

Pied Piper Activities Ltd

Inspection report for early years provision

Unique reference number EY348100
Inspection date 31/07/2012
Inspector Lynn Reeves

Setting address Oakwood Preparatory School, Oakwood, CHICHESTER,
West Sussex, PO18 9AN
Telephone number 07903557787
Email don@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*.

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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 at Oakwood School is one of five 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 108 children on roll although this varies from week to week. They support children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 14 staff who are employed to work with the children. They all hold either early years or teaching qualifications. The camp operates during the summer holidays, offering sessions from 8.30am to 5.45pm.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have a very enjoyable time at the play scheme as they are provided with an extensive range of experiences and activities. The environment is welcoming to children and their parents, with a good range of activities and resources, overall. All children are fully supported by enthusiastic and dedicated staff, and their individual needs are met. Staff evaluate and monitor activities and the setting to ensure continuous improvement can take place. The play scheme is committed to working in partnership with parents, although links with other providers are not so well established.

What steps need to be taken to improve provision further?

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

- develop the environment and resources to further reflect diversity to strengthen children's understanding of the wider world
- develop partnerships with other childcare providers.

The effectiveness of leadership and management of the early years provision

Children are safeguarded by the robust vetting and recruitment procedures which managers follow to ensure staff are suitable and qualified to care for children.

Effective procedures are in place for identifying any child at risk of harm, recording concerns, seeking advice or making a referral. Supervision of children is good and the system to manage access to the premises is effective, as unauthorised persons cannot gain entry and visitors are recorded. A good range of policies and procedures are in place and all documentation and records are completed to ensure children's health and safety needs are well met and that they are well safeguarded. Staff are experienced and have relevant qualifications for the activities that are offered, for example, lifeguards, teachers and sport coaches. Staff are aware of their roles and responsibilities and work consistently to promote continuity of care for the children as there are written manuals in place for them to refer to. Thorough risk assessments are in place to safeguard children.

The staff team are very friendly, approachable, motivated and committed to improvement. Many have returned to work at the camp year after year and are fully involved in planning, evaluating and developing practice. The management team have demonstrated the capacity to appropriately tackle any identified areas of weakness. For example, they have introduced daily planning boards to enable the children to make their own choices of play, which help them to settle. Staff evaluate what has worked well or what activities need additional resources. Staff have been issued with new bright yellow uniforms to help the children identify the adult workers and to see them more easily when they are playing in the wooded areas.

Positive steps are taken to ensure resources and the environment is sustainable. This is because the children are encouraged to use recycled and natural materials in art and craft activities that they find in the woods. Staff make good use of resources, the indoor and outdoor play areas are well organised to ensure children can take part in a wide variety of activities. Planned activities are well thought through, and are meaningful to the children. For example, they learn about cultural diversity and disability by celebrating the Olympics with games, competitions, making torches and Olympic rings. They look at flags and anthems of the countries around the world. Discussions about the Paralympics helps children develop positive attitudes towards disability. Staff are aware of the children's individual needs and plan accordingly. However, there are few resources that reflect the wider world.

Parents are kept well informed about routines and activities, through the registration systems, newsletters, information displayed on notice boards and through discussion with staff. They complete various consent forms and provide information about their children's health and welfare needs to ensure that all children are kept safe. Staff liaise with other professionals to support children with additional needs. However, systems to share information with other early years providers children also attend are less successful. Staff know the children well and they recognise when they achieve something new. They reward the children with stickers and pass this information on to parents at handover. The staff work well together as a team and the good staff ratio ensures this benefits the children, as they are well supported in their play.

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

Children thoroughly enjoy themselves at the play scheme; they have a free choice activity for an hour each day which enables them to play in groups with children of mixed ages and abilities. Planned activity sessions run in 45 minute slots which enable the children to take part in numerous activities during the course of the day. Each day is organised to incorporate a wide range of activities in different zones, such as swimming, playing in the woods, art and craft activities, information and communication technology activities or just quiet play, such as drawing and reading. This meets children's changing needs and provides them with opportunities for both strenuous and more relaxed activities. The children are very well supported during their swimming lessons, splashing about and learning new techniques with the help of the staff.

Children are eager to play in the woods searching for collage materials to make posters. They find twigs and leaves and squeal with delight as they find some twisted wood that looks like an Olympic ring. They chat amongst themselves about how they can make the leaves into flags or how they can paint or decorate the wood to make rings. They are reminded by staff about safety of the woods, for example, not to go near the fences or the swamp area and what is alright to pick, by avoiding the wild flowers or living branches. Children instantly come to staff when they find some hazelnut kernels. They talk about the fact that they are nuts and are aware that some children have nut allergies, therefore they must all wash their hands. They soon run off to make dens and hiding places for hide and seek games. Staff interact very well with the children, letting them develop at their own stages and come up with new ideas. The children enjoy playing on the ride on toys and the bouncy castle, where they develop very good use of their large muscles. They also enjoy sitting in small groups reading to each other or playing board games, drawing or painting. During the week the children gather their ideas and practise skills for an end of week performance to show to their friends what they have learned. 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 share and develop warm relationships with the staff, they are encouraged to share and take turns. The children are all involved in devising the weekly camp agreement, where they can suggest ideas, but most of all have fun safely. Staff act as positive role models, encouraging good manners and speaking nicely to others. Children are encouraged to develop good hygiene habits as they are encouraged to wash their hands before eating and after using the toilet. They have a good understanding of keeping healthy and safe. They access their individual water bottles to prevent dehydration. Children learn about keeping themselves safe by joining in regular fire drills, they know the club rules and use the equipment safely and sensibly. The children are well behaved and listen to instructions, taking responsibility of themselves and others around them. A good balance of planned and unplanned activities ensures children enjoy their time and have fun 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