

Inspection of Pied Piper Windlesham School

Windlesham School, 190 Dyke Road, Brighton, Sussex BN1 5AA

Inspection date:

28 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 relish in the exciting and energetic activities that the staff provide. They begin the day by taking part in a large-group activity. Children dance along to familiar music, copying the actions. They are highly motivated and keen to participate. Children behave very well. They listen intently to the instructions given by adults. This leads to a really positive, well organised environment that helps to keep children safe. Children delight in riding around the playground on bikes and scooters. There is plenty of opportunity for children to exercise in the fresh air. For example, they negotiate the inflatable obstacle course, climbing up, over and through. Staff give children challenges to complete as they run through the course.

Staff help to build children's excitement before activities. For example, they ask them to pretend that they are monkeys as they walk to the next activity. Children join in with games that are linked to the weekly theme. They love the competitive element that staff promote during group games. For instance, children work in small groups to see who can collect the most balls from the bucket. They cheer each other on with excitement in the hope that their team win. This leads to children showing high levels of motivation and perseverance.

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

- Staff pay close attention to ensure that all of the children are included in the group activities. If children are reluctant to join in, they give them gentle encouragement or provide them with an alternative activity. Staff are nurturing and responsive to the children. The support for children with additional or specific needs is very good.
- Parents say they are confident that their children are kept safe. They explain that the setting is very well organised and staff are friendly and welcoming. Parents state they would recommend the setting as their children 'really enjoy attending'.
- Children are allocated to a room that forms their base for the day. They spend the week with the same group of children and same staff. This helps children to feel safe and secure. Children form new friendships with children of similar ages. During break time, children value being able to sit with their siblings.
- Staff encourage good hygiene measures, such as handwashing. They teach children how to keep safe in the sun and encourage them to drink lots of water to stay hydrated. Staff allow children to be independent in their self-care. For example, children apply their own sun cream.
- Leaders and managers are passionate and dedicated. They use ongoing reflection and evaluation to continue to develop their provision. Over time, they

have embedded effective systems and processes that ensure the smooth running of the setting. The day-to-day routine of the setting is seamless, with children continuously engaged and moving in an organised way between each activity.

- Children express themselves creatively. For example, they use pipe cleaners to create snakes and decorate plates to create jungle scenes. Children have positive attitudes. They work together, sharing resources and giving each other ideas. Children are enthusiastic when staff praise them for their efforts. For instance, when staff give them 'Pied Piper points,' children jump up and down and say 'yes!'
- Leaders and managers work hard to recruit staff that are skilled and experienced. They ensure that staff receive a full induction process and comprehensive training. They monitor the ongoing performance of the team through observation and appraisals.
- Staff encourage children to help take responsibility. For example, they ask them to hold the doors open for each other. They remind children to use good manners and thank each other. Children are kind and thoughtful to each other. Older children are supportive of their younger friends.
- Staff interact with children at all times during their play. They enrich each activity by changing and adapting it to ensure children remain engaged. For example, when children are playing dodge ball, staff introduce different ideas and rules. Children are confident to test out their ideas and think critically. For example, they experiment with using different construction materials to create 'tarantula tunnels'.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers provide safeguarding training to staff to help them identify when a child may be at risk of harm. Staff are confident in what may identify that a child is at risk of harm. They know the procedures to follow internally and where to seek further support outside of the setting. Staff risk assess the environment and activities regularly. There are robust procedures in place for moving around the setting. For example, children line up at the door and staff complete a headcount before moving to the next activity. Leaders ensure that checks are completed to ensure staff are suitable prior to employment.

Setting details

Unique reference number	2579625
Local authority	Brighton and Hove
Inspection number	10239486
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	55
Number of children on roll	105
Name of registered person	Pied Piper Activities Limited
Registered person unique reference number	RP519657
Telephone number	01273 504485
Date of previous inspection	Not applicable

Information about this early years setting

Pied Piper Windlesham School registered in 2020. It operates Monday to Friday, from 8.30am until 5.45pm, during some school holidays. The club employs 14 staff. Of these, nine hold qualified teacher status.

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 manager joined the inspector on a tour and talked to the inspector about their provision and the ethos of the setting.
- 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 inspector observed how the staff interact with the children 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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