

# Pied Piper Activities Ltd

Oakwood Preparatory School, Oakwood, CHICHESTER, West Sussex, PO18 9AN



## Inspection date

4 August 2015

Previous inspection date

31 July 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The owners ensure the safe and smooth running of the camp and meet all requirements well. They have a clear understanding of their responsibilities to safeguard children, and use effective induction and supervision procedures to ensure staff are clear on their roles.
- Staff and parents are involved in the self-evaluation process, which the owners use well to bring about continuous improvements for children and to maintain the camp's good standards.
- The careful planning of the groups, in which children remain for the time they spend at the camp, helps children to settle quickly, build strong friendships with staff and children, and helps them feel safe and secure. This promotes children's well-being effectively.
- The enthusiastic staff implement effective strategies to help manage children's behaviour, which brings about a harmonious atmosphere in the camp.
- Staff plan an exciting programme of activities for each week so children are eager to take part. Staff make particularly good use of the outdoor areas, which helps to promote children's good health. Staff meet children's physical needs well.
- Staff develop effective partnerships with parents and other professionals involved in children's care and learning. This helps the camp staff to meet children's individual needs well, including those children with additional needs.

### It is not yet outstanding because:

- Staff do not always provide a wide range of resources for children to use when playing in the woods to help extend their keen interest in investigating the natural world.
- Staff do not always seek the views of children to help them evaluate their provision and to help shape the activities and resources they provide in the future.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- provide more resources for children to use to help them further explore and develop their keen interest in the natural environment
- increase opportunities for children to contribute their thoughts and ideas to help staff further evaluate and shape the activities and resources they provide.

### Inspection activities

- The inspector observed staff and how they interact with children during play activities; how the routines and activities meet children's needs, and the resources and equipment available to children.
- The inspector had discussions with one of the owners, the manager and staff, and with children and parents to gain their views of the camp.
- The inspector undertook joint observations with the manager.
- The inspector sampled a range of documentation, including staff and children's records, assessment and planning documents, and safeguarding procedures.
- The inspector discussed the owners' evaluation methods and how they use these to bring about continuous improvement.

### Inspector

Jacqueline Munden

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children develop a great sense of belonging and comradeship from the outset as staff help them to draw up the 'Camp Agreement'. This helps to set the clear expectations of children's behaviour and has a very positive effect on how children cooperate with and help others at the camp. Children have great fun as they move around in their groups and take part in the different activities. When the groups come together, the older children happily 'buddy up' with the younger children to help them find their drinks and personal belongings. Younger children become more independent and confident as the week progresses, which benefits their learning now and for the future. Staff increase children's vocabularies and understanding, for example, as they talk about the objects the children found as they explored the woods. Children have many opportunities to develop their creative skills. They make puppets and paint props to be used in the show they will perform for their families at the end of the week.

### **The contribution of the early years provision to the well-being of children is good**

Staff make good use of the facilities available to them to develop children's physical skills well, which include use of the on-site swimming pool, a wooded area and playing fields. The activities help children to learn new skills, such as swimming, and to take part in team games. This builds children's self-esteem and encourages them to approach new experiences with confidence. Staff pay close attention to ensuring children are safe and teach them to be aware of how to keep themselves safe by following precise procedures. This helps children to become responsible and aware of the needs of others.

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

The owners follow a robust vetting and employment process to help them check that staff are suitable and have the skills and attitudes needed for working with children. This has a positive effect on children's enjoyment and well-being at the camp. The manager has daily discussions with the group leaders to help them highlight aspects to improve and to meet children's needs. The owners have taken effective steps to improve children's experiences, such as by providing each group with a tub in which children store their jackets and water bottles. These are used to transport children's items around the site, which ensures children have what they need with them and reduces the problem of lost property. The owners have taken steps to meet the recommendations made at the last inspection. For example, they now help children to develop a greater understanding of the wider world and the people in it through the use of books and the activities they provide.

## Setting details

<b>Unique reference number</b>	EY348100
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	993966
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	125
<b>Number of children on roll</b>	92
<b>Name of provider</b>	Pied Piper Activities Ltd
<b>Date of previous inspection</b>	31 July 2012
<b>Telephone number</b>	07903557787

Pied Piper Activities Ltd at Oakwood registered in 2007. It operates from Oakwood Preparatory School in Oakwood near Chichester. The camp supports children with special educational needs and/or disabilities and those who speak English as an additional language. The camp operates each weekday during the school summer holidays, from 8.30am to 5.45pm. There are 20 staff employed to work with the children, including the manager. One member of staff is a qualified primary teacher and a number of others hold teaching and sports qualifications.

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