

Inspection of Pied Piper Hangleton

Hangleton Primary School, Dale View, Hove BN3 8LF

Inspection date:

6 August 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

The staff provide children with a large range of quality activities and resources. This adds to children's enjoyment and engagement at the camp. They demonstrate a high level of excitement as they arrive. Staff enthusiastically greet them and use their skills to help children settle well and develop a sense of belonging.

There are clear aims for children to have fun through memorable experiences, encouraging them to return to the camp each year. Staff encourage friendships between children, and this is well supported by group games. Children play cooperatively and take pride in their teamwork with new friends. For example, children are keen to talk about the animal shelters that they built together. Staff encourage all children to be involved and have their say. This helps children to develop confidence in front of others and self-esteem as they proudly display their achievements.

Staff actively support less-confident children and ensure they are fully included. They are kind and gentle and are skilled at noticing when some children need help with tasks, such as putting on shoes and applying sun cream. Staff are excellent role models with high standards of expected behaviour. This positively impacts the way that children behave towards each other and the resources. Children are kind and thoughtful and know the routines and boundaries of the camp.

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

- Leaders are committed to making every child's camp experience a memorable one. They use children's and parents' feedback to adapt the programme and add additional activities. Leaders ensure that staff are well supported in their roles. They provide a package of quality training that gives staff autonomy at the camp. Staff feedback highlights that the camp is a wonderful place to work and that there are opportunities for further progression in their roles.
- Camp leaders provide guidance to all staff and lead activities to help new staff develop their play skills. Children thoroughly enjoy the daily camp 'warm up'. They listen to and contribute their knowledge of the rules, loudly chanting 'Slip, Slap, Slop!', which refers to sun hats, sun cream, and water. Squeals and laughter echo throughout the camp as children join in a favourite song and dance routine, pretending to be penguins.
- Staff support children's emotional health very effectively. They provide children with information about the routines, for example what is happening next and when. This helps children transition well between activities and helps prevent younger or new children from becoming anxious. Staff encourage children to be independent and look after their belongings, for instance, when opening lunch

boxes, going to the toilet, and handwashing.

- Leaders and staff work closely with the parents of children with special educational needs and/or disabilities. This ensures that all children can access and benefit from a fully inclusive programme and have experiences that they may not have previously encountered. Parents provide detailed information before their children arrive at the camp. This enables staff to adapt activities to ensure that all children have the opportunity to enjoy themselves.
- Children benefit from excellent opportunities to access fresh air and exercise daily. Staff provide indoor and outdoor activities that support healthy lifestyles. For example, children enjoy swimming sessions and engaging in parachute games. They access the school's field and playground, where they negotiate obstacles and climbing equipment under the close supervision of staff.
- Staff develop good bonds with children. They play alongside them and engage in discussions that give staff more knowledge about the children in their group. This adds to children's positive experience at the camp and allows staff to meet children's individual care needs effectively.
- Children are eager and motivated. They mention that they really look forward to coming to the camp, and it is 'much better than going on holiday'. Parents feedback that their children cannot wait for the camp to begin and are always reluctant to leave at the end of the day.

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	2723398
Local authority	Brighton and Hove
Inspection number	10394455
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	60
Number of children on roll	87
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 Hangleton registered in March 2023. This provision is situation in Hangleton Primary School in Hove, East Sussex. The camp provides holiday activities in the Easter school holidays and for four weeks of the summer school holidays from 8.30am to 5.45pm. The camp employs 10 members of staff. Of these, eight hold appropriate childcare qualifications up to qualified teacher status.

Information about this inspection

Inspector

Tina Lambert

Inspection activities

- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Children shared their views of the camp with the inspector.
- The inspector observed the quality of activities being provided, indoors and outdoors, and assessed the impact that this was having on children's engagement and enjoyment.
- Parents shared their views of the camp with the inspector.
- Leaders told the inspector how they keep the premises safe and secure.

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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