

Pied Piper Activities

Inspection report for early years provision

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Inspection date 24/07/2012
Inspector Daphne Prescott

Setting address Lancing College Prep School at Mowden, The Droveaway,
Hove, East Sussex, BN3 6LU
Telephone number 01273 504 485
Email mail@piedpiperactivities.co.uk
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).

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

Pied Piper Activities opened in 2006 and is one of five day camps which are privately run. It operates within Lancing College Prep School in Mowden House in Hove, East Sussex. The setting uses the school's gym, classrooms, computer room and art-craft area. Children also have access to enclosed outdoor play areas within the school grounds.

The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 60 children aged four to under eight years at any one time. There are currently 104 children on roll, of these, 27 are in the early years age group. Children attend different weeks. The setting is open Monday to Friday 8.30am to 5.45pm during the summer holidays.

The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language. There is a core staff team of 15, with over 50% of staff with relevant teaching qualifications and experience.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have immense fun and thoroughly enjoy their time at the setting. The staff plan and provide exciting play and learning experiences that enable children to progress well in their learning and development. The setting provides an inclusive service to all children and effective partnerships with parents help to support children's well-being. The provider and staff team demonstrate a good capacity to maintain continuous improvement, as they continually look at ways to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- expand the range of play resources and positive images that help children to embrace differences in religion, culture, gender and disability.

The effectiveness of leadership and management of the early years provision

The provider and the staff team place high priority on children's safety and welfare. They have a good knowledge and understanding of their roles and responsibilities to safeguard children. The provider and staff know the action to

take, should they have concerns about a child in their care. At the time of the inspection, the provider had not notified Ofsted of the person who is managing the early years provision. The provider gave a reasonable excuse for doing so, and on this occasion Ofsted does not intend to take further action. The provider is secure in their knowledge of safe recruitment to ensure that staff are suitable to work with children. Procedures for vetting all adults in the setting are rigorous. There is an effective induction system in place for new and existing members of staff, which takes place at the beginning of each play scheme. This ensures that staff's knowledge and understanding of their roles and responsibilities is up to date, thus supporting the welfare of the children. Daily safety checks and risk assessments identify obvious hazards. Therefore, children are able to explore within a safe environment.

Staff are effectively deployed throughout the day to provide children with appropriate support and supervision. Good use is made of the available space at the setting. The designated areas are set up with a wide range of stimulating resources and activities for children to enjoy. Throughout the day, children excitedly take part in planned sessions, as well as independently selecting activities of their choice. The setting promotes inclusion effectively. All children are welcomed and staff's planning ensures that every child gets the opportunity to be involved in all the activities. The setting promotes equality and diversity appropriately, with a good range of activities, such as celebrating the Olympics by making mosaic flags for the countries taking part. However, there are few resources in place reflecting diversity or helping children develop an understanding of difference in religion, culture, gender and disability.

There are good systems in place to promote partnership working with parents. They receive informative written details about the operational aspects of the service, as well as the children's activities. This wealth of information is also available on their website. Good verbal communication between the setting and parents enables staff to gain a greater insight into children's individual needs. Positive feedback from parents during the inspection indicates they are very happy with the quality of care their children receive and the fun activities provided. The provider is aware of the need to work in partnership with other childcare providers if the need arises, to help promote children's continued progression of care, learning and development.

The provider and staff team enthusiastically demonstrate a firm commitment to ongoing continuous improvement. They reflect upon and evaluate the work of the setting. Together, they make positive changes and plans for the future to enhance their practice for the benefit of the children. The provider has addressed the recommendation made at the previous inspection, which enhanced the system for recording accidents confidentially. Therefore, outcomes for children are continually developing.

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

Children thoroughly enjoy attending this setting. They demonstrate this, as they show an eagerness to join in with the fun and exciting activities. Children smoothly separate from parents and settle quickly into the setting. This is because staff work effectively with parents to support this transition. The setting groups the children according to their school age, and each group is assigned their own group leader. Children build secure relationships with them, as well as with other staff. This helps the children to develop their confidence and independence well. Staff observe the children during their play. They are keen to follow children's interests and welcome any ideas from them. Daily feedback to parents keeps them well informed about all aspects of their child's experiences and learning.

The wide range of activities on offer enables all children to make good progress in their learning and development. These activities vary from day to day, so that children get a broad range of experiences across the areas of learning. For example, these include a wide variety of sport activities to help children develop healthy lifestyles and their physical skills. They enjoy, for example, parachute games, obstacle challenges and mini Olympics. Children thoroughly enjoy the inflatable aqua slides. They have great fun, giggling with their friends as they excitedly splash each other and staff with the water sprays. There are books to support language and literacy. Children listen with great enjoyment, and respond to songs and rhymes, making up rhymes, which plays a key role in their language development. Boxed games help children with reasoning and numeracy, and the wide range of craft materials enables children to express their creativity. Children develop good social skills as they form friendships and engage in shared games and activities. They learn how to cooperate, take turns and negotiate with others. They have access to information and communication technology, which develops good skills for the future in this area.

Children have a good understanding of the importance of a healthy lifestyle. They enjoy fresh air and exercise as they play outdoors, using the school's playing field. Children practise good personal hygiene routines as they wash their hands at appropriate times during the day, and understand why it is important to do so. The children's parents provide a packed snack and lunch, which is stored in a cool area at the setting. Children are encouraged to drink plenty of water during the day, especially in the hot weather. They are learning to take responsibility for their own safety and the safety of others. Children learn how to use equipment in safe ways and take part in regular evacuation practices. Children's behaviour is good. They help to devise the behaviour rules, which the children adhere to, and the staff consistently apply these. Because the children know what the staff expect, they develop a good sense of belonging and security within the setting. Activities which include younger and older children, such as the warm up game each morning and camp concert at the end of the week, help to build positive relationships. The consideration shown towards the youngest children boosts their confidence to join in with activities. Furthermore, the staff's warmth and kindness supports the children to have great fun. Consequently, the atmosphere within the setting is

caring, calm and harmonious.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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