

# Oakwood Preparatory School

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY348100
<b>Inspection date</b>	30 July 2007
<b>Inspector</b>	Lisa Ellis
<b>Setting Address</b>	Oakwood Preparatory School, Oakwood, CHICHESTER, West Sussex, PO18 9AN
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<b>Registered person</b>	Pied Piper Activities Ltd
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Pied Piper at Oakwood School is one of many play schemes run by Pied Piper Activities Limited. It opened in 2007 and operates from Oakwood Preparatory School in Oakwood near Chichester, West Sussex. There are extensive grounds for outdoor play and children have the use of many indoor areas.

The camp is registered to care for a maximum of 60 children aged from four to eight years, although they take children up to the age of 12 years. Children attend from the local and surroundings areas. There are currently approximately 60 children on roll although this varies from week to week. Systems are in place to meet the needs of children with learning difficulties and/or disabilities and those who have English as an additional language.

There are eight staff who are employed to work with the children. They all have relevant experience and some have undertaken play work courses. The camp operates during the Easter and summer holidays, offering sessions from 08:30-17:45.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children are very aware of the hygiene procedures and take care to wash their hands before and after eating and after using the toilet. They are protected from the spread of infection as written guidelines are followed regarding excluding children with contagious ailments. Children are able to be dealt with appropriately following accidents as over half of the staff team hold current first aid certificates and well stocked first aid kits are stored accessibly. Parents give their written consent for staff to seek emergency medical treatment as necessary to ensure children are suitably dealt with following more serious incidents. The records of accidents and medication contain all of the required elements, however these are not recorded confidentially which results in parents having access to records that belong to other children.

Children's dietary needs are met as parents supply drinks, snacks and lunch for their own children. They are advised to include ice blocks to help keep food at correct temperatures to promote the health of the children. Children are sensitive to the food allergies of some of their peers and realise the importance of not sharing their food to promote the health of others. They remain suitably hydrated by carrying their drinking bottles around with them which they refill during the day from the water fountain. Children recognise the importance of frequently drinking during physical activities and warm weather and understand that they need to have a suitable lunch to refuel for the afternoon activities.

Children have many opportunities to participate in a wide range of physical activities. By making good use of a variety of facilities such as the gym, tennis courts, adventure playground, bouncy castle and swimming pool, they learn to use their bodies in a variety of ways, getting good exercise which contributes to a healthy lifestyle.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children have the use of many facilities on site. There is plenty of space for children to move round freely and safely, both indoors and outside. Rooms indoors have been set up for art and crafts; video games; television and a quiet room with books and board games for children who need some time to relax. Staff closely monitor the use of video games and television, only allowing children to have one session in these areas each day.

Children have the use of a good selection of art and sports based equipment which is kept clean and well maintained. The owner of the club visits on a weekly basis to replenish equipment and carry out any maintenance to ensure resources remain suitable for children's use. Suitable equipment is available for children of all ages and abilities to allow all children to be involved in all activities, for example, arm bands are provided so all children can take part in activities in the pool.

Children are very aware of their own safety while at camp. At the start of each activity staff give clear and simple instructions to help children understand the safety implications of certain activities. For example, children know that they must not run around the pool and understand that numbers are restricted on the bouncy castle to minimise the risk of accidents. Children are responsive to the safety drills that are practised throughout the day, such as knowing to stop

and join their team leader when the whistle is blown. Children are aware of the procedures to follow in the event of a fire as drills are practised on a weekly basis.

Children benefit from the visual risk assessments that are carried out on a daily basis to ensure the safety of the premises and equipment. Prior to using the pool, parents are asked to grade how proficient their children are in water so lifeguards can monitor the depths children are safe in. In addition lifeguards do a swim test each day with all children to make sure they can swim a width before they are allowed to go into deeper water.

