

Pied Piper Activities Ltd

Inspection report for early years provision

Unique reference number	113646
Inspection date	24/07/2012
Inspector	Ann Moss
Setting address	Ardingly College, Haywards Heath, West Sussex, RH17 6SQ
Telephone number	07940 623814
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 at Ardingly College (The Farm House) registered in 1997. It is one of five play schemes run by Pied Piper Activities Ltd. The play scheme operates from an independent school at Ardingly, West Sussex. There are extensive grounds for outdoor play and the setting has the use of an indoor swimming pool at pre-arranged times.

Pied Piper is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register for a maximum of 70 children at any one time and children aged from four to 12 years attend the play scheme. It is open each weekday from 08.30 to 17.45 during some school holidays. There are variable numbers of children on roll. Children attend from the surrounding rural and residential areas. The play scheme currently supports a number of children with special educational needs and/or disabilities. The setting employs 13 staff. Of these, four hold appropriate recognised qualifications and two are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle very well and receive a good level of care and support in this inclusive setting. Well qualified staff respect the uniqueness of each child. Children make good progress in their learning and development and enjoy a wide range of play opportunities, although resources that reflect positive images of other cultures and disabilities are few. Partnerships with parents and carers are effective, but to a lesser extent with other professionals. Policies and procedures are implemented well to safeguard and promote children's welfare. Staff are enthusiastic in their roles and work successfully as a team to secure continuous improvement and identify aspects for future development.

What steps need to be taken to improve provision further?

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

- review the procedures in place for the two-way flow of information, where children attend several settings, to ensure that practitioners from each setting regularly share the child's development and learning records and any other relevant information
- provide positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities.

The effectiveness of leadership and management of the early years provision

Children are well protected and safeguarded due to the effective implementation of the setting's policies and procedures. Robust systems are in place for the recruitment and induction of staff and monitoring their ongoing suitability. At the time of the inspection, the provider had not notified Ofsted of the person who is managing the early years provision. It is a legal requirement to do so. The provider gave a reasonable excuse for doing so and on this occasion Ofsted does not intend to take further action. Staff demonstrate a good awareness of safeguarding children issues and key staff access regular training to ensure their knowledge and skills are up to date. Risk assessments of the premises, outdoor areas and activities detail how staff identify and minimise any potential risks to children. Staff follow clear health and safety practices and, by maintaining a recognised certificate in first aid, help to maintain children's health and well-being. Staff have a clear understanding of their role with regards to emergency evacuation and practice the procedure with children. Children talk confidently about what to do in an emergency situation.

Staff provide a warm, welcoming and inclusive environment, along with the good quality of staff interaction. This results in children showing a strong sense of security. Furniture, equipment and resources are of good quality and, along with the excellent deployment of staff, support children's learning and development. Staff effectively promote equality of opportunity, they monitor activities to ensure each child is fully integrated and given the chance to achieve their full potential. Children learn about their own culture and needs and those of others through activities but resources that reflect positive images of our society are limited. Partnerships with parents and others are effective and everyone is warmly welcomed into the setting. Parents have good opportunity to be involved in their child's learning and development through the sharing of relevant information with key staff, who make themselves available. Parents speak highly about the 'wonderful' setting and what it has to offer. They show satisfaction with the information they receive about the time their child spends at the setting. Staff are aware of linking in with other providers delivering the Early years Foundation Stage (EYFS), although staff have not explored this aspect of practice as yet. All staff contribute to a culture of reflective practice, and have a strong commitment and capacity towards improving outcomes for children. Staff have addressed all recommendations from the last inspection.

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

Children are happy and enjoy their time at the camp. They show interest and participate freely in a game for the whole camp before assembling in their groups. Activity sessions are pre-planned, and children are eager to explore whatever is available to them and they meet each new challenge, indoors and out, with enthusiasm. Children can follow their interests and make choices; they can repeat their favourite activity in the 'Free Choice' session. Staff are accomplished at

observing and assessing children's progress. They know when and how to interact with children, offering support through playful, purposeful questioning, building on and extending children's knowledge and understanding.

Children's independence and self-care skills are promoted strongly as they quickly and confidently dress themselves for swimming. They behave extremely well and know how to keep themselves and others safe. They confidently reiterate the 'pool side rules', such as not running. They are beginning to learn to manage risk for themselves. They competently clamber in to the swimming pool, climb on buoyancy aids and hold their breath when swimming underwater, knowing when to come up for air. Children communicate clearly and confidently with their friends and adults. They work collaboratively during activities, negotiate, take turns, share resources and build friendships.

Children access the outdoor play area and benefit from the excellent range of physical activities in the fresh air. They create and solve problems as they build and construct and learn about the world around them as they explore the wooded areas and build dens. Children enjoy relaxing together. They bring their own packed lunch, which ensures their dietary needs are met.

Children are aware of their own needs and help themselves to fresh drinking water when thirsty or seek shade when they are hot. Children explore their own creativity, independently selecting from a wide range of mark-making and craft materials, as well as practical skills in using the electronic equipment, such as computers and cameras. This ensures children develop good skills for future learning.

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