

# Barnardo's Little Breaks (Aylesbury)

Aylesbury Elmhurst Childrens Centre, Dunsham Lane, Aylesbury, Buckinghamshire,  
HP20 2DB



## Inspection date

16 May 2015

Previous inspection date

3 September 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children's needs are quickly identified and very well met through highly effective partnership working between staff, parents and local agencies. Staff use detailed assessments, including individual learning plans, to meet children's diverse needs. As a result, children develop well according to their aptitudes and abilities.
- Staff effectively support children's spoken language skills and other forms of non-verbal communications. For example, they understand how to use sign language and pictures to communicate with children who may not use speech.
- Staff ensure families receive well-planned, timely support. They enthusiastically organise a comprehensively stocked toy library and loan good quality and varied resources to parents to help children's learning at home.
- Staff provide children with a nurturing and secure environment. They work on a ratio of one member of staff to each child during the session. This results in children receiving sensitive care and attention to help them grow in confidence.
- Staff have a secure knowledge of how to safeguard children. They have all undertaken training and understand how to report a concern about a child's welfare. This helps to keep children safe from harm.

### It is not yet outstanding because:

- Staff do not always provide opportunities for the older and more-able children to see and use written words to extend their early skills for reading and writing.
- Staff do not maximise learning opportunities at snack time or make this a sociable occasion for all children.

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

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

- provide more opportunities for older and more-able children to see and use written words and letters, to promote their early writing and reading skills
- refine the deployment of staff at snack time to create a more sociable occasion for children and make the most of all learning opportunities.

### **Inspection activities**

- The inspector observed activities in the hall and the outside learning environment, and talked with the staff and children.
- The inspector examined a range of documentation including evidence of suitability and qualifications of staff working with children, a sample of children's records, development plans and staff records.
- The inspector held discussions and completed a joint observation with the service coordinator.
- The inspector took account of the views of parents and carers spoken to on the day.

### **Inspector**

Sheila Harrison

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Teaching is very good. Well-qualified staff observe children's interests and extend their learning by providing information and more resources to support their explorations. At the inspection, staff used a large magnifying glass to help children observe the prickles on the tips of a thistle. They gave children details of the plant names. This encouraged children to be curious and motivated their learning. Staff adapted activities according to individual needs and challenged the children appropriately. Children enjoyed the train set and were engrossed with watching how the bridge tipped as the train passed by. More-able children experimented with putting objects in the trucks and observed what happened next. Staff use sign language well to help children communicate. Some children can write their names; however, they do not have many opportunities to regularly see their names and other words written. Overall, staff prepare children well for the next stage in their learning.

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

Staff promote children's welfare well. A very high proportion of staff have paediatric first-aid qualifications and they are well informed of the children's medical needs. They undertake specialist training to ensure medication is managed correctly. Staff support children well to gain a good understanding of the expected behaviour in most social situations. They help children succeed at playing alongside others. Children understand how to use the sand timer to wait for their turn to use the trampoline. At the inspection, staff sensitively encouraged children to join in with group time to sing the 'hello' song to their friends. However, at snack time children were sat closely together with staff moving around them to assist if needed. Staff did not involve children in the preparation of the food or help them to socialise with their friends. Nonetheless, staff are extremely supportive at other times and create a friendly and happy atmosphere.

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

The scheme coordinator provides strong leadership. She is supported by a committed and enthusiastic staff team. They share a clear vision to continue to drive up standards in every area of the setting. Staff attend training to improve their qualifications and skills. Management uses regular supervision meetings to effectively monitor teaching and children's progress. They implement robust recruitment procedures, which ensure that children are cared for by suitable adults. All new staff complete a thorough induction programme. This prepares them well for their role in protecting children's welfare and meeting their individual needs.

## Setting details

<b>Unique reference number</b>	EY419855
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	832602
<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>	10
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Barnardo's
<b>Date of previous inspection</b>	3 September 2011
<b>Telephone number</b>	07940456682

Barnardo's Little Breaks registered in 2011 and is located in Aylesbury, Buckinghamshire. It operates on Tuesdays from 1.30pm to 4.30pm, and Saturdays from 9.30am to 12.30pm and 1.30pm to 4.30pm. It also operates during some school holidays. This short break service is for children with special educational needs and/or disabilities. The setting supports a number of children who speak English as an additional language. The setting employs 23 members of childcare staff which is a mixture of permanent and temporary staff. The service coordinator hold early years professional status and the majority of staff hold appropriate early years qualifications at Level 3 and above.

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