

Little Breaks (High Wycombe, Cressex)

Verney Avenue Adult Training Centre, Verney Avenue, HIGH WYCOMBE, Buckinghamshire, HP12 3NE

Inspection date

03/08/2013

Previous inspection date

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

- Children make outstanding progress from their starting points because staff provide activities and experiences which meet their individual learning needs extremely well.
- Staff show a very high level of care for children's welfare, security and safety so that children enjoy attending and gain confidence.
- Staff work in very close partnership with parents and other agencies so that they meet children's medical needs extremely well.
- The premises are stimulating and extremely well resourced so that children are safe and well motivated to learn.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 playing in the classroom and outdoors, engaged in various activities.
- The inspector reviewed children's records and a sample of other documentation, such as risk assessments, policies and procedures.
- The inspector talked with parents who were available during the inspection.
- The inspector talked with staff about the assessment of the children's progress.
- The inspector observed staff caring for children when they were playing and eating a snack.

Inspector

Gill Walley

Full Report

Information about the setting

Little Breaks is operated by Barnardos and offers respite care for children with complex needs and/ or disabilities. The provision is situated in High Wycombe, Buckinghamshire. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The provision operates on Saturdays from 9.30am to 12.30pm and 1.30pm to 4.30pm, 46 weeks of the year. It is also open one day a week during half terms and main school holidays. There are currently 12 children on roll.

A team of 25 staff are employed to work as and when needed. The team includes a high percentage of staff who hold level 3 qualifications relevant to their role, one person with Qualified Teacher Status and another who has achieved Early Years Professional status.

What the setting needs to do to improve further

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

- support children further in developing their counting skills and ability to recognise numbers by for example, providing opportunities to count in the outdoor area.

Inspection judgements

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

Adults have an extremely good understanding of the complex range of needs of the children who attend. This expertise enables them to plan and provide activities and toys which will interest the children well and enable them to develop a wide range of skills. The staff can demonstrate the outstanding progress children have made over the time they have attended. Children make significant progress in developing their gross motor skills, their ability to understand and communicate and in their confidence to develop relationships with the adults and other children. The premises are extremely child friendly and very well equipped, both in the playroom and the garden. Children can see and reach the toys they would like to play with. The setting is very well equipped with furniture such as baby seats which are appropriate for the needs of the children. The children are able to develop their fine motor skills and their creativity through playing a range of musical instruments. They enjoy activities such as printing with vegetables, sticking shapes onto paper and drawing. Staff display the children's pictures on the playroom walls to develop their self-esteem and to stimulate their conversation about things they have achieved in the past. The staff know the children's interests very well and provide activities they will enjoy such as playing with toy dinosaurs and cars. The children develop their ability to handle small objects by building with bricks and completing puzzles. The staff talk to the

children constantly, helping to extend their vocabulary and to develop their speaking and listening skills. They praise the children for their achievements so that they become more confident. They explain to the children the order of each session's activities so that the children understand and look forward to the different activities. Staff often use signing, for example when they are asking the children questions about what they would like to do or whether they would like to go into the garden. The children respond extremely well to this and are able to make choices. They also develop their independence by finding their coat pegs and the puddle suits which they wear outdoors if it is raining. The children develop their interest in books and stories because there is a cosy and very well equipped book corner. They can choose a favourite book to look at or for a member of staff to read to them. There is an excellent selection of toys which stimulate children's senses, such as toys which make sounds when they are shaken. There are many toys and resources which give the children experiences of different textures. There are toys which help the children to develop their imagination such as dolls and cooking utensils, and a den to sit in. The adults sing songs with the children so that they begin to remember the words and are able to join in, often making links by giving the children corresponding toys to hold. For example when the children sing a song about ducks an adult finds toy ducks for the children to hold if they wish. The staff involve the children in making decisions, for example in choosing what song other children might like to hear.

The children enjoy playing in the garden at all times of the year. They develop their physical skills very well riding vehicles and scooters, climbing and using the slide. They stack bricks or crawl through a tunnel. They play with balls and the staff help them to improve their coordination very well by teaching the children to catch and throw. The children observe the effects of the breeze by watching streamers and kites. They play with toys in the water tray so that they can observe how water flows. The children play with one another well and take an interest in one another's games so that they develop good social skills and learn to mix with children of different ages. The staff plan carefully so that they provide the activities which will best meet individual children's needs and interests. They know which children need to develop their physical skills and which children need gentler outdoor activities such as looking at books or being pushed round the garden in a buggy. However they do not provide a wide range of toys which would help the children to develop their understanding of number in the outdoor area. The staff work with the children exceptionally well, supporting them in what they want to do but also by giving them chances to try new experiences and consolidating what they have learnt already. The staff observe children very closely while they are playing, making detailed notes of each child's progress towards the targets they have set for them. This ensures that they are always safe and very well cared for. It also ensures that staff fully understand what skills the children are developing and they plan what they need to provide next in order to help the children progress further. When children attend for the first time the staff are extremely supportive, ensuring that children feel welcome and confident in their new surroundings. They assess children's abilities rapidly in order to decide on the right level of challenge for them. They adapt activities skilfully so that all children can be involved. For example if a child needs to use a wheelchair activities are set out at the right level for the child to reach. This approach ensures that all children make outstanding progress in all areas of their learning. They develop skills which will help them to make equally good progress in the other settings they attend.

