

Inspection date

21 March 2017

Previous inspection date

3 July 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Leaders fail to keep up to date with the welfare requirements relating to disqualification; consequently records relating to this are incomplete.
- Arrangements for monitoring the setting are not yet good enough. Leaders do not make sure that weaknesses in the process for checking the ongoing suitability of staff are identified and addressed.
- Children do not have a relaxing place to rest because the designated area lacks comfortable furnishings

It has the following strengths

- The leader has a comprehensive knowledge and understanding of how children learn. She is a strong role model and leads the team well. As a result, the quality of teaching is consistently good.
- The team's inclusive approach ensures that all children's individual needs are known and planned for. Children who have additional needs are very well supported in the setting. This support is enhanced when staff include children in the planning of activities and respect their preferences.
- Parents are kept well informed about children's wellbeing and staff make themselves available to talk to parents at the end of each day.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ improve the procedures in place to ensure staff suitability, with particular reference to disqualification requirements	14/04/2017
■ review the organisation of the rest area to ensure that children have a suitable place for quiet play and relaxation.	14/04/2017

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

- improve arrangements for self-evaluation to ensure areas in need of development are identified and tackled.

Inspection activities

- The inspector observed the activities in the indoor and outdoor areas.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector held a meeting with the manager and looked at relevant documentation, including children and staff records.
- The inspector took account of the views of parents.

Inspector

Elizabeth Mackey

Inspection findings

Effectiveness of the leadership and management requires improvement

The leader completes suitability checks, including disclosure and barring service checks, to determine staff are suitable. However, the systems to ensure the disqualification requirements are met are not fully in place. Overall safeguarding is effective. Staff know how to recognise signs of abuse and they keep their knowledge up to date by attending safeguarding training. New staff are introduced to the safeguarding policy in the early stages of their induction, so they are aware of the procedures to follow if they had a safeguarding concern. The leader and team regularly reflect on how they can support children's individual needs in the setting. They also liaise with other settings the children attend to support children's learning and wellbeing. For example, they obtain development reports from early years settings so they know how children are progressing overall. Staff benefit from supervision with the leader, which provides regular opportunities to discuss their key children and their own professional development.

Quality of teaching, learning and assessment is good

Staff have high expectations for all children's achievements. They carefully plan activities taking account of children's preferences and abilities. When children ask to play outside, staff are responsive and plan the routine and environment to ensure their individual needs can be met. For example, a group of children go to the skate park to run and climb, some ride their scooter and others play ball. Children who remain in the setting enjoy dancing and singing to music, while others focus on more creative activities. There is a rest area for children, however it lacks comfort and children are not drawn to it. Staff skilfully communicate with the children, taking time to explain things and listening to children's views and ideas. Children engage in interesting debates when they all sit together at mealtimes. They learn to listen to one another and appreciate and respect the opinions of others.

Personal development, behaviour and welfare require improvement

Weaknesses in recruitment and vetting procedures mean that children's safety and well-being cannot be fully assured. Children do, however, benefit from the secure relationships established with the leader and play leaders. The team know the children well and they interact with them positively. Children enjoy healthy meals and snacks, and access water independently. This helps them to remain hydrated, especially after physical activity. Children's understanding of community and the wider world is promoted well. For example, parents and children recently joined the team in a fundraising event. The leader also invites people into the club to enhance children's experiences. Recent visitors have included a football coach and a science professor who spoke to the children about the world and its beginnings. The children found the topic fascinating and it prompted them to ask lots of questions. Overall, children behave well. They respond to the consistent boundaries in place to promote positive behaviour. Staff help children to understand that rules matter, for example they include them in creating the rules for the club. This helps children to understand what is acceptable. Partnership with parents is good. Parents comment that the consistent staff team are very supportive and their children feel secure in the club.

Setting details

Unique reference number	156374
Local authority	East Sussex
Inspection number	1072791
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 8
Total number of places	20
Number of children on roll	211
Name of registered person	N.I.P.P.E.R.S. Newhaven Committee
Registered person unique reference number	RP519637
Date of previous inspection	3 July 2014
Telephone number	07564452837 or 07796267388

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. 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. There are ten staff on role of whom eight hold appropriate qualifications.

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