

Autism Bedfordshire Summer Scheme



Wootton Lower School, Harris Way, Wootton, Bedford MK43 9FZ

Inspection date	1 August 2019
Previous inspection date	Not applicable

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

Summary of key findings for parents

This provision is outstanding

- Children thrive in a safe and caring environment. Staff skillfully support them to access a wide range of interesting activities and exciting experiences. Children's anxieties are greatly reduced and changes in routine are carefully managed through excellent preparation and communication.
- Leaders ensure that all staff and volunteers receive comprehensive induction and continued support throughout their involvement in the scheme. Morning briefing sessions help to ensure they have an exceptionally clear understanding of their responsibilities and the additional considerations required during outings.
- Self-evaluation is thorough. Children use a variety of ways to feed back their thoughts, including selecting smiling or sad faces and verbal communication. Managers value the views of parents and staff. These contribute to continual improvements, helping the scheme to maintain the highest quality.
- Children move around selecting toys and activities that interest them. They enjoy creating animals from scrap materials, feeling the texture and describing what it is like to their key person. Staff give children time to explore and experiment at their own pace, helping children to consolidate their thoughts.
- Partnerships with parents are exceptionally strong. Detailed information is gathered before the summer scheme begins, helping staff find out about what children can already do, their interests and dislikes. Each day, staff and parents exchange comprehensive notes about children's activities and their reactions at home and in the scheme. This contributes to the continuity of care children receive and assists parents and staff to have greater insight of how children are feeling.
- Children are welcomed at taster sessions before the summer scheme begins. They meet their individual key person and familiarise themselves with the building. Children and parents are encouraged to ask questions, helping them to manage their expectations and concerns before the week begins.

What the setting needs to do to improve further

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

- find even more ways to strengthen the already excellent understanding that staff and volunteers have of how young children learn and develop, to enhance the positive activities and interactions children experience.

Inspection activities

- The inspector viewed all the areas used by the children. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector held meetings with the nominated person and the manager.
- The inspector checked the evidence of the suitability of staff and volunteers at the playscheme.
- The inspector accompanied staff and children on a trip to a local soft-play area.
- The inspector viewed a range of documents, including children's records, the safeguarding policy, planning material and self-evaluation records.
- The inspector spoke to a number of parents and took their views into consideration.

Inspector

Katrina Rodden

Inspection findings

Effectiveness of leadership and management is outstanding

The arrangements for safeguarding are effective. Leaders follow robust selection and recruitment procedures to help ensure that all staff and volunteers are suitable. Staff carry information cards on their lanyards to help remind them how to report any concerns they might have. Staff share a book about an owl with children, helping them to identify their feelings and begin to learn what to do if they feel worried or unsafe. Partnerships with other settings that children attend are exceptionally strong. Staff visit schools and gather additional information that helps them understand children's individual learning goals. Following the scheme, staff feed back children's achievements to their class teachers. Leaders and managers ensure that staff have the resources they need to successfully communicate with the children in their care. They provide individual packs containing essential information about each child and visual communication cards for staff to access at any time.

Quality of teaching, learning and assessment is outstanding

Children thoroughly enjoy their time at summer scheme. They have opportunities to visit other community venues during the week, allowing them to experience activities in a safe and accessible way. For example, managers hire a swimming pool and soft-play venues for children to enjoy. Staff encourage children to work out how to use a suction tube to transport balls into a raised basket. Children wait in anticipation before pulling a rope and watching the balls fall down. This helps them to predict outcomes and begin to solve problems. Staff select questions cards, helping them to challenge and extend children's understanding in all areas of the early years curriculum. Managers plan to strengthen the knowledge and understanding of the exceptionally skilled staff and volunteers of how young children learn even more, to help enhance the valuable interactions they have with children.

Personal development, behaviour and welfare are outstanding

Children who need more time to prepare for changes in routine, such as going on the bus, are exceptionally well supported by staff. Children are not rushed and are given appropriate information to help manage their anxieties, time and reactions. For example, sand timers, photographs and visual timetables help to prepare children for imminent change. Staff use their exceptional knowledge to allow children sufficient space to play independently and know when children need additional support to help them manage conflicts and difficulties. This helps children feel safe and secure. Staff are exceptionally positive role models. They demonstrate how to be kind and considerate and help children identify how others might be feeling. Staff enable children to take small risks for themselves. Children laugh and rapidly climb up soft-play equipment during a game involving hiding and seeking others. This helps them develop skills in taking turns and following instructions.

Setting details

Unique reference number	EY544991
Local authority	Bedford
Inspection number	10096243
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children	3 - 9
Total number of places	25
Number of children on roll	31
Name of registered person	Autism Bedfordshire
Registered person unique reference number	RP524849
Date of previous inspection	Not applicable
Telephone number	01234 214871

Autism Bedfordshire Summer Scheme registered in 2017. The scheme employs 29 members of childcare staff. Of these, 25 hold appropriate qualifications at level 2 or above, including qualified teacher status. The scheme opens from Monday to Friday for five days during the school summer holidays only. Sessions are from 9.30am until 3pm and are accessed by children with special educational needs and/or disabilities.

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