

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

Fort Road, Newhaven, East Sussex, BN9 9DL

Inspection date	21/01/2014
Previous inspection date	05/01/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Required records regarding information about children and staff, including staff qualifications and safeguarding training are unavailable. This means the safeguarding of children cannot be assured.
- Staff do not have a secure knowledge of child protection issues, compromising children's safety.
- There is no named deputy in place who is capable and qualified to take charge in the manager's absence.
- Staff involved in the preparation and handling of food have not received training in food hygiene, so children's health and safety is not promoted effectively.
- Staff do not have a clear understanding of children's abilities and are unable to effectively plan meaningful activities that promote and support children's individual learning needs.
- Staff have very weak links with other settings that children attend. Therefore, continuity and coherence in the children's learning and development is not supported.
- Self-evaluation systems are not effective in reflecting on their strengths and weaknesses and making improvements in all aspects of the provision.

It has the following strengths

- Staff are friendly and welcoming; they have appropriate settling in procedures. This

helps children develop good relationships with adults and feel confident and secure.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in all areas of the setting, including the toilet facilities on the ground floor.
- The inspector sampled a range of available documentation, including medication and accident records, the children's attendance records, staff records and the settings safeguarding policy and procedures.
- The inspector held ongoing discussions with the manager and staff throughout the inspection, including discussions around safeguarding issues.
- The inspector gathered parents' verbal views.
- The inspector discussed leadership and management with the manager.

Inspector

Jacqueline Walter

Full report

Information about the setting

Newhaven Integrated Play Project Educational and Recreational Services (N.I.P.P.E.R.S) registered in 1998. The setting provides out of school care and operates from the Shakespeare Hall in Newhaven, East Sussex. Children use the upstairs lounge and a community hall; during the holiday play scheme they also use a small sensory room. There is a ramp entering the building and a lift available to allow access all floors. The after school club is open five days a week from 2.30 pm until 6 pm during school term times, and from 8 am until 6 pm during school inset days. The holiday play scheme is open five days a week from 8 am until 6 pm. 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 is currently one child on roll in the early years age range. The setting offers care for children and young people aged up to 17 years. Children come from a wide catchment area.

The setting employs two staff. There was no documentation available to verify that any staff held appropriate qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that information about children who are cared for is recorded and includes their full name; date of birth; name and address of every parent and/or carer who is known to the provider (and information about any other person who has parental responsibility for the child); which parent(s) and/or carer(s) the child normally lives with; and emergency contact details for parents and/or carers
- demonstrate that appropriate recruitment procedures are in place to ensure staff are suitable to fulfil their roles, with particular regard to references and identity checks
- ensure the required information about vetting procedures includes information about who obtained it
- demonstrate that the qualifications of all staff meet the safeguarding and welfare requirements to ensure the daily experiences of children and the overall quality of the provision is supported effectively
- ensure a named deputy who is capable and qualified to take charge in the managers absence is in place
- demonstrate the designated person for safeguarding children has completed the required training course
- ensure staff have up-to-date knowledge of safeguarding issues, in particular, the procedures to follow when concerns are raised
- ensure that staff involved in the preparation and handling of food receive training in food hygiene
- develop effective systems for the observational assessment of children in order to plan meaningful experiences for each child's continuing development through play-based activities
- develop effective partnerships with others involved in the care and education of children by sharing relevant information on children's learning with each other, in order to promote continuity and coherence in their learning and development
- develop the systems used to foster continuous improvement making sure that self-evaluation identifies and addresses key weaknesses, priorities and targets for

improvement based on rigorous monitoring of practice

- ensure records on staff are held securely and are available and accessible

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff do not have an adequate understanding of how to support children's learning. There are a number of breaches of requirements in leadership and management that compromise children's safety, learning and development. In addition to this, the assessment and planning systems that are implemented are extremely weak. Staff complete observations of children. However, their knowledge and understanding of observing exactly what the children know, understand and can do is not in clear or secure. They do not identify the children's starting points or their next steps in most areas of learning. Consequently, they do not have a clear understanding of each child's individual learning needs and are unable to ensure they make progress in their learning. This means that they do not plan meaningful activities and experiences and the implementation of these, in almost all areas of learning, is not informed correctly by assessment. In turn, children are not supported or challenged effectively and this limits them in developing to their full potential. Consequently, children are restricted in acquiring the skills and capacity to develop and be ready for their next stages in learning.

Partnerships with other settings that children also attend is weak and are limited to general discussion on how children are doing. This means that there is no effective system that promotes a cohesive approach to children's learning, which in turn enables staff to effectively support the children's development. Staff have appropriate systems in place that involve parents in supporting and extending their children's learning. Staff share information on the children's day and achievements with parents through informal conversations. They discuss some of the children's learning needs identified at home and support these appropriately in the setting. For example, staff help children to become independent in self-care skills, such as potty training.

Staff are friendly and interact well with children as they play. They display an interest in the children. For example, they warmly welcome them and invite children to join in activities and engage in friendly conversations. This in turn helps children to consolidate their communication skills. Children develop a friendly rapport with staff and each other and play well together. For example, younger children enjoy sitting together inside a den that older children have created, chatting amiably. Children have appropriate opportunities to choose what to do and play with and whether they play inside or outdoors throughout the session. They enjoy outings, such as welcoming the Queen as she visits their town. They also enjoy making flags and waving them about to welcome her. Activities such as these help them to develop appropriate skills in some areas of their learning, such as expressive art and design and communication and language. Children have regular opportunities to enjoy the outside environment. They enjoy visiting a local park and are able to use the swings, climbing equipment and a large sandpit. Children who attend the

holiday play scheme are also able to develop their skills using the local skateboard park. Such activities support children's physical development as they get plenty of exercise and fresh air and are able to practise control of movements.

