to ensure high levels of safety are maintained. The group has a good security system in place and any visitors gain access via a buzzer entry system and are requested to sign in the visitors' book and show their identification.

Staff are deployed appropriately within the setting to ensure children's safety is paramount. The ratio of adults to children is mainly one to one, or at the highest, one to two. All the required documents, policies and procedures are maintained to support the safe and efficient management of the setting.

The setting is well equipped with a good range of safe and suitable furniture and equipment. Children's independence is fully promoted as they can access a full range of activities and equipment from low level storage units. The room is well equipped with good quality toys to enable children to make progress in most areas of their development. Specialist equipment is available when needed to support children with particular and special requirements.

The senior coordinator's clear vision for the development of the setting demonstrates a commitment to ongoing improvement. Self-evaluation is broadly accurate and used effectively to review practices and target areas for improvement. The staff team are kept well informed and are involved in decision making. They support each other well and make good use of training opportunities such as sign language courses to increase their knowledge and support the children's learning.

Staff have good knowledge of each child's background and their individual needs. Staff develop strong relationships with parents. The key carer spends time with parents when children first start to build up a clear picture of each child's routines and specific needs, and this helps the children settle. At the beginning and end of each session staff take time to talk to the parents, sharing information with regard to children's wellbeing and the activities they have been involved in. Parental comments indicate they are extremely happy with the service provided and comment that the staff know their children's needs very well.

The setting promotes equality and diversity, and staff recognise each child as an individual. The use of a visual timetable and signing to complement the spoken word are used to help children communicate and understand the routines of the setting. Staff are particularly skilled in understanding the needs of non verbal children by observing and responding to their facial expressions. Staff establish positive partnerships with other professionals involved with the children, especially when they are first referred, and work together in devising individual educational plans.

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

Children are happy and settled in the group and are making good progress in their development. The atmosphere is calm, with children absorbed in their play. Children separate well from their parents or carers and are developing a sense of belonging in this friendly environment. Staff greet each child on arrival and ensure they are given individual attention and support during their play.

The staff set up the room with some activities and the children are encouraged to develop their independence by moving freely from one activity to another. They can also help themselves to other toys or resources as they wish from the low level storage units. Staff provide one to one support for children and this is individual for each child and ranges from the key carer interacting with children's chosen play to key carers offering play resources and experiences for children with more complex needs.

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 helped by the visual timetable and the use of signing, which is used throughout the day.

Staff show good understanding of the Early Years Foundation Stage and have developed effective planning methods to ensure that, overall, a broad and varied curriculum is planned for. Staff observe children's achievements and update the progress profiles, adding photographs which show children enjoying themselves and achieving in their play. Children enjoy singing time and come together as a group to sing their welcome song. Staff make very good use of props to support the singing session and this helps children make choices about their favourite songs. Staff develop children's love of books and use the book area effectively with individual children. They spend long periods of time engrossed in many picture books and listen intently as their key carer reads stories to them.

Children enjoy creative activities, and make sticky pictures using glitter and other materials; they begin to mark make using the pens. Children have some opportunities to learn about light and dark as they have torches to use in a darkened den. However, overall, there are limited technological or investigative resources such as calculators, cameras or magnifiers available for children to fully support their skills for the future. Children's personal, social and emotional development is progressing well. Staff promote and role model kind and caring attitudes, which results in a calm and loving environment for children to develop firm relationships. Children recognise that some children have limited mobility and show kindness as they bring over the puppets to share.

Children are developing healthy lifestyles as they show a good understanding of following good personal hygiene routines. Staff support children and encourage them to learn about washing their hands independently before their snack. There are effective nappy changing procedures in place to reduce the risk of cross infection and ensure children's privacy. Children are provided with a variety of fruit

or break sticks for snack time and water to drink. Individual dietary requirements are well catered for. Some children require specialist feeding and there are designated staff trained to support these children's needs. Children have ample opportunities to play outdoors in the well equipped garden and enjoy some time spent outdoors where they run and climb to release their energy.

Children learn about keeping safe as they take part in regular fire drills, which helps them develop an understanding about evacuating the building. They are reminded about the safety rules such as not running around indoors. Children's safety is further promoted by staff's understanding of appropriate supervision levels, both inside and outdoors. Children are secure and self-assured as they are able to move around the setting as they choose, spending time interacting with their friends and the staff.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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