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

All adults show an extremely caring approach to the children, ensuring that they are physically and emotionally safe. They talk to the children to reassure them and help them to develop their confidence. The staff help the children to communicate and to build up their trust in one another. They are highly skilled in knowing the needs of each child because they understand their conditions well and know how best to help them to learn. They reassure children constantly so that the children form trusting relationships and feel secure. As a result children are confident to share their learning with visitors and keen to develop friendships. Staff ensure that all toys and equipment are completely safe and suitable for the age range of the children. They help the children to understand how to keep themselves safe. For example when a child uses the slide the member of staff who is playing with them reminds them to hold the hand rail as they climb the steps. Accidents are monitored well to ensure that no area of the premises or piece of equipment is unsafe. Adults explain to the children which toys can be put in the water and which ones cannot so that the children develop a better understanding of how to use the toys which are available appropriately. Staff speak to children positively and patiently, giving clear explanations. The children respond and behave extremely well, and staff praise them frequently. The children are encouraged to support one another and to decide what toys newly arrived children might like to play with.

Parents are closely involved in the care of their children from the time when their children first attend. Staff ask parents to provide them with very detailed information about their child's needs and about the way they support their children at home. The staff use this information well to ensure that the care is consistent. They look after each child very well and show a very good understanding of their needs based on knowing about their particular disability. They keep meticulous records and use these to plan a programme of learning tailored to each child. They share the records with parents at the end of each session so that they understand the progress their children have made. Adults attend to children's personal care well using hygienic procedures and sensitivity. All staff are trained in first aid and handling food hygienically and parents can check the qualifications of staff if they are in any doubt. Staff understand children's food intolerances well. Parents have access to the setting's policies and procedures so that they completely understand how their children are treated and how parents can be involved. They continue to liaise closely with parents especially while they get to know each child and feel trusted by that the child. The staff have certain routines which help the children understand their expectations. For example when one activity ends and another begins they are asked "is everybody listening? Is everybody looking?". Children understand that this means they need to stop what they are doing and listen for new instructions. Children behave very well and respect the adults who care for them. The atmosphere is calm and relaxed. There are very good procedures for times when children are given any medication or times when they have an accident. Parents are advised in writing so that they are fully involved. The staff demonstrate how well they know each child's individual health care plan and this is very reassuring for parents. They help children to wash their hands when they need to and wipe the surfaces they play on frequently so that children avoid the risk of infection.

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

The staff evaluate the provision extremely well because they are ambitious and keen to make further improvements which will provide even better opportunities for the children. They have identified the advantages of making better use of the garden and have arranged for staff to improve their skills in using signing to improve their communication with the children. The staff show a profound understanding of children's complex needs. They are totally committed to reassuring parents and providing highly enjoyable experiences for their children. They record the progress children make and monitor this well to ensure that they are making progress in all areas of their development. Each child has an individual learning plan based on staff understanding the child's needs and next steps extremely well. The staff are a very experienced team and they undertake training very frequently so that they fully understand how to respond to children's needs and how to give them and their families the most appropriate support. They receive very good induction and make very good use of external support from other agencies which are involved in the children's care. Staff are trained to move children appropriately in order to avoid accidents. They have developed the educational programme to include opportunities for children to develop skills in all areas of learning. All staff, as well as parents, can access information about the setting's policies and procedures easily. This ensures that parents completely understand how their children will be cared for from the time when they first start attending. Parents can also access a range of other useful information about the setting and about other local services. The staff invite them to give feedback at regular intervals. They share with them the targets they have set the children so that parents can work on these targets at home if they wish to. Parents welcome the opportunity to borrow toys from the library which their children can play with at home. Parents are extremely happy with the provision and feel that their children make considerable gains by attending. They trust the staff to care for their children and to keep them completely safe. They feel their children develop their confidence and social skills extremely well and as a result they feel more confident that their children can cope well in the other settings they attend.

All staff have been vetted to ensure that they are suitable for working with the children. They have been trained to understand how to keep children safe in all situations and they follow the correct procedures. They demonstrate that they know how to respond to any problem which may arise, including any safeguarding concerns. The premises are checked frequently so that any risks to children are acted upon swiftly to reduce the risk of an accident and there are regular safety audits. The garden area is checked especially well and the staff are especially vigilant in view of the recent changes which have been made. The children practise evacuating the building in an emergency regularly so that they are familiar with the routine. The staff record these practices and monitor them well to further ensure children's safety.

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 action. 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

Unique reference number	EY458742
Local authority	Buckinghamshire
Inspection number	903863
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	14
Number of children on roll	12
Name of provider	Barnardo's
Date of previous inspection	not applicable
Telephone number	01494483278

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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, which are usually the childminder's 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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