

# Little Breaks at Hazlemere

**Hazlemere & Loudwater Childrens Centre, 43 Highfield Way, Hazlemere, HIGH WYCOMBE, Buckinghamshire, HP15 7UW**

## Inspection date

Previous inspection date

27/09/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Children are calm, relaxed and they enjoy their time as they play and learn in a supportive, caring environment. The friendly dedicated staff team works hard to encourage children's progress in relation to their starting points.
- Well qualified and experienced staff plan and provide a wide range of stimulating activities and resources to meet the children's individual learning needs. The key person system works very well and enables staff to have a clear knowledge of the children to effectively support their learning and care needs.
- Children play and learn in a well-resourced, attractive, welcoming playroom where staff organise the toys and activities to encourage children's choice and independence skills.
- Staff develop good partnerships with parents and keep them well informed about all aspects of the provision. They communicate well to identify children's needs and to share children's achievements and progress.
- Partnerships are well developed and staff work effectively with all agencies and settings involved in the children's care to share knowledge to meet the children's and families' needs.
- Management systems work well to support staff, who show a strong commitment to take training to increase and develop their knowledge and skills. Managers and staff monitor and evaluate the setting well, taking positive steps to make changes and improve outcomes for all children.

### **It is not yet outstanding because**

- Children do not see themselves or their artwork reflected in displays around the room.

### **Information about this inspection**

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

### **Inspection activities**

- The inspector observed children at play in the playroom and outdoor play area
- The inspector observed staff and children's interaction, talked with the staff and held a discussion with the coordinator
- The inspector took into account discussions with a parent
- The inspector sampled documentation including children's development records and planning and staff records and other information held on the setting's laptop

### **Inspector**

Carol Willett

### **Full Report**

#### **Information about the setting**

Little Breaks at Hazlemere registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. It is managed by the children's charity

Barnardos and operates from a room in the Hazlemere & Loudwater Children's Centre in Hazlemere, on the outskirts of High Wycombe in Buckinghamshire. It is open 48 weeks of the year on Thursday afternoons from 1.30pm to 4.30pm. The setting provides respite care for children with special educational needs and/or disabilities. There are currently eight children on roll all of whom are in the early years age group. The setting is managed by a coordinator who is qualified to the equivalent of a National Vocational Qualification at level 6 and holds Early Years Professional Status. She is supported by a core staff team who are qualified to at least the equivalent of National Vocational Qualifications at level 2 and by a number of bank staff to provide either one-to-one or one-to-two ratios of staff to children.

### **What the setting needs to do to improve further**

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

- develop children's self-awareness and confidence further by displaying their photographs and completed work.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Staff have a clear understanding of the learning requirements in Development Matters and plan effectively for each child's progress. The well-qualified staff have a good understanding of how children learn and organise the environment to encourage children to be independent learners. Children make strong progress in their development, given their starting points, as staff are enthusiastic, caring and provide attractive welcoming play areas. Staff greet children warmly on arrival and children settle well and play happily, showing they are secure in the setting. They quickly develop close relationships as they have one-to-one support from their key person. Staff take good account of children's individual needs, some of which may be quite complex. Staff make good use of information from parents and their experience to plan for each child's needs. Staff are well qualified and have a good awareness of how to plan and provide toys and activities across all areas of learning. Each session staff plan activities linked to each child's learning plan. For example, children enjoy using play dough and foam to develop manipulative and sensory skills.

Children have access to a good range of resources to develop their physical skills including play dough tools, chunky paintbrushes, large inset puzzles and building blocks. Staff are skilled at recognising children's non-verbal communications. They use sign language when verbal skills are not fully developed, to increase children's ability to understand and communicate. Staff sign and sing familiar songs and use time line pictures to enable children to feel confident in the setting's routines. This enables children to feel secure and

understand when changes are going to occur. For example, at snack and circle time staff sing and sign 'it's time to stop play and pack the toys away'.

Children learn about mathematics as staff use a range of opportunities to develop counting skills. Staff help children build a tower with soft play blocks encouraging children to count to three. There is lots of praise as children successfully count. Staff encourage children's listening skills as they come together for stories and singing. Staff have good story telling skills and know how to engage children's attention. Staff are enthusiastic singers, using actions and props, such as bubbles, to capture children's interest and more able children love to join in.

Children are happy and secure, as there are good systems in place to find out about their abilities and care needs. Staff develop good partnerships with parents and they attend visits prior to the children starting. Staff gain useful information about the children through talking to parents and observing the children, which they use to plan children's learning and care needs. Staff plan regular reviews of children's development and invite parents to discuss their child's progress. Staff record children's progress and achievements in their development records, which include photographs of the children and written observations. Children enjoy looking at themselves in a homemade interactive books of photographs of the children and staff talk about them during play sessions. Children are not able to see themselves or their artwork displayed within the setting.

