

N.I.P.P.E.R.S.

Inspection report for early years provision

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Inspector

Jacqueline Walter

Setting address

Fort Road, Newhaven, East Sussex, BN9 9DL

Telephone number

01273 514440

Email

nip.shak@fsmail.net

Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Newhaven Integrated Play Project Educational and Recreational Services (N.I.P.P.E.R.S) has been registered with Ofsted since 2001. The setting provides out of school care and operates within the Shakespeare Hall in Newhaven. The hall is easily accessible, and there is wheelchair access to the ground floor. Children use the sports hall, sensory room and have the upstairs lounge and community hall as a main play area. Children also have access to an adjacent playground for outdoor activities. The after school care is open weekdays from 3.00pm until 6.00pm term time only, and from 7.00am until 6.00pm during school inset days. The holiday play scheme is open weekdays from 7.00am until 6.00pm. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

A maximum of 48 children may attend the after school care, including children in the early years age group. A maximum of 200 may attend the holiday play scheme. The setting has a total of 200 children on roll of these, one is in the early years age group.

There is a core staff team of four; of these three have appropriate qualifications in play work. One member of staff is working towards a play work qualification. There were no children in the early age range present when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

There is a wide range of stimulating resources and activities planned and provided. Staff use their skills and knowledge of how children learn and meet the children's individual needs appropriately. As a result, they are making appropriate progress given their ages, abilities and starting points. However, children's health and safety is compromised by significant weaknesses in necessary documentation and procedures to safeguard children not being implemented. The partnership with parents is appropriate and partnerships with other agencies involved in children's care and learning is good. As a result of effective partnerships with other agencies children's needs are met and they are able to receive any additional support they need. A good commitment to continuous improvement and self-evaluation by the manager and staff ensures that most priorities for future development are promptly identified and acted on, resulting in good continuous improvement

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure parents are informed of all accidents and injuries sustained by the child whilst in the care of the providers and of any first aid treatment that has been given (Safeguarding and welfare) 01/02/2011
- ensure prior written permission is obtained from parents for each and every medicine that is administered (Safeguarding and welfare) (Also applies to both parts of the Childcare Register) 01/02/2011
- ensure the written risk assessment of the premises includes all required information, with particular attention to by whom the risk assessment has been conducted (Suitable premises, environment and equipment). 01/02/2011

The effectiveness of leadership and management of the early years provision

Through discussion and documentation staff demonstrate a good knowledge and understanding of protecting children from abuse. All but one member of staff has completed training in Safeguarding Children and staff are fully aware of signs and symptoms of child abuse, as well as the appropriate procedures to follow. The learning environment is appropriately organised. For example, discussions with staff demonstrate that children are appropriately supervised in all areas of the setting. However, the impact on leadership and management regarding safeguarding children is overall inadequate, as required documentation and procedures are not always implemented to promote and ensure the children's health and safety.

Staff, through discussion, demonstrate an appropriate understanding of supporting children with special educational needs or disabilities. There are good partnerships in place with other agencies, For example, staff attend local partnership meetings, which have resulted in children successfully contributing to designing a local park, which in turn allows them to further develop their physical skills. Partnerships with parents are appropriate overall. Parents opinions and skills are valued. For example, parents are able to be involved in decision-making by being a member of the committee and they are welcomed into the setting to share their expertise. For example, a parent who is a driving instructor brought in a driving simulator for children to try. There is suitable information available on the setting. A notice board is accessible at the setting with information displayed on the Early Years Foundation Stage, parents receive an attendance pack, and they can easily access hard copies of the policies and procedures in the setting. Staff, through discussion, demonstrate that information is shared on children's progress and concerns

appropriately. For example, staff engage in informal discussions with parents as they collect their children.

There is a good commitment to evaluating and improving the quality of the setting. They have successfully improved both children's health and safety by evaluating and developing their own knowledge and skills by attending additional training courses, such as Managing Behaviour and Food Safety. They regularly conduct a detailed audit known as 'Improvements to Make', which identifies actions, such as improving staffs awareness of the Early Years Foundation Stage and developing systems to improve on staff practice. As a result, children are able to successfully develop their overall learning and skills. In addition to this, staff are also currently working with the local authority on the East Sussex County Council Quality Assurance Scheme.

The quality and standards of the early years provision and outcomes for children

Staff provide an appropriately organised environment where a wide range of stimulating activities and resources that reflect the ages and abilities of children are made easily accessible. There is a balanced range of adult led and child initiated activities and space is organised and used well, with activities made available in various rooms, allowing children to make choices and decisions and develop their independence. Through documentation and discussion staff demonstrate there is an appropriate planning and assessment system in place. For example, they gather information from parents and carers on children's interest's, likes and dislikes enabling them to identify children's starting points appropriately. They then observe and record on 'End of Day Feedback Sheets', what children do, as well as any areas for development. This in turn, enables children to make appropriate progress towards the early learning goals. Through discussion staff demonstrate that they interact appropriately with children and identify and build on the children's individual skills. For example, they provide opportunities for children to extend and develop skills in social interaction and healthy eating by encouraging them to discuss healthy foods during group snack times. They then provide further opportunities to develop their understanding. For instance children make their own pizzas from a variety of healthy ingredients. Through discussion staff demonstrate that they take account of the learning intentions of other settings that children attend. For example, when children visit a farm with their school, staff ensure resources, such as animal stencils and mark-making equipment is available. As a result, children are able to consolidate and develop further understanding.

Staff take some good positive steps to ensure the children are physically safe. For example, external doors are locked at all times, identification documents of visitors are checked and a check list regarding the safety of the premises is completed on a daily basis. However, they do not meet the welfare requirements as a result of not identifying who actually conducts the written risk assessments. Through discussion and documentation staff demonstrate that children have some good opportunities to develop an understanding on keeping themselves safe. For example, they participate in regular evacuation drills and enjoy visitors to the

setting, such as the Police and the Fire Authority. Through discussion staff demonstrate that they implement appropriate procedures to prevent the spread of infection. However, children's health is at risk as a result of staff not always getting written consent from parents before administering medication. In addition to this, not all accident records are shared with parents. Through documentation and discussion practitioners demonstrate that they encourage children to respect one another and value diversity appropriately. They provide activities and resources that encourage awareness of equality of opportunity and anti discriminative practice, For example, children are able to access books, which show positive images of culture. Children also participate in cooking and tasting Chinese food, as well as writing in Chinese, as part of the Chinese New Year celebrations. Staff encourage children to develop habits and behaviour appropriate to good learners, their own needs and those of others appropriately. For example, children sign a code of conduct form when joining the setting and staff are good role models. Staff encourage children to use please and thank you, as well as offer encouragement and praise. Staff also demonstrate, through discussion, that appropriate strategies are implemented to help children understand issues, such as sharing and taking turns.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	4
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 01/02/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 01/02/2011