

Inspection of Pied Piper Brambletye School

Brambletye School, Lewes Road, East Grinstead, Sussex RH19 3PD

Inspection date: 10 August 2021

The quality and standards of early years provision

This inspection

Met

Previous inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

All children are happy, confident and settled. They enjoy their time at the club and are eager to join in with the motivating and challenging opportunities that staff offer them. For example, they enjoy swimming in the pool and building dens in the woods. Children are confident to communicate their thoughts and ideas. They do not hesitate to share them with their friends. Children play well together and take turns and share happily. They behave well and are polite. They recap the club rules, know the boundaries and understand what is expected of them. For instance, they know they must always 'see yellow' when they play. This is because it is the colour of the staff team's t-shirt. Children develop a good understanding of healthy lifestyles. They remind each other to stay safe and to 'slip, slap, slop', slip on a hat, slap on sunscreen and slop lots of water. Children know this refers to sipping water to stay hydrated, slapping on a sun hat and slopping on some sun cream to protect their skin. Children enjoy physical play. They include each other in a variety of team games, such as running and ball games. Children explore different ways to move in regular Pilates and Zumba dancing activities.

What does the early years setting do well and what does it need to do better?

- Staff get to know the children's individual personalities well. This starts before they start at the holiday camp. For example, they ask parents to complete registration forms about their children, including questions about their likes and dislikes. This helps staff to plan activities and experiences that they know will ensure children enjoy their play opportunities at the camp. As a result, children are happy, confident and feel secure in the safe environment. They take ownership during their time there. For instance, they are encouraged to be independent and share ideas with staff about what they would like to do. Staff implement these into the activity plans. This helps children feel valued and listened to.
- Staff communicate with parents effectively and keep them fully informed. For instance, they share what children have enjoyed at the club when parents collect them at the end of each day. Parents drop off and pick up their children from outside their own rooms, due to the changes since the COVID-19 (coronavirus). However, this has not had any negative impact on the level of communication that they receive about what their child has been enjoying at the camp.
- Managers and staff effectively evaluate their practice together. For example, they hold discussions at the end of each day to talk about how much the children enjoyed their play experiences. Staff use their findings to support their future plans. The managers highlight that they wish to build on younger children's large art and craft opportunities even further.
- The managers closely monitor the quality of care and play opportunities. For

example, managers regularly observe staff's interactions with children. Staff benefit from regular feedback on how to improve further what they do. This includes sharing ideas about how they can extend the activity if they were to complete this again. Managers ensure all staff receive a comprehensive programme of training before the start of each camp. This includes how to teach children how to use equipment safely, such as when teaching foam archery and using the inflatable obstacle course.

- Staff support children to gain respect and understanding of other people, including the countries that they are from. Children talk about other countries, including what their traditional country flag looks like.
- Staff extend on children's ideas well. For example, when children enjoy play opportunities around the topic the 'Wild West', children make large stables out of blocks for the 'horses'. Children who have a keen interest in animals are encouraged to go on and make an animal kingdom for their animals to inhabit.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a good knowledge and understanding of safeguarding and child protection. They know who to contact for advice and how to report any potential concerns. Staff attend training before the start of each camp to ensure that their knowledge remains up to date. Staff complete detailed risk assessments to help keep children, parents and staff safe. This includes how to help minimise the risk of COVID-19. Staff ensure that there is thorough health and hygiene routines in place. Children know how to keep themselves and others safe. For example, they listen to a trained lifeguard about how to stay safe in the water during regular swimming activities.

Setting details

Unique reference number	2521665
Local authority	West Sussex
Inspection number	10194604
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 10
Total number of places	105
Number of children on roll	417
Name of registered person	Pied Piper Activities Limited
Registered person unique reference number	RP519657
Telephone number	07949410210
Date of previous inspection	Not applicable

Information about this early years setting

Pied Piper Brambletye School registered in 2019. It is a holiday camp located in the grounds of Brambletye Prep school, East Grinstead in Sussex. The setting is open Monday to Friday from 8.30am until 5.45pm, school holidays only. The setting employs 21 members of staff, all of whom hold relevant early years qualification at level 2 and above. This includes three members of staff who have a level 6 qualification and two members of staff who hold qualified teacher status.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the managers and staff and has taken this into account in her evaluation of the setting.
- The inspector carried out a learning walk with the managers. The inspector assessed the impact of the quality of staff interactions and the play opportunities they provide children.
- The inspector viewed the indoor and outdoor environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- At convenient times during the inspection the inspector spoke to the managers, children, parents and staff and considered their views.
- The inspector carried out a joint observation with one of the managers during a large group activity of a parachute game.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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