

# Little Breaks (Princes Risborough)

Wellington Avenue, Princes, Risborough, HP27 9HY

## Inspection date

Previous inspection date

01/02/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- All children make excellent progress in relation to their starting points because staff plan meticulously for their individual needs.
- Partnership working is exceptionally well managed. Staff work very closely with other settings and professionals involved in children's care to make sure that all children's needs are met at all times.
- Parents are thoroughly involved in the setting. They are invited in, consulted throughout the time that their child attends and are able to share much information about things that their children have achieved at home. As a result, the setting is very responsive to the needs of individual children and families.
- The minding environment is very responsive to individual children's needs. Staff design play areas to meet the needs of individual children who attend and this enables them to make excellent progress.

## 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children and staff playing together.
- The inspector spoke to the management team about the daily running of the setting.
- The inspector carried out observations of activities jointly with the manager.
- The inspector looked at documents that support the running of the setting, including policies and procedures and child record forms.

## Inspector

Naomi Brown

## Full Report

### Information about the setting

Barnardo's Little Breaks (Princes Risborough) registered in 2011. It is run by Barnardo's, a registered charity, and operates from Princes Risborough Children's Centre in the market town of Princes Risborough in Buckinghamshire. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. They provide respite care to families with children who have special educational needs and/or disabilities. Children have use of a play room and enclosed garden for outdoor

play. The setting is open on Friday afternoons from 1.30pm to 4.30pm for 46 weeks of the year. The sessions are managed by a Session Leader who is supported by two other staff; all are qualified to level 3. There are also a number of "as and when" staff who are used as required to ensure a ratio of one to one or one to two is provided.

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

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

- help children to continue to develop their design skills by creating a 'holding bay' so children can see their models and works and enjoy, develop, or refer to them.

### **Inspection judgements**

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

All children make excellent progress towards the early learning goals in relation to their comprehensively assessed starting points. Staff look at each child individually and assess their rate of personal progress. As a result, the minding environment and activities are designed for the specific needs of children who are attending that session. Children thrive in an environment that is designed specifically for their needs and individual targets.

Children make rapid progress when developing their physical skills. Staff have encouraged children to move and to walk by creating encouragement for them to move. They place activities some distance apart so that children need to walk to get to them. Younger children can take steady steps from their carer's arms, to another carer waiting at the next activity. Children have plenty of opportunities to develop their small muscles as well. They enjoy handling cups, jugs and other small equipment to develop gripping and pouring skills with increasing control. They enjoy dressing and undressing dolls, as they learn the skills that will enable them to dress and undress themselves.

Younger children are able to develop simple speaking skills swiftly, as they chatter with staff members, sing songs and listen to stories. They learn how to link sounds with people or things, for example, saying 'Ma' for mummy, taking great pleasure in the sound of their own voices. They can point and say 'da' for that, delighting in the fact that they can identify what they want. The rapid development of these skills has a significant impact on their confidence in the setting. As children develop more confident walking skills and find their voice they become more settled and confident. As a result of this children are very happy, fully engaged, playful and focused in the setting.

Staff use song and music in the setting to stimulate children's interests and to encourage all children to recognise routines. For example, when all children have arrived, they run a singing and sign session where children are able to choose what song they would like. They use visual prompts, such as a toy spider or a sheep for 'incy wincey' and 'baa baa black sheep'. This enables all children, both those who can communicate verbally, and those who cannot, to express their choices and decisions and enables all children to feel equally represented and valued.

All staff in the setting value the significance of objects from home. They involve them in activities that promote specific learning needs. For example a child and staff use a ball from home. They roll the ball into a tunnel and down a ramp, the member of staff hides the ball and the child looks for it. This turns into an imaginative game of hide and seek. The child is able to concentrate on this game for ten minutes, solving the problem of 'where is the ball'. The child rolls the ball to another member of staff, inviting them into the game. This demonstrates the child's rapidly developing confidence as a result of staff using this transitional object.

