

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

Inspection report for early years provision

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Inspector Alison Weaver

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Type of setting Childcare - Non-Domestic

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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) was registered in 1998. The setting provides out of school care and operates from the Shakespeare Hall in Newhaven, East Sussex. Children use the sensory room, an upstairs lounge and a community hall. There are flights of stairs leading to the areas used by the children. The after school club is open five days a week from 2.30pm until 6pm during school term times, and from 7am until 6pm during school inset days. The holiday play scheme is open five days a week from 7am until 6pm. All children have access to a nearby public outdoor play area.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 200 children may attend the after school club and holiday play scheme at any one time. There are currently four children on roll in the early years age range. The setting offers care for children aged up to 17 years. Children come from a wide catchment area. The setting supports children who speak English as an additional language.

The setting employs five staff. There are three staff, including the manager, who hold appropriate playwork qualifications. There are two members of staff who are working towards a recognised qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's individual welfare needs are satisfactorily met and they stay safe and healthy. They take part in some fun play-based experiences that help them achieve. However, there is a lack of effective planning and assessment by knowledgeable staff to help meet children's learning needs. Staff do not consistently work sufficiently well with parents and other providers to promote children's continuing learning and development. Staff's ability to create and implement suitable ongoing plans for development demonstrates they have the capacity to maintain continuous improvement to outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve the systems for the observational assessment of children in order to plan for each child's continuing development through play-based activities
- improve partnerships with others involved in the care and education of children by sharing relevant information with each other in order to promote continuity and coherence in their learning and development
- develop staff's knowledge of the learning and development requirements of

the Early Years Foundation Stage and how to implement them in a play-based setting in order to help support children's learning and progress.

The effectiveness of leadership and management of the early years provision

Staff have sufficient understanding of safeguarding procedures and how to recognise when a child may be at risk. They know who to report any concerns to in order to help promote children's welfare. Staff carry out daily safety checks and regular risk assessments that help them appropriately identify and minimise hazards to children. The required documentation to help support and safeguard children's welfare is in place and satisfactorily maintained.

Sound recruitment and induction procedures are carried out to help ensure staff are suitable to work with children. Some ongoing training and regular staff appraisals help to promote staff development and their skills in caring for children. Children are suitably supervised by staff to help prevent them coming to any harm. Resources are kept in a reasonable condition and in an adequate state of cleanliness.

Staff form friendly and informal relationships with parents. They obtain some basic information from parents about their children so they can meet their needs and help them settle. Staff keep parents up-to-date about general events in the group. Some parents take up the opportunity to be more involved in the group by joining the committee. Daily verbal discussion is used to share any concerns or ongoing information so that they can work together to support the child. Staff work particularly closely with parents who have children who need additional support. They form satisfactory links with other agencies involved with the care of these children. Activities and the environment are adapted to make sure every child is fully included and their needs met. Currently, there is very little sharing of information about how children are progressing with other providers delivering the Early Years Foundation Stage. This limits staff's ability to provide continuity of learning and care for a child.

The staff team carries out some evaluation of the childcare provision. They identify key strengths and weaknesses. From the reflection of their practices they create appropriate action plans to address areas for improvement that have a beneficial impact on children. Since the last inspection, some of their documentation to help safeguard children's welfare has been improved.

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

Staff create a relaxed and informal atmosphere for children. They take into account children's needs and interests when setting out the rooms. Staff lay out various activities out so that children have sufficient choices when they arrive. Children happily enter the setting and quickly settle at their favourite activities.

They also select from other resources stored in accessible cupboards and units. Some children relax in the sofas to play with interactive games and to look at books. Others enjoy playing with train sets, dolls and garages. Children become absorbed in painting at the arts table. Those who like more boisterous play make use of the climbing frame and create dens.

Children make sound progress in their learning and development. They engage in various activities and discussions where they develop the skills they need for their future learning. Staff spend time talking and playing with the children. They get to know individual children's interests and general needs. Staff interact satisfactorily with the children and engage them in appropriate play that meets their needs. However, staff are not fully secure in their knowledge of the learning and development requirements. As a result, the assessment process is quite basic and is not used fully to plan for children's further development.

Children behave appropriately together and form friendships. They join in activities with small groups of children. They learn to share and take turns. Children build positive relationships with adults and enjoy their company. They like to sit on the sofas and look at books together. Children readily approach adults for help and to share experiences. They begin to gain an understanding of diversity through discussion, use of resources and some planned activities.

Children begin to show an understanding of the importance of healthy lifestyles. They enjoy healthy snacks and help themselves to drinking water. Children sometimes help staff to make the healthy snacks such as home-made fishcakes. Children adopt appropriate personal hygiene routines. Children take part in plenty of physical activities, both indoors and outdoors.

Children are developing a sense of how to stay safe. They soon learn the safety rules in the setting. Children take part in regular fire drills so they know what to do in an emergency. They are encouraged to take risks as they play within safe boundaries.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 3 |
| The extent to which children feel safe | 3 |
| 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: Met

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