

Kite Ridge

Action For Children, Verney Avenue, High Wycombe HP12 3NE



Inspection date	6 April 2019
Previous inspection date	Not applicable

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

Summary of key findings for parents

This provision is good

- The management team is ambitious and strives to achieve high-quality provision. Managers have established clear procedures for monitoring and evaluating their service. For example, they complete annual audits of the provision and involve all staff in evaluations of systems and procedures.
- Managers develop positive partnerships with staff at other settings that children attend. This is illustrated when they visit settings each term to share information about children's development and progress. This helps to promote a consistent approach to supporting children's needs.
- Staff support children's behaviour and understanding of routines in the setting effectively. This is demonstrated when they use sign language and visual prompt cards to show children what is coming next. This helps children to begin to understand expectations and boundaries.
- Children demonstrate positive attitudes to their play and learning. They make good progress from their starting points and this helps to prepare them for the next stages in their learning.
- On occasion, staff do not use their knowledge of individual children's development effectively to challenge children to extend their learning.
- Staff do not fully consider how they can support children to be more independent.

What the setting needs to do to improve further

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

- ensure that staff use their knowledge of individual children's development to help them to challenge and extend children's learning more effectively
- plan further opportunities for children to develop their independence.

Inspection activities

- The inspector had a tour of the setting.
- The inspector observed the quality of staff interactions with children during activities indoors and outdoors.
- The inspector completed a joint observation with the manager of the setting.
- The inspector held a meeting with the management team. She discussed self-evaluation and plans for further improvement. She looked at relevant documentation, such as policies and procedures. She checked evidence of the suitability of staff working in the setting.
- The inspector spoke to parents and considered their views.

Inspector

Lisa Dailey

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Managers establish a range of robust policies and procedures. They ensure that staff understand these and know how to keep children safe. For instance, staff complete risk assessments at the start and end of sessions to ensure that all areas of the setting and resources are safe and suitable for children. They create individual fire evacuation plans and regularly practise fire evacuation procedures. Managers support staff effectively. They monitor the quality of teaching and conduct regular staff supervision meetings and appraisals. They organise appropriate training opportunities, which focus on raising the quality of teaching and outcomes for children. For example, staff attend autism spectrum disorder training. This has a positive impact on their practice. Staff use tools, such as social stories, to help to prepare children for change. Staff regularly seek and consider the views of parents. Following feedback from parents, they have introduced a board displaying photographs of staff in each session, and activity information.

Quality of teaching, learning and assessment is good

Managers establish positive links with other professionals. This helps them to support children's individual needs well. For example, professionals, such as speech and language therapists, visit sessions and staff observe them working with children. Staff learn new strategies which they go on to use to support children's individual needs. Staff plan and monitor children's learning carefully to help to ensure that they make good progress. For instance, they create individual learning plans with targets for each child, and link these to their session planning. They review their observations of children's learning and progress at the end of each session. Staff create an inviting learning environment. Children enjoy exploring the wide range of resources on offer. For example, they play with building blocks and carefully place them one on top of each other to create towers. Staff talk to children about what they are doing, encouraging them to compare the height of towers to their own height.

Personal development, behaviour and welfare are good

Staff develop positive partnerships with parents. They share information with them effectively. For instance, at the start of each session staff complete a detailed handover with parents. Parents share information about children's well-being and development. Staff share relevant information with colleagues. This helps them all to support children effectively. Staff support children's care needs and feelings well. For example, they give children comfort and cuddles to reassure them when they first join the session. They sing nursery rhymes to children during daily routines, such as nappy changing. Children have plenty of opportunities to play outdoors in the fresh air.

Outcomes for children are good

Children develop secure physical skills. They climb up steps and push themselves down the slide. They pick up stampers and dip them in paint to make pictures. Children develop their personal and social skills well. They learn how to sit together and experience activities in a group, such as during song time. They develop their confidence and independence, beginning to choose their own resources.

Setting details

Unique reference number	EY496810
Local authority	Buckinghamshire
Inspection number	10057224
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children	3 - 5
Total number of places	6
Number of children on roll	17
Name of registered person	Action For Children
Registered person unique reference number	RP901399
Date of previous inspection	Not applicable
Telephone number	01494 450 474

Kite Ridge registered in 2016 and is located in High Wycombe. It offers care for children with special educational needs and/or disabilities. It opens on alternate Saturdays throughout the year. Sessions run from 9.30am to 12.30pm and 1.30pm to 4.30pm. The setting employs 10 members of staff. Of these, one holds an appropriate qualification at level 6, two at level 5, two at level 4 and three at level 3.

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