The environment thoroughly supports children's emotional development. For example, there are clear, quiet and soft areas for rest, sleep or time out. Children are able to retreat to a soft, quiet area if they want to have some privacy or quiet time. Staff encourage children to do this as they want them to feel confident and to manage their own behaviour. As a result, children's behaviour is excellent.

Staff carry out 'mosaic' assessments, where they observe children in this setting and others they attend. They compare the assessments and then use this information to make judgements about how the environment has impacted on the outcomes for children. This enables them to monitor quality and suitability of provision for each individual child. They use this information to plan for improvements and to inform future planning for individual children. As a result, minding areas reflect the individual needs of each child, as well as noting how they like to play and where they interact best. Staff are meticulous when observing children. Achievements are clearly linked back to starting points so that children's true progress can be measured very accurately. This means that individual needs can be met very well.

Staff share daily information with parents and hold regular meetings with parents about their children's progress. Key persons involve parents and carers as much as possible, to allow them to feel involved and in control of their child's learning. As a result, assessments and planning for each child are very accurate.

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

Children are developing great independence and confidence as learners because they feel thoroughly valued and welcomed in the setting. Staff use a variety of very inventive ways to encourage children to express who and what is important to them. Children have been given a digital camera and encouraged to take as many photos as they like in a session. Staff then note who and what the children take photos of. This has enabled them to plan

a key person system and other staffing that responds to children's specific attachments. They have also been able to plan resources based on areas of most significance to children. As a result, children without verbal communication or signing are able to express what they like, what is important to them, and who their favourite people are. This demonstrates the extremely high regard that children's opinions and wants are given in the setting. All children are therefore able to see how they are able to influence their care and make their needs and wishes known. This in turn increases their sense of value and confidence in the setting. This is vital for all children to progress towards their next stage of learning.

Children behave very well in relation to their ages and starting points. Children are able to play alongside others. They cooperate very well with staff. They enjoy playing cooperative and turn taking games that teach them about sharing and how to manage other people's feelings. Handovers from parents and carers are very well managed. Staff use lots of cuddles and smiles, enabling all children to feel very safe, supported and at home in the setting. Children bring objects from home, such as balls and teddies. Staff members fully appreciate the significance of these and inventively use them in planned activities. This means that children can continue to enjoy focused activities, while also feeling comforted by important and familiar things.

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

The setting is run highly effectively by a knowledgeable, dedicated and reflective management team. The manager has a clear vision for the future of the setting and plans. The manager assesses the views of children, staff and parents when reflecting upon the success of the setting. As a result, the setting is very responsive to all their needs.

Safeguarding systems are extremely robust. The setting has excellent recruitment and vetting procedures to make sure that all staff are suitable to work with children. All staff are thoroughly clear about signs and symptoms of abuse and also how to record and report concerns. There is a very clear reporting chain to make sure that all children are protected. Staff carry out individual risk assessments for each child and they are exceptionally well protected from harm in the setting. Safeguarding training is rigorous. Policies and procedures are updated very regularly to make sure that they constantly reflect local guidelines. Managers have very high expectations of their staff and staff live up to their clear example. As all children who attend have complex needs staff have access to extremely regular training to make sure that they continue to meet the needs of all children. As a result, children are exceptionally well protected in the setting.

Partnership and inter-agency working is exceptionally well embedded. Staff work closely with all other professionals involved in children's care to make sure that all children's broadly differing needs are met. Staff work very closely with other settings that children attend, to set individual targets and to make assessments. This means that assessments are very accurate and consider all evidence available about children's individual progress. As a result, children's individual needs are met to a very high standard.

Effective engaging with parents and carers is at the heart of the operation of the setting. Staff work extremely closely with parents and consult them very often about their children's needs and the needs of the wider family. Parents are exceptionally well informed about their children's developmental achievements and also their care needs. This means that children's needs can continue to be met here, in the home, and in all other settings that children may attend.

### The Childcare Register

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

The requirements for the voluntary 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>	EY450690
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	880438
<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>	9
<b>Number of children on roll</b>	6
<b>Name of provider</b>	Barnardo's
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07940456682

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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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