

# Inspection of Pied Piper Great Walstead

Great Walstead School, East Mascalls Lane, Lindfield, Haywards Heath RH16 2QL

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Inspection date:

19 August 2025

**The quality and standards of early years provision**

**This inspection**

**Met**

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Previous inspection

Not applicable

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children receive a friendly welcome when they arrive at the camp and staff quickly identify and meet the needs of the youngest children. For example, they stay with their assigned age group for the week, which helps them to build positive relationships with each child. They greet children by name, chat with them about their interests and thoughtfully encourage friendships by recognising who they enjoy playing with. This personalised approach supports children to settle quickly and fosters a sense of belonging within the camp.

Children take part in a variety of safe, age-appropriate sessions, such as outdoor games, art projects, construction, board games, and inflatable bouncy castle and obstacle courses. These activities are thoughtfully planned to reflect children's developmental stages and individual interests. Staff maintain high standards of supervision and prioritise children's well-being. For instance, children enthusiastically take part in swimming sessions, wearing armbands and floats, while staff carefully supervise and provide encouragement. Staff explain safety rules and physical boundaries at the start of each day and before every activity. This consistent approach helps children to join in with confidence, and understand how to keep themselves and others safe.

Staff have meaningful interactions with the children, where they encourage curiosity and independence. For example, while children eagerly gather natural materials to create potions in the woodland, staff prompt thoughtful discussions about the objects they discover. They praise children's imaginative ideas as they invent new spells. This nurtures children's confidence in exploring new experiences.

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

- Leaders have an ambitious vision for providing high-quality experiences for children. They are reflective and responsive in their approach. For example, they maintain a visible and supportive presence on site, observe activity sessions and act on children's and parent's feedback. They invest in new resources and provide extra training to support staff teach new sessions. This ensures that activities are suited to all children's stages of development and helps to maintain high levels of interest and a sense of enjoyment at the camp.
- Staff follow a clear and consistent way of working following a thorough recruitment process. Leaders make sure that all staff are suitable to work with children, and that they are motivated and enthusiastic in their role. This supports an environment where children have meaningful experiences. Staff develop a strong awareness of how to keep children safe and meet their needs throughout the day. For instance, staff complete online and in-person training at the start of

every season. On-site leaders offer daily guidance and help staff plan engaging, age-appropriate activities that reflect children's interests. This enables staff to be well prepared and confident in their roles. Many return to work at the camp each year, commenting that it is 'really fun', and they feel well supported by leaders.

- Leaders are committed to creating an inclusive environment, where all children are valued and supported. For example, they start in-depth communication with parents ahead of the camp to gain a clear understanding of each child's needs, particularly those with medical needs and those with special educational needs and/or disabilities. This information is shared with relevant staff, who will be working with those children. This dialogue continues throughout children's time at camp with daily conversations at pick ups, phone calls and emails. This helps leaders and staff create tailored strategies that promote children's well-being and ensure they enjoy a positive, enriching experience.
- Children's care needs are well met, with proactive health and hygiene routines, such as reminders about wearing hats and sun cream on sunny days, water breaks and regular, supervised toileting. Healthy eating is encouraged. For instance, leaders share examples of nutritious packed lunch options and staff have discussions about healthy food choices with parents if needed.
- Staff model respectful, positive behaviour and support children to understand and meet expectations throughout the day. They use gentle encouragement and praise to guide routines, such as lining up, and enthusiastically join in with activities to foster engagement and cooperation. When disagreements arise, staff respond with thoughtful guidance, encouraging children to listen, reflect and resolve issues together. This approach helps children to feel safe, understood and valued as part of their group.
- Partnerships with parents are effective. Leaders and staff communicate well with parents. For example, leaders send out information packs before camp starts with detailed information, such as lists of what to bring to camp. Display boards outline activities completed in the day, and important information is displayed and discussed with parents while children attend the camp. Parents feedback positively and appreciate the range of activities available. Children enjoy their experiences. They form friendships quickly, engage enthusiastically with activities and interact happily with staff and their peers. Many comment that they like choosing their activities in the afternoons. This helps them to feel that their opinions and individuality are respected.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

<b>Unique reference number</b>	2739442
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10399966
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 12
<b>Total number of places</b>	150
<b>Number of children on roll</b>	150
<b>Name of registered person</b>	Pied Piper North Activities Limited
<b>Registered person unique reference number</b>	2723899
<b>Telephone number</b>	07834783651
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Pied Piper Great Walstead registered in 2023 and operates from Great Walstead school in Haywards Heath, West Sussex. It operates during the school holidays, including two weeks in Easter and four weeks in the summer holidays, Monday to Friday from 8.30am to 5.45pm. All 23 members of staff at the camp hold a relevant childcare qualification and two are qualified teachers.

## Information about this inspection

### Inspector

Sophia Malcolm

## Inspection activities

- The inspector spoke to leaders about the activities they offer to children.
- The inspector observed the quality of the camp activities and interactions between staff and the children.
- Staff spoke to the inspector about their roles and responsibilities.
- Children spoke to the inspector about what they enjoy doing while at the club.
- A meeting was held with the senior leadership team members about how the club is organised and managed.
- A sample of documentation was reviewed by the inspector, including evidence of staff's suitability to work with children.

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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