

# Early Years Short Breaks Service

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

<b>Inspection date</b>	7 July 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager and her team are totally committed to their roles in supporting the individual children who have special educational needs (SEN) and/or disabilities, ensuring they are given every opportunity to reach their full potential. Children make the best progress possible given their individual starting points.
- The management team guides staff to make accurate, ongoing assessments about children's progress and use these well to plan to meet their individual needs. The manager monitors the appropriateness of assessments and shares key responsibilities.
- The setting creates an extremely inclusive environment for all children and their families. For example, families are made to feel welcome and children enjoy their time spent at the setting playing with a good range of toys and activities.
- Staff are exceptionally attentive and caring towards the children. They form close supportive relationships with them and know their individual needs extremely well. This means that children feel safe and secure in the staff's care.
- Children develop good self-confidence and engage in activities for long periods given their individual abilities and starting points. For example, children persevere and giggle with delight as they enjoy cleaning toy cars in their pretend car wash outdoors.

### It is not yet outstanding because:

- Staff have not fully embedded the strategies they have identified for sharing with parents the types of activities their children experience and participate in each day.

## What the setting needs to do to improve further

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

- build on the already good partnerships with parents and share further information on the types of activities provided and what their children have participated in each session.

### Inspection activities

- The inspector observed the quality of teaching, indoors and outdoors.
- The inspector spoke to the manager about how staff plan for children's individual learning and reflect on practice to bring about improvement.
- The inspector carried out a joint observation with the manager.
- The inspector sampled staff recruitment and induction programmes, staff's suitability and safeguarding procedures.
- The inspector spoke to two parents and took account of parental questionnaires.

### Inspector

Janet Thouless

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. There are robust procedures in place to make sure staff are suitable to work with children. Staff clearly understand their role in keeping children safe and have a good knowledge of what they would do if they had any concerns about a child's welfare. Staff work very well together as a team and respect each other's expertise and knowledge. The management team ensures staff have frequent opportunities to reflect on their practice and access regular training. This enables staff to make the necessary changes they identify to continually improve children's opportunities for learning. For example, staff have attended training on different ways of communication with non-verbal children. This is having a very positive effect on children's communication skills.

### Quality of teaching, learning and assessment is good

Staff use resources successfully to engage children at group times. For example, staff introduce book bags and children chose what book they would like to read. To capture younger children's interests, staff provide a range of musical instruments and younger children enjoy dancing and swaying to the songs being sung. Staff interact with children well and follow their interests, to extend and enrich their learning. For example, when children develop an interest in bubbles, staff show them how to blow bubbles through bubble wands. Spontaneous teaching successfully fosters children's mathematical skills. For example, staff demonstrate how to build with large bricks and support children to count and solve problems. Children have plenty of opportunities to play outdoors. This helps to promote their good health and their physical development.

### Personal development, behaviour and welfare are outstanding

Staff are excellent role models to children. They offer children calm, consistent guidance and praise their achievements with great enthusiasm. Children behave well. Staff seek extensive information from parents when children first attend to create highly individual care and learning plans. Staff have attended a range of courses that ensures they are highly effective at meeting the sometimes complex medical needs of some children. Strong partnership arrangements with parents and carers, and other early years settings, mean relevant information is shared frequently. Children's safety is paramount to all staff. Concerted action is consistently taken to minimise risks to children and protect their welfare.

### Outcomes for children are good

All children develop skills for their next steps in learning, such as the move on to school. They initiate their own play and follow their interests, such as imaginative play. They confidently take on roles that are familiar to them, such as cooking during pretend play. Children use tools confidently in sensory play. For example, they use spades to scoop up pasta and sand, and use watering cans to pour water. Older children enjoy taking responsibility for simple tasks, such as setting the table for snack time.

## Setting details

<b>Unique reference number</b>	EY497793
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	1039562
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	8
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	Action for Children
<b>Registered person unique reference number</b>	RP901399
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01296 383207

Early Years Short Breaks Services Action for Children registered in 2016. The group is situated in Elmhurst Children's Centre, Elmhurst School in Aylesbury, Buckinghamshire. The provider employs six members of staff, of whom, five hold relevant qualifications at level 3. The group operates two sessions on alternative Saturday's each month from 9.30am to 12.30pm and 1pm to 4pm to provide respite care for children with disabilities and their families throughout the year.

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