

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

Fort Road, Newhaven, East Sussex, BN9 9DL

Inspection date

03/07/2014

Previous inspection date

21/01/2014

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children benefit from a wide range of facilities, such as the play park and forest school zone to enjoy a broad variety of activities outdoors.
- The management committee have very effective methods for bringing about improvements using action plans that involve the ideas of parents and children.
- Parents benefit from strong partnerships as they receive a wide range of information and can act as volunteers in the club or work on the management committee.
- Children contribute to planning and rule setting, so they have a strong sense of ownership and belonging in the club.

It is not yet outstanding because

- Some indoor activities are not sufficiently challenging for children because staff do not consistently extend children's ideas to inspire them further.

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 at play indoors and outside.
- The inspector and manager carried out a joint observation.
- The inspector examined a range of documentation.
- The inspector spoke to parents to gather their views.

Inspector

Susan McCourt

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 3pm until 6pm during school term times, and from 8am until 6pm during school inset days. The holiday play scheme is open five days a week from 8am 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 61 children on roll, nine of whom are in the early years age range. The setting offers care for children and young people aged up to 17 years. The setting employs three staff, all of whom are appropriately qualified.

What the setting needs to do to improve further

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

- improve the activities available indoors to provide further challenge and interest.

Inspection judgements

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

Staff have a good understanding of how to meet the learning and development requirements. They provide a wide range of activities that cover all areas of learning and provide children with interesting play ideas. Staff have a strong awareness that they are facilitating children's leisure time, and are skilled at providing open-ended play opportunities while also bringing out relevant learning. This complements children's activities at school and supports them to make good progress.

Staff have good teaching and play skills. Play is organised so that children can be as independent as possible. Children create their own games and activities using the resources available and can easily get further resources should they need them. For example, children engaged in role play ask for a box of fabrics so that they can make costumes for themselves. As they select material, they talk about its original use and who might have worn it. Staff add to the conversations by describing what they know about it and making suggestions about how to wear it. The costumes inspire children to act and move differently as they play, and provide great fun. Children enjoy physical play and staff are attentive to children's energy levels, supporting them to express their energy safely.

For example, staff notice children jumping as they talk and suggest using the small trampette. As children jump, staff stand next to them and add to the play by counting the bounces, singing songs in rhythm with the bouncing and create clapping games. Children enjoy these ideas and sustain them, happily announcing that they have done over two hundred jumps. Children enjoy art and craft activities and enjoy good levels of independence in choosing what to do with the range of resources available. Children concentrate on making cards or paintings, and staff skilfully note the progress children are making in their writing skills and letter formation. Children enjoy the activities offered and are always engaged in purposeful play. However, some activities indoors lack challenge because there is very little adult-led activity to inspire and extend children's play. Children benefit from setting their own challenges in outdoor play. They use tunnels and sand pits in play parks to create new games such as seeing how far they can throw a ball down a curved tunnel. Children dig in the sand, burying their limbs and seeing how much sand has stuck to them. They enjoy chatting about the cloud formations and sharing their ideas about what the shapes look like. In this way, children enjoy a relaxing and pleasurable leisure time, while staff facilitate them to achieve in independent play.

Staff gather information from parents about children's interests and the next steps they are working on at school and home. This helps staff to plan activities that they know will be interesting and engaging, and frequently include children's own ideas for play. Staff note children's activities and achievements as they play and keep a diary record of observations, which they relate to expected levels of development using published guidance. Staff set children's next steps and use play activities to facilitate these. For example, if children need support with pencil control or sharing skills, staff use any subsequent activities to teach those skills. Staff share information amongst themselves every day about what children are achieving and working on, so all staff can support children to gain the skills they need. Staff give verbal feedback to parents each day, and parents add their comments via the regular questionnaires and updates on children's information. This builds a strong partnership.

