

Inspection of Pied Piper Dulwich Prep

Dulwich Prep Cranbrook, Coursehorn, Golford Road, Cranbrook TN17 3NP

Inspection date:

31 July 2025

**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

Leaders place children's happiness and well-being at the heart of the holiday club. They strive to create an environment where children feel welcome and safe. Staff are quick to get to know each child well. This means that staff can meet children's individual needs and listen to what they want to do. Staff use this information to plan activities for the next day that excite and engage children. For example, they plan for team games in the woods on site and play laser tag. Relationships between staff and children are very positive. This helps make sure that children enjoy and feel valued while attending the holiday club.

Children behave well and respect the holiday club rules. Staff are consistent in establishing clear boundaries. They take time every morning to reinforce rules that keep children safe. For example, they practise the emergency signal so that everyone, including new children, are aware of what to do. Leaders think carefully how to organise each group so that children can establish and develop good friendships. They provide time for children to socialise together throughout the day. Children have a strong sense of belonging at the holiday club and talk with enthusiasm about their experiences.

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

- Staff offer a wide variety of exciting activities that help children enjoy being physically active. For example, children use the swimming pool under the supervision of a qualified lifeguard, race each other on the inflatable assault course and practise their cycling skills during the 'bring a bike' day. Children spend lots of time outside in the fresh air being physically active.
- Staff work hard to ensure that the environment is inclusive for all children. For example, experienced staff read stories to younger children to give them time to relax after a busy morning playing. Leaders speak to children and find out what they would like to do. Staff encourage children to share their ideas and make choices about what they would like to do.
- Staff are positive role models for children. They play games with them and set them challenges. For example, when children build a pirate ship from small blocks, they ask them to make a treasure box to put inside. Staff remind children to have good manners and listen while other children show what they have made with pride. Children receive lots of praise from staff. This encourages them to stay engaged in their activities.
- The enthusiastic staff team are passionate about ensuring that children have fun every day. Group leaders build positive relationships with the children. They encourage children to sing songs as they march their way to their planned activities. The holiday club is full of children talking and laughing with their

friends. Children say that the staff are lots of fun and are kind. They enjoy attending the holiday club and look forward to what they will be doing next. Children show high levels of confidence and well-being.

- Children with special educational needs and/or disabilities (SEND) are well supported. Staff work in partnership with parents. They are consistent in the strategies that they use to ensure that children are included and engaged. Staff manage transitions well. They are quick to recognise and respond when children need help to regulate their behaviour.
- Parent feedback is very positive. They praise the organisation and say that staff are 'very capable' and children are safe. Leaders seek feedback from parents to improve the holiday club. For example, they now offer water slip and slide sessions when the swimming pool is out of use. This enhances the experiences that staff provide to children.
- Leaders are very reflective. For example, they are quick to make changes when they recognise that the lunchtimes could be made safer for children. Leaders ensure that staff take part in a robust and comprehensive induction programme before they start. Staff say that they feel valued and supported by leaders. They enjoy their time working at the holiday camp and aim to give children the best possible experiences.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2739440
Local authority	Kent
Inspection number	10399972
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	3 to 12
Total number of places	160
Number of children on roll	171
Name of registered person	Pied Piper North Activities Limited
Registered person unique reference number	2723899
Telephone number	07834783651
Date of previous inspection	Not applicable

Information about this early years setting

Pied Piper Dulwich Prep holiday club registered in 2023 and operates from Dulwich Prep School in Cranbrook, Kent. The holiday club is open from 8.30am to 5.45pm during Easter and summer school holidays. There are 17 members of staff employed. Of these, four hold qualified teacher status with other staff holding qualifications from level 2 to level 6.

Information about this inspection

Inspectors

Jennie Winchcombe
Kate Williams

Inspection activities

- Leaders showed the inspector the premises and discussed how they ensure they are safe and suitable.
- Children told the inspector about their friends and what they like to do when they are at the holiday club.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the holiday club.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between staff and the children.
- Parents shared their views of the holiday club with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at the holiday 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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