

Inspection of Pied Piper Great Ballard

Great Ballard School, Eartham, Chichester PO18 0LR

Inspection date: 17 August 2023

**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 happily at the beginning of the day. Staff greet children and parents warmly, which helps children to confidently separate from their parents. Staff are attentive to children's needs. They support and guide new children who are unfamiliar with the club. As a result, children settle quickly and join in with adult-led activities. Staff support children to learn the club's rules and procedures. They encourage children to put away their belongings and line up for the 'camp agreement'. Children take turns to name club rules and discuss the reasons for the rule. This supports children to develop a deeper understanding of the consequences of their actions, which helps keep them safe.

Children are confident and form positive relationships with each other and the friendly staff. They chat enthusiastically to each other and learn to negotiate. Staff teach younger children about turn taking while hunting for hidden puzzle pieces. Older children work together during space-themed art and craft activities. This further supports children's understanding of teamwork and helps everyone to feel included.

Children enjoy a range of activities that promote their physical development, such as swimming and parachute games. Staff plan activities related to the ages and stages of children. For example, younger children practise their drawing skills. Children use fine and gross motor movement to create planets, aliens, and astronauts. Older children create space-themed obstacle courses. Staff closely monitor children during activities and allow them to take safe risks. This helps children learn how to manage their own safety.

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

- Staff think of children's interests when planning weekly activities. For example, during space week, children complete star jumps, moon walk and pretend to be aliens. Staff encourage children to think of ideas for activities. Children use problem-solving skills to build rocket ships with wooden bricks. Children work together to think of group names and group chants. Staff help children to celebrate their achievements. For instance, children perform an end of week show to parents. This gives children a sense of pride and helps parents feel included.
- Leaders ensure that all children are fully included in the club. For instance, they gather information from parents before children start. This means that staff have a good understanding of children's requirements. The special educational needs coordinator supports children with special educational needs and/or disabilities well. Effective strategies are put in place to ensure all children's needs are met.

This provides continuity for all children.

- Staff understand the importance of keeping children safe. They complete daily risk assessments of the environment to ensure that the premises and resources are safe for children to use. Leaders have robust safety procedures in place for the swimming pool. They find out children's swimming abilities from parents before they start at the club. A qualified lifeguard is always on site and assesses children's swimming abilities through a 'swim test', to determine what level of support is required. As an extra safety precaution there is always a member of staff in the pool with the children.
- Staff are positive role models for children. They participate in activities and engage children in conversation. Staff remind them of appropriate behaviour, such as using kind words and putting their hands up to answer questions. As a result, most children are well behaved and have good manners.
- Parents speak positively about the provision. They comment that the club provides varied activities and that children are 'buzzing' at the end of the day. Parents are encouraged to share their views of the club in a comments book and complete an end of term feedback form. Leaders feel this is essential to help evaluate the provision.
- At the beginning of the day, staff and children introduce themselves. Children listen and respond with confidence as they engage in conversation. For instance, staff encourage children to state their name, their age and talk about their favourite activity at the club. New members are encouraged to talk about what they enjoy doing. This helps children to feel valued and heard.
- Leaders have a clear vision for how the club operates. For instance, they want children to have opportunities for fresh air, exercise and to have new experiences. They also want children to be curious, develop confidence and learn valuable team building skills. As a result, activities are well planned and children enthusiastically participate.
- Leaders support staff exceptionally well. They ensure staff complete mandatory training, including paediatric first aid and safeguarding. All staff benefit from additional in-house training and regular meetings. Staff report that leaders support their professional development and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have a secure understanding of their responsibility to protect children. All staff receive regular training to ensure their safeguarding knowledge is up to date. Staff know the signs and symptoms of abuse and the procedures to follow if they are concerned for a child's safety. Staff understand the process to follow if they have a concern regarding a colleague. The setting is safe and secure. Leaders practise weekly fire drills. This helps to ensure that all staff and children know how to respond in an emergency.

Setting details

Unique reference number	2698449
Local authority	West Sussex
Inspection number	10284374
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary 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	35
Number of children on roll	42
Name of registered person	Pied Piper Activities (South) Ltd
Registered person unique reference number	2698448
Telephone number	07939040494
Date of previous inspection	Not applicable

Information about this early years setting

Pied Piper Great Ballard registered in 2022 and opens during holiday times only. The club operates from Great Ballard School in Eartham, Chichester. The club provides care from 8.30am to 5.45pm, Monday to Friday. The club employs eight members of staff. Of these, four staff hold qualifications at level 6.

Information about this inspection

Inspector

Loretta Murphy

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The inspector observed staff practice and considered the impact this has on children's play experiences.
- The inspector held discussions with leaders, staff, and children. The inspector sampled some of the setting's documentation.
- The inspector took a tour of the club with the provider. They spoke about how the club is organised and the type of play opportunities offered to children.
- Parents spoke to the inspector to share their views about the club.
- Children spoke to the inspector to share what they enjoy at the club.

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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