

Inspection of Pied Piper Brighton College

Brighton College Nursery And Pre Prep School, Eastern Road, Brighton, East Sussex
BN2 5JJ

Inspection date: 26 July 2022

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

Children arrive at the setting and are greeted by friendly, welcoming staff. They are excited to show off the costumes they are wearing for the jungle-themed fancy dress day. Children settle into a room, with friends a similar age, that forms their base for the day. This helps them to feel safe and secure. Children start the day by taking part in a whole-camp activity. They dance along and copy the actions of the highly energetic group leader. Children are praised for joining in and given stickers. This helps to build their confidence and self-esteem.

Children are very well behaved. They work together as a team and show great team spirit. For example, they work in small groups to construct a tree house out of different materials. Children form new friendships during their time at the holiday club and this helps them to develop good social skills. For instance, they sit together on the playground eating a snack and talking to each other. The staff team create a highly exciting and positive environment for the children. They deliver well-planned activities that the children are motivated to participate in. Children speak fondly of the holiday club and the staff. When asked what their favourite thing to do is, they reply 'everything!'

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

- Leaders recognise the importance of working in partnership with parents. They gather information from parents when children join so that they can meet the individual needs of each child effectively. Staff share information with parents to give them an insight into their child's time at club. For example, at the end of each week, leaders share a video summary of all the activities the children have enjoyed and invite parents in to watch a performance.
- Leaders are highly knowledgeable and committed to the ongoing improvement of their setting. They continually review the effectiveness of their provision. For example, they seek feedback from parents and use this to evaluate and improve the setting.
- Staff speak highly of the support and training they receive from the managers. They explain that they work through a comprehensive induction process that helps them to fulfil their role to the best of their ability. Staff are passionate and highly motivated to give the children the best possible time. This is demonstrated clearly as they interact and play.
- Children behave very well. This is largely attributed to them being fully engaged in the varied activities available to them. Children contribute their ideas and help to create the rules of the setting. This gives them a sense of ownership and responsibility. Staff give children a choice over what activities they would like to do, showing that their views are valued.

- Parents say that their children enjoy their time at the holiday club and are always happy to attend. They feel confident that their children are safe, and are pleased with the variety of activities offered to children.
- Staff help children learn how to keep themselves safe. For example, they remind children of how to keep safe in the sun. Staff encourage good hand hygiene before mealtimes. There are plenty of opportunities for children to exercise in the fresh air. For example, they enjoy playing football and dancing.
- Staff provide excellent supervision to help keep children safe. They meticulously head count before moving to the next activity, to ensure all children are present. Staff follow robust procedures when using large equipment, such as an inflatable obstacle course. They remind children of the safety rules and risk assess it before use.
- Leaders expertly monitor the quality of care and play opportunities staff provide for children. For example, they observe practice and hold appraisals to discuss staff performance. Leaders ensure that they remain fully involved in the day-to-day running of the setting, offering support to staff and ensuring their well-being.
- Staff build positive relationships with all of the children they care for. They get to know children quickly, and swiftly identify the best strategies to help them fully participate. Leaders are considering ways that they can strengthen even further the support that they provide to children who speak English as an additional language.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff receive safeguarding training prior to starting their employment. This ensures that staff are confident to identify the signs of abuse and have a good understanding of their responsibilities. Staff know the procedures to follow if they are concerned about a child or have concerns about a member of staff. Leaders have embedded effective recruitment procedures to ensure staff's suitability to work with children. They have also considered the risks posed to children when using digital technology, and mitigate this by not allowing older children to have access to their phones in the setting.

Setting details

Unique reference number	EY537068
Local authority	Brighton and Hove
Inspection number	10057011
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 12
Total number of places	112
Number of children on roll	103
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 Brighton College registered in 2016. The provider employs 16 members of staff, six of whom hold qualified teacher status. The club opens Monday to Friday from 8.30am until 5.45pm during certain school holidays.

Information about this inspection

Inspector
Jade Orosz

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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