### **The contribution of the early years provision to the well-being of children**

Each child has the support of an allocated key person who has a clear awareness of his or her individual care and learning needs. Staff develop individual care and learning plans and thoroughly discuss each child's interests and needs at the end of every session. Young children show they feel secure and safe as they happily enter the setting and start to play with favourite toys, such as the animals in the farm. They happily wander around and take part in the planned adult led activities, such as in the foam or water play. Staff are skilled at recognising children's body language. They carefully follow the children's interests and intervene appropriately to encourage children's perseverance at activities. Staff are very responsive when they notice children need to eat or want to go outside. Children confidently relate to the staff, who are friendly, caring and attentive and give lots of reassuring smiles. Younger children form good attachments and enjoy appropriate cuddles sitting on their key person's lap at circle and story times. Children play in a calm, relaxed environment and their behaviour is good overall as they mostly play with their key person. Staff constantly praise and encourage the children, which builds their confidence and self-esteem. Staff encourage and build children's interactive and social skills during group times. All staff interact with the children so they learn to relate to a wider circle of adults.

Staff organise the setting well and get out a suitable range of good quality toys that include wooden and natural resources, such as in treasure baskets. Staff are very safety conscious and takes positive steps to identify hazards and minimise risks to ensure the setting is secure and safe both inside and out. Staff closely supervise children at all times. Gentle reminders during the session develop children's understanding of safe behaviour,

such as when they are playing in the foam tray.

Children develop independence as they freely make choices; they enjoy playing with the wide range of quality toys that the staff set out for them. The setting is well organised and provides continuous provision across all areas of learning. Staff carefully evaluate each session as a group and identify children's interests to enable them to plan for children's individual needs for the next session.

Children thoroughly enjoy playing outside, where they use ride on toys and run around. They freely make choices to play outside and use a good range of resources, such as sand and water, wheeled toys and balls. Children run and play freely as there are safety surfaces. They increase their physical skills as they love to climb and clamber over soft play blocks and hide in the tent. They can see other adults and children pass by through the fence enjoying a wider view of the world. Staff make good provision to enable children to become mobile as they provide push-along walkers and dolls' buggies to encourage children to take steps.

The setting has a healthy eating policy. Children learn self-care skills and good hygiene practices. They happily follow instructions to wash their hands before snacks and staff use wipes for younger children. Staff provide healthy snacks of fruit and rice cakes or breadsticks and children are able to make choices. Staff take note of any allergies, as they carefully discuss children's dietary and health needs at initial meetings with parents. Staff regularly review their practices and are considering going on outings in the local community to increase children's understanding of the world.

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

Children play in a secure safe environment where staff complete thorough risk assessments and daily safety checks. Staff all have a secure understanding of child protection procedures and undertake safeguarding training as part of induction procedures. Managers are confident in procedures to follow should they have any concerns about children's well-being. They review the comprehensive range of policies to take account any new requirements. Staff practise regular fire evacuation drills so they are confident and know what to do in an emergency. There are effective systems to promote children's welfare as all staff undertake paediatric first aid and food safety training. They follow clear procedures for recording accidents and for the administration of medication. Children play in clean well-maintained premises where staff follow good hygiene procedures to minimise the risk of cross infection. They clean up any spillages during the session to ensure the premises remain clean and suitable for the children.

The management team and staff are dedicated and enthusiastic. There are good systems in place for self-evaluation, which staff use to identify strengths and areas for improvement. The coordinating manager uses this well to produce an action plan to make continuous improvements to the setting. She has a positive attitude to inspection processes. She uses feedback from inspections in other similar settings she oversees to

continually improve outcomes for children.

The setting is well organised and staff work well together to provide an enabling environment. They develop good partnerships with parents, which helps ensure they have a firm understanding of the children's and families' needs. Comments from discussions with parents indicate they are happy with the caring, friendly, staff and the service provided. The setting successfully supports children with special educational needs and there are well-established partnerships with other agencies and settings involved in children's care.

There are robust vetting, induction and appraisal systems in place and staff are keen to update their knowledge and skills through training. Regular supervision meetings with staff provide good support and enable staff to identify their training needs and those of the children. For example, staff learn Makaton to support children's communication skills. Some staff complete baby massage training, to care for the specific needs of children with cerebral palsy. Staff upload session feedback and children's record forms onto the computer which the coordinator monitors to ensure staff consistently keep children's record up to date. The management team keep up to date and take good account of new requirements, such as the introduction of progress checks for two-year-olds.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not

	meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY444855
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	785566
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	8
<b>Number of children on roll</b>	8
<b>Name of provider</b>	Barnardo's
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01494813762

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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