Children's well-being is effectively promoted as staff have a clear understanding of the procedures to follow should they have concerns regarding children's welfare. Parents are informed of the camp's duty to protect children in their care from the risk of harm and staff are aware of the need to record concerns and make referrals to the relevant agencies should they suspect a child is suffering abuse.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy, keen to try new things and are involved in activities throughout the whole day. Sessions are very well planned which enables the children to move from activity to activity without having to sit around waiting for the next instalment in their entertainment programme to start. Each day is organised to incorporate a wide range of activities in different zones, giving children plenty of opportunities for both strenuous and more relaxed activities. Throughout the week children practise skills for a talent show and mini Olympics which is held at the end of each week. These activities are used to showcase to their peers what they have learned during the week. The parents are also invited to attend these sessions to see what their children have been involved in during the course of the week.

Children have a good balance and variety of planned activities as sessions run in 45 minute slots which enable them to take part in numerous activities during the course of the day. Children are initially grouped with similar aged children to allow staff to successfully adapt activities. A real team spirit is established within individual groups, for example, the children think of a group name and a group chant which is used throughout activities. Children also have a free choice activity for an hour each day which enables them to play in groups with children of mixed ages and abilities. The free choice session shows the care and consideration of the older children as they help younger children to achieve in group activities, such as building dens in the woods.

Children interact well with their peers and the staff team. Staff have their own skills which are well used to help children enjoy and achieve, for example, many of the staff are sports coaches and therefore can help children develop their physical skills and their confidence when trying new sports.

### **Helping children make a positive contribution**

The provision is good.

Children are given equal access to all activities and resources. Staff skilfully adapt activities to suit children of different ages and abilities to promote equality within the camp. Discussions with parents take place to ensure the individual needs of all children can be met effectively. Parents are welcome to stay with their children to help them to settle in and to ensure particular requirements can be met.

Children's behaviour is exemplary. They are all involved in devising the weekly camp agreement where they think of the rules that will contribute to a harmonious environment where they can have fun safely. This agreement is written up and displayed to act as a gentle reminder if children forget the behavioural boundaries. Staff act as positive role models, encouraging good manners and speaking nicely to others. Children show an awareness that different rules apply for different activities and that there are some rules that continue throughout the camp to promote their safety. Children are praised and rewarded with stickers and certificates for good behaviour and personal accomplishments to value them and encourage them for the future.

Parents are provided with good quality written information about the group and how it is run. New parents are given opportunities to have a tour of the facilities to see the different areas that their children have access to. Parents are greeted on arrival as they drop off and collect their children. Staff are always available to talk to parents at these times, to answer questions and give feedback on how their children have been. There is a notice board at the registration area which is used to give messages to parents regarding the welfare of the children, for example, asking them to provide enough food to last the whole day as many children had eaten all their food at lunch time and had nothing left for their afternoon snack.

Parents are invited into the group on a weekly basis to watch the talent show and mini Olympics that the children have been rehearsing during the week. At this time they often write in the comments book, which shows high levels of satisfaction with the care provided to their children.

## **Organisation**

The organisation is good.

Children are cared for in a very well organised camp that meets the needs of the range of children for whom it provides. Staff are experienced and have relevant qualifications for the activities that are offered, for example, lifeguards and sports coaches. Suitable procedures are in place for the recruitment and vetting of staff although there are limited formal procedures in place to monitor their ongoing suitability.

Staff are aware of their roles and responsibilities as they all have written job descriptions and contracts of employment which show their place within the organisation. Staff work consistently to promote continuity of care for the children as there are written manuals in place for them to refer to. The owner of the camp monitors the staff on a weekly basis, highlighting areas for improvement and sharing good practice ideas that he has witnessed in some of the other Pied Piper sites. This ensures best practice is adhered to which contributes to positive outcomes for the children.

Overall ratios are maintained at all times in the camp with the director acting as a floating member of staff to provide assistance where needed. Accurate records are kept of the children's attendance to promote their safety. All of the required documentation is in place, with the majority of it stored confidentially. Paperwork is shared with parents as necessary to promote the welfare of the children.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure confidentiality is maintained in records of accidents and medication
- further develop procedures for ensuring the ongoing suitability of staff

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)