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

Staff are very effective key persons for children. One member of staff oversees the early years children in terms of their learning and development. All staff are attentive to children's needs and provide them with the facilities they need to expend energy, rest and recover. This helps children to feel relaxed and at home in the club. Staff create a good learning environment by putting out a wide range of activities using good quality resources. Children are able to use these independently and can easily reach other resources they may need. Staff also use other resources such as the local play park and recreation ground. They also have use of part of the surrounding natural woodland as a forest school. This gives children varied and interesting play experiences outdoors.

Children have good opportunities to learn about healthy lifestyles. Staff provide healthy choices at snack times and children have fruit, vegetables and salad items as a regular part of their meals in the club. All staff involved in food preparation have had training in how to do so safely. Children sit in sociable groups as they eat. Children help to get the

tables ready and serve themselves, which supports their independence. Children take appropriate responsibility for their personal hygiene and understand how this supports their health. Staff follow well-established hygiene routines to help minimise cross-infection. Children have good opportunities to enjoy a wide range of physical activity. They use low stilts, dance and play in local play parks to support their fitness and strength. Children also use craft and construction play to help develop their small muscles. Children demonstrate a good understanding of how to manage their safety and assess risk. Staff ask children what they will need if they are playing outside, and children immediately respond by getting high-visibility vests, sun cream and hats. Staff support children to learn the safe ways to climb on low tree-branches and this helps children to stay safe.

Children's behaviour is good. Children help to set the rules for the group, and have a strong sense of responsibility as a result. They remind each other about the safety rules, and older children act as good role models for the younger ones. This helps children to build strong friendships across age groups and play together cooperatively. Children take responsibility for tidying things away and getting prepared for outings to the play park. Overall, they acquire good skills to help them in their future learning.

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

The leaders and managers have a good understanding of how to meet the safeguarding and welfare requirements. All staff have been checked to determine their suitability to work with children. Clear policies and procedures guide staff if they have concerns about the welfare of a child. Staff understand their duties and are clear about how to take action to safeguard children. All staff have had appropriate training in safeguarding and child protection. The managing committee follow robust recruitment procedures and keep records of all the checks and references, induction procedure and the probationary period. This means that new staff have a strong understanding of their roles and responsibilities, and receive good support to carry out their work. Managers organise the staffing to ensure that they meet the required ratios for qualified staff, and also meet the required adult to child ratios. Other documentation including staffs' and children's records are professionally maintained, which underpins children's well-being.

The managing committee have taken very effective action to meet the requirements since the last inspection. They identified their priorities and set action plans to address the issues raised and took a robust attitude to adhering to the deadlines. The committee involved staff, children and parents in identifying other targets for improvement that would directly impact on the quality of the provision. As a result, the club is now meeting the statutory requirements, and staff attend training and are improving their qualifications. Staff receive regular supervision and have time to reflect on their practice. They comment that this support is very useful in helping them identify their professional development needs and evaluating their progress. Senior staff act as mentors to newer staff which helps them to develop their skills and promotes a consistent good quality of teaching. Staff evaluate their practice every day as they reflect on their work and identify ways to reshape plans and activities for the direct benefit of children.

Parents receive information about how the club works and how early years activities relate to children's learning. Policies and procedures are also available to parents so they understand the work carried out in the club. Parents say that they appreciate how well staff support children's leisure time with fun and adventure. Parents also comment on how the mixed age group and inclusive nature of the club is of great benefit to children moving on to school. Parents form the management committee and so have direct control over how it operates; those parents who are not on the committee are regularly involved in consultations and questionnaires. Parents can also act as volunteers in the club. This builds a strong partnership. The manager has well-established links with the community, including schools, pre-schools and nurseries. She works with them to share relevant information to support consistent care for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	965292
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	20
Number of children on roll	61
Name of provider	N.I.P.P.E.R.S. Newhaven Committee
Date of previous inspection	21/01/2014
Telephone number	07564452837 or 07796267388

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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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