

Pied Piper Activities

Inspection report for early years provision

Unique reference number	122633
Inspection date	25/07/2012
Inspector	Janet Thouless
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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 Activities Ltd (Cophthorne) registered under its current management in 1997 and provides children's camps during school holidays at venues in Surrey, Sussex and Kent. The setting currently operates from Cophthorne School, Cophthorne, West Sussex. The company is managed by qualified and experienced teachers. Children have use of the sports hall, gym, school theatre, classrooms, woodland, sports field and covered swimming pool. The Cophthorne School camp is registered on the Early Years Register and on the compulsory and voluntary parts of the childcare register for 70 children from four to eight years. There are currently three children on roll in the early years age range. In addition, children aged between eight and 12 years attend the group and are offered appropriate activities. The camp operates during summer school holidays from 09:30am to 4:30pm. Children can also attend for an extended day from 08:30am to 5:30pm. The club supports children with special educational needs and/or disabilities. A staff team of 14 work with the children and all staff hold qualified teacher status or appropriate early years qualifications to level 3 or above under the direction of a qualified team captain.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming and child-orientated play scheme. Staff plan and provide many exciting activities that keep children interested overall and which enables them to progress in their learning and development. The play scheme provides an inclusive service by liaising closely with parents in meeting the needs of children. The established staff team work well together to meet all children's needs and promote their welfare. Management and the staff team are passionate about creating memorable learning experiences for all children in their care and there is good capacity for continuous improvement.

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 difference in religion, culture, gender and disability.

The effectiveness of leadership and management of the early years provision

The provider and staff team place a high priority on children's care and welfare. They are trained to recognise the signs and symptoms of abuse, and have

appropriate procedures to follow, should concerns be raised. Their knowledge is kept up to date through an effective induction programme, which takes place at the start of each play scheme, and staff adopt safe practice. Daily safety checks and regular risk assessments are conducted to help identify and minimise any hazards to ensure the environment is safe for children. All the required policies and procedures are in place to underpin the good practice and inform parents of how the play scheme will operate. All members of staff working with the children have been vetted and are very well qualified and experienced to look after children. Many staff have worked at the play scheme for a number of years so returning children know them well, which helps them to feel safe, and settled. Management have high expectations and inspire staff in developing their knowledge and skills, reflecting on best practice to promote the best possible outcomes for each child in their care. The provider has addressed the recommendation made at the last inspection by making systems for recording accidents confidential. Therefore, outcomes for children are continually developing.

Staff are effectively deployed to ensure children receive appropriate support and close supervision. Good use is made of the space available with lots of interesting activities planned to engage children. Children are asked to contribute their thoughts and ideas and staff include such requests within the weekly planning. As a result, children's sense of belonging is fully promoted. Resources are plentiful and are organised in designated areas so children can make independent choices as they play. Children are grouped according to their age and with special friends if requested. However, they are also encouraged to develop new friendships. The play scheme promotes equality and diversity appropriately with a good range of activities such as celebrating the Olympics. Within the craft session, children excitedly discuss with each other and share experiences such as seeing the Olympic torch go through their village or town. They discuss sport events within the Paralympics which helps them to develop an understanding of the differing needs of others. In addition, they discuss the history of the Olympics which includes when and where the first Olympics took place. However, there are few resources on offer reflecting diversity to help children develop an understanding of difference concerning religion, culture and gender.

Partnerships with parents are good and there is clear two-way communication on a day-to-day basis as well as frequent opportunities to discuss children's progress. Parents receive useful information on all they need to know at the start of the play scheme. For those that are new to the play scheme introductory sessions are on offer every Monday morning to show parents and children around and for staff to answer any questions. In addition, guidance is on offer regarding packed lunch, snacks and the importance of applying sun cream before children arrive along with top up sessions throughout the day to keep children safe in the sun. The play scheme ensures they receive all information and permissions from parents regarding their children's medical conditions and or allergies. Parents comment that they are very happy with the service provided. The play scheme works in partnership with others. A number of staff teach at the school so are familiar with younger children's differing needs and can plan accordingly to ensure continued progression of care, learning and development.

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

Children arrive happily, eagerly join friends and seek out their group leaders ready for the day ahead. They happily discuss with each other their chosen outfit on 'wear something sporty' embracing this weeks theme of the Olympics. They firstly participate in a large group session where they enjoy a number of warm up activities. They giggle and laugh as they sing and chant songs to warm up their vocal cords then go on to stretch their muscles ready for the days events. There is a good range of activities and resources on offer that enable children to make good progress in their learning and development. Different topics are planned for each week and this helps children's experiences across all areas of learning. Children are confident communicators, they share their views and confidently ask questions if unsure. Many worthwhile conversations take place on how to construct the Olympic park using a range of different size bricks. Some children build tall buildings whilst others choose to build low-level buildings. They discuss with each other where they need to locate sporting events such as a swimming pool and football pitches. This helps children to form friendships as they work together in shared activities. Staff uses open ended questions to challenge children' thinking, which lead to lengthy discussions about the activities and the resources being used. Children use a wide range of craft materials, which helps them to express their creativity. They thoroughly enjoy making flags and Olympic torches to use in their end of week concert of 'The opening ceremony of the Olympic games' Children's skills in problems solving, reasoning and numeracy are fully enhanced. For example, as they discuss how many pennies make a pound, a hundred pounds and then a thousand pounds. Children have access to and use computers confidently, this helps them to develop skills in the use of technology.

Children's behaviour is good because there are clear boundaries in place which help them to know what is expected of them. They help to devise behaviour rules, which staff consistently apply. Great consideration is shown to towards the youngest of children which helps to give them the confidence to join in with older children. In addition, the staff team give meaningful praise and encouragement to children. Children's efforts are acknowledged and their achievements celebrated. Children's individual personalities, likes, and dislikes are acknowledged and valued. This helps them to develop a strong sense of belonging and feel safe at the play scheme.

Children are developing a good understanding of the importance of maintaining a healthy life style. Parents provide packed lunch and snacks which are stored appropriately. Lunch and snacks times are lively sociable occasions were children are able to reflect on their day with friends. Children are gently reminded not to share food as some children may have certain allergies helping all to keep safe. They practice good hygiene and know to wash hands before and after eating lunch or snacks. Children enjoy physical challenges as they participate in daily swimming events. They giggle showing great delight as they splash each other with water sprays. They enthusiastically bounce on the inflatable's and enjoy games such as obstacle challenge, mini Olympics and parachute game. Children are encouraged

to drink water at regular intervals, when being energetic, particularly in hot weather. Staff encourage children to share thoughts and ideas on what they would like to achieve by the end of the play scheme. A number stated that they would like to swim under water, complete a cartwheel or simply beat particular staff at ball games. This created a great sense of fun amongst the children as staff rise to the challenge creating a wonderful atmosphere within the play scheme. These positive early experiences provide children with a good start in life to enable them to fully develop the skills needed for their future success.

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	2
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