Through discussion, staff demonstrate an adequate understanding of caring for children with special educational needs and/or disabilities and children with English as an additional language. They know how to ensure they are supported and included. For example, the setting has a ramp to the building and a lift fitted so children can access all areas of play.

The contribution of the early years provision to the well-being of children

Children's well-being is compromised because insufficient consideration is given to safeguarding their welfare. Staff's knowledge of safeguarding is weak. They do not always promote children's health as they do not meet the requirements regarding food preparation. They have a poor understanding of the learning and development requirements. Consequently, children's care and learning is compromised.

Staff provide an appropriate range of resources that have the potential to be used to promote all areas of learning and give children appropriate opportunities to make choices and decisions. There is an appropriate key person system in place and as a result, children are happy and generally display confidence and self-esteem. For example, they are familiar with the routines involved around snack time and make their wishes and needs clear to staff.

Children are active. The meals that staff provide are healthy and well balanced. For example, children can enjoy snacks of fresh fruit throughout the session and healthy meals, such as spaghetti bolognese. Children make choices about what they want to eat and staff gather information on special dietary requirements and meet these when required. Children have appropriate opportunities to develop their understanding of healthy eating and hygiene. For example, they have opportunities to try food that is purchased straight from a farm shop and engage in regular routines, such as washing their hands before meals.

The effectiveness of the leadership and management of the early years provision

The inspection took place following concerns raised about the qualifications of staff, children's supervision, food and drink and risk assessment. The inspection found that the management team fail to ensure that all requirements of the Statutory Framework for the Early Years Foundation Stage are met. Recommendations from the last inspection to develop staff's knowledge of the learning and development requirements and how to implement them in a play-based setting have not been addressed. There are significant weaknesses in systems to plan for younger children and in developing an effective cohesive approach to working with other settings that children attend. This means that children's learning and development is not adequately supported. The inspection also

found that management do not have a clear understanding of meeting the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage; that also relate to some aspects of the Childcare Register. Management are unable to demonstrate that staff have obtained the required childcare qualifications. For example, that at least half of the staff has level 2 qualifications. There is also no named deputy in place that is qualified and can take over in the absence of the manager. They are also unable to verify that staff have received the required training regarding the preparation and handling of food. Furthermore, management do not make documentation easily available and therefore are unable to demonstrate appropriate procedures, such as recruitment and vetting, are fully implemented. All these weaknesses mean that the children's learning, health and safety are severely compromised. In addition, the provider does not meet the requirements of the Childcare Register.

The inspection found that risk assessments are undertaken to ensure the safety and security of the premises. Staff adequately supervise the children in the early years age group, particularly when using the ground floor facilities, For example, staff accompany children to the toilet each time they wish to use them. However, staff do not have a clear understanding of the procedures to follow when concerns are raised regarding the children's welfare. The lead person for safeguarding is also not able to verify that they have attended up-to-date training regarding safeguarding issues. Furthermore, staff do not record all the required information for each child and their parents in the setting, with particular regard to names, dates of birth, addresses of children and parents, and the parents' emergency contact numbers. All these breaches in requirements severely compromise children's safety, care and learning.

Leadership and management have some very limited systems for self-evaluation to help them to identify some priorities for improvement. For example, they take account of children's views and opinions concerning behaviour. However, self-evaluation fails to effectively identify the significant weaknesses in how well they promote children's learning, or their health and safety. In addition, self-evaluation is not regularly completed. For example, the manager has not conducted an evaluation of practice since 2009. There are appropriate procedures in place regarding the monitoring of staff practice to make sure performance in implementing most policies and procedures is generally effective. For example, in addition to the manager working alongside staff on a daily basis, giving them verbal advice and guidance. Three month reviews are conducted with the staff. This in turn, helps to ensure the staff appropriately support children's individual care and dietary needs. Through discussion, the manager demonstrates there are appropriate procedures in place to conduct regular appraisals. However, due to staff being new to the setting these have yet to be implemented.

Staff share some useful information with parents, which includes the setting's policies and procedures. This helps everyone be aware of his or her responsibilities. Parents spoken to say that they are very happy with the care the setting provides and information on the children and the setting is shared well with them. There are some developing links with other professionals. For example, staff speak with school staff when collecting children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure there are two suitable persons who have attained the age of eighteen are present on the premises at all times (compulsory part of the Childcare Register)
- ensure at least half of all persons caring for children have successfully completed a qualification at a minimum of level 2 in play work and that the manager has a qualification at a minimum of level 3 (compulsory part of the Childcare Register)
- ensure at least one person who is caring for children has an appropriate first aid qualification (compulsory part of the Childcare Register).
- ensure there are two suitable persons who have attained the age of eighteen are present on the premises at all times (voluntary part of the Childcare Register)
- ensure at least one person has completed a qualification at a minimal of level two in an area of work relevant to the childcare (voluntary part of the Childcare Register)
- ensure at least one person who is caring for children has an appropriate first aid qualification (voluntary part of the Childcare Register).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	156374
Local authority	East Sussex
Inspection number	949944
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	200
Number of children on roll	1
Name of provider	N.I.P.P.E.R.S. Newhaven Committee
Date of previous inspection	05/01/2012
Telephone number	01273 514440

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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