

Barnardo's Little Breaks (Amersham)

Amersham Childrens Centre, Bell Lane Combined School, Bell Lane, Amersham,
Buckinghamshire, HP6 6PF



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| Inspection date | 23 June 2015 |
| Previous inspection date | 26 April 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 meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- Staff form very effective partnerships with parents and other professionals. They make good use of information gained from these other parties to plan how to meet the individual needs of each child. Children's language development is supported particularly well.
- Children's care needs are well met. Staff ensure they fully understand any specific medical needs a child may have, and that they receive any necessary training to meet these needs. This helps ensure children's safety and promotes their good health.
- Parents feel very well informed about their children's time at the sessions and well supported to continue that learning at home. For example, parents are encouraged to borrow toys from the well-stocked toy library to extend children's learning at home.
- Staff all share a secure understanding of how to safeguard children. They know what to do if concerned about a child's welfare. The manager helps ensures staff's suitability through the use of robust recruitment procedures.
- The manager demonstrates a strong commitment to ensuring that high standards are maintained across all aspects of the provision. She regularly reviews current practice and identifies areas where further improvements can be made.

It is not yet outstanding because:

- Occasionally, individual children are asked to leave an activity they are thoroughly enjoying to take part in something else. This unnecessarily interrupts their learning.
- Some children are particularly sensitive to any changes in their routine. Occasionally, staff do not fully prepare them for these changes. For example, helping them know and prepare for when their main carer is going to be absent from the setting.

What the setting needs to do to improve further

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

- consider individual children's needs and stage of development when making judgements about when to encourage children to take part in adult-led activities and when to enable them to follow their own interests
- improve further children's sense of well-being by preparing them, in advance when possible, for any changes to routines or care arrangements.

Inspection activities

- The inspector observed children and staff, indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with staff about their understanding of child protection, safeguarding and first aid.
- The inspector took account of the views of parents, spoken to on the day.
- The inspector sampled documentation, including staff qualifications, policies and children's records.

Inspector

Sarah Holley

Inspection findings

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

Staff know the children very well and effectively meet their differing needs. They organise resources so that children not yet walking can reach what they need. For example, by ensuring there are baskets of play food and crockery on the floor in the home corner. They use a range of strategies to enable all children to share their thoughts and views, and to help them understand the routines of the session. All staff consistently use signing to reinforce what they are saying, and enhance children's communication skills. In addition, staff use communication cards and pictures to further aid children's understanding. Children enjoy their learning. They take part in well-planned singing sessions and make good use of all the resources available outside. Staff are always nearby to guide and support children. As a result, of the good quality teaching from the well-qualified and patient staff, the room is full of busy children, who are engaged in their play and progressing well in their learning.

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

Staff promote children's welfare well. Snacks are healthy and nutritious, and children develop their independence skills by serving their own food and drinks. Staff work with individual children to promote the benefits of a healthy diet. They fully understand that for some children learning to play cooperatively is a big challenge and, therefore, provide clear guidance about acceptable behaviour. As a result, children grow in confidence as they begin to master these skills. This helps prepare them well for their future learning and the move to school. Staff are thorough in checking the rooms for hazards and taking the necessary steps to minimise risks. They ensure visitors cannot enter the building uninvited, and that children practice the evacuation procedure.

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

The manager provides strong and effective leadership. She fully understands the requirements of the Early Years Foundation Stage and fulfils them well while providing a specialist service to parents. She ensures staff have regular opportunities to discuss their performance and further develop their skills. For example, staff attended training on behaviour management and brain development, and use what they learned to improve their practice. This contributes to the good quality teaching and the good outcomes for the children. The manager regularly reviews the progress that children are making. She ensures that this information is shared, as necessary, with parents and other professionals so that all involved work together to ensure the best for each child. She leads her committed team to make further improvements to the already good provision. For example, the outdoor areas, and range of books available, have recently been improved.

Setting details

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| Unique reference number | EY418928 |
| Local authority | Buckinghamshire |
| Inspection number | 832539 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 9 |
| Number of children on roll | 5 |
| Name of provider | Barnardo's |
| Date of previous inspection | 26 April 2011 |
| Telephone number | 01494535877 |

Barnardos Little Breaks, Amersham, registered in 2010. It operates from the main playroom within the Amersham Children's Centre, which is located adjacent to Bell Lane Combined School in Amersham, Buckinghamshire. It operates on Tuesdays from 9.30am to 12.30pm for 49 weeks of the year. This short break service is for children with special educational needs and/or disabilities. The setting employs eight members of staff, all of whom hold relevant childcare qualifications. The manager holds Early Years Professional Status.

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