

# Pied Piper Activities Limited

Inspection report for early years provision

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<b>Unique reference number</b>	113645
<b>Inspection date</b>	23/08/2012
<b>Inspector</b>	Amanda Shedden
<b>Setting address</b>	Great Ballard School, Chichester, West Sussex, PO18 0LR
<b>Telephone number</b>	01273 504485
<b>Email</b>	donapiedpiperactivities.co.uk
<b>Type of setting</b>	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 Limited has been registered at Great Ballard School in Eartham, Chichester, West Sussex since 1995. It is part of a group of holiday activity schemes operating in the south east. Specific areas of the school are used during the summer holidays for art and craft, drama, swimming and sports. The pool is situated in an enclosed area and outdoor sports and team games take place in the school grounds. The holiday activities are available each weekday from 8.30am to 5.45pm, for two weeks during the summer holidays.

The holiday club is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It is registered to care for up to 65 children from four to under eight years; all of these may all be in the early years' age range. There are currently 21 children in the early years age group attending. The holiday club also provides care for older children. The staff who work with children in the early years age range are experienced and qualified to care for this age group.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settle quickly into this inclusive holiday club, where staff acknowledge and respect their differences to effectively meet their needs. The experienced staff team supports children's learning through incidental and planned activities, enabling children to make good progress. However, they do not fully organise change over times, resulting in occasions when children have to wait to move onto the next activity. Children have access to good quality resources and a stimulating environment. However, there are few positive images that challenge children's thinking and help them to embrace diversity. Regular evaluation includes comments from staff, children and parents and these contribute to the management's ability to maintain good continuous improvement.

## What steps need to be taken to improve provision further?

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

- increase the multicultural resources to give children opportunities to engage with and have positive images that challenge children's thinking and help them embrace diversity
- improve the deployment of staff so that children's waiting times are minimised.

## **The effectiveness of leadership and management of the early years provision**

Staff have a secure knowledge of safeguarding and child protection procedures to respond if they have a concern about a child. Robust recruitment and vetting procedures are in place to check that all adults working with children are suitable to do so. The procedure for the arrival and departure of children helps to ensure children's safety. Risk assessments are in place and staff use these effectively so that all areas children access are safe. Staff continually check that children are safe and that they understand the rules before they undertake an activity. Where possible, staff organise children's waiting and meal times in the shade on sunny days.

Children access a wide reaching, stimulating environment, which comprises tennis courts, woods, fields and wet play areas. The range of good quality resources and activities promote their learning, particularly in physical development. However, neither the indoor nor outdoor environment includes many positive images that challenge children's thinking and help them to embrace diversity. The staff's deployment and interaction with children is positive and worthwhile. However, change over times are not always best organised so that children do not spend time waiting to move on to the next activity. This is an inclusive holiday club, where staff treat all children as individuals. The staff know children well, which enables them to offer stimulating challenges and effectively meet their individual needs.

The experienced and knowledgeable staff meet daily to evaluate their practice and the experiences children are having. They talk to children, and parents are encouraged to make comments which also contribute to the evaluation. Staff make changes that enhance the provision for children immediately. For example, they changed the organisation on the bike and scooter days to give children more time on the equipment and to feel safer. Using the evaluations, staff create development plans that identify improvements for the future.

Partnerships with parents are strong. Parents value the holiday club and the experiences their children are having. Many enjoy the end of week concert put on for parents and to close the week's session. They are encouraged to record any comments, all of which are positive. Staff take time to speak to the parents each day, keeping them informed of their child's day. The use of posters keeps parents informed of the group's planned weekly events. Staff satisfactorily achieve partnership and liaison with other agencies for continuity of children's care and learning through feedback from parents.

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

Children have great fun at the holiday club. The staff get to know them well and ensure children's overall well-being and learning is promoted. The positive and

friendly interaction of the staff support children's learning through their play and helps them develop good skills for the future. The planning ensures that children have equal access to the organised play sessions and that, during free play; children are able to engage in activities that interest them on a more individual basis.

Children are particularly well behaved; they interact with the group games and have a daily chant, which encourages them to have fun and play safely. During the day, staff award them 'Pied Piper' points. Staff tally these together during the week and children receive rewards of stickers or certificates at the closing concert. Children beam with pride when given points for 'being brave', or when they have stretched their own personal boundaries.

The organisation of the day encourages children to feel that they belong. They are divided into groups and have their own staff with them throughout the week. Each group decorates a traffic cone and they know that this is where they gather together during the day. Each group has created their own daily chant which they sing out proudly to the other groups.

Children are particularly physically active as they enthusiastically engage in range of stimulating activities. They ride their bikes or scooters around the tennis courts, developing their balancing skills. They foster a good understanding of being part of a team as they shout to their team members, encouraging them to do well.

Children have great fun as they take turns using the water slides, squealing and shouting with delight as they slide down the slopes. They recognise that they have to wait until the other child is off the slide to have their turn. Children set their own challenges shouting excitedly, 'I'm going down backwards next time,' as they run back up the slope to have another turn.

Children love going into the woods and making pictures on the ground with their fingers or with sticks. They discuss their creations with staff and the positive interaction encourages them to enhance the pictures by outlining them with the natural resources around them. Children concentrate and persevere as they place twigs or stones around the pictures, helping these to stand out. Other children challenge themselves as they climb up the tree and clamber over it. Staff encourage them to try, reminding them to keep three parts of their bodies touching the tree at all times. Children's self-esteem is well promoted as they acquire skills and confidence as they play on the tree.

Children gain a strong sense of feeling safe, they know the routine of the day and they have positive relationships with the staff and each other. They know what to do when the whistle is blown and they listen carefully to any instructions given about the activities they are about to do. They are confident to talk to the staff and each day they hear reminders to talk to their member of staff if they have any worries.

Children recognise when they are thirsty and help themselves to their drinks. They sit together for snack and lunch times, making these social occasions. They effectively understand about healthy lifestyles, washing their hands at appropriate

times. They engage in conversations about eating foods that give them energy; they talk about having rest times so they will have more energy to join in the activities after their meals.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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