

# Tree Tots After School Club

Lakeside Cp School, Alphington Avenue, Frimley, CAMBERLEY, Surrey, GU16 8LL

## Inspection date

04/06/2014

Previous inspection date

29/11/2010

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

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How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Children have a varied range of interesting and age-appropriate activities and experiences to complement their learning in school. As a result, they make good progress in their learning and development in a fun and exciting way.
- Staff give a high priority to children's safety; they are constantly vigilant and keep children safe, demonstrating a comprehensive understanding of safeguarding policies and procedures.
- Staff are very caring and attentive to the children and get to know them well as individuals. Children are happy, confident and emotionally prepared for their future learning.
- The manager and staff team work well together to monitor the effectiveness of the service; this helps them to identify areas for improvement that enhance the outcomes for children.

### It is not yet outstanding because

- Partnerships with parents are not fully effective to ensure children benefit from shared learning experiences.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the classrooms and outside.
- The inspector held discussions with children and staff.
- The inspector reviewed a sample of the club's policies and procedures and reviewed some of the children's learning journals.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Antonia Ogden-Meade

## Full report

### Information about the setting

Tree Tots After School Club re-registered in 2010. It operates from Lakeside Primary School in Frimley, Surrey and offers after school and holiday care. The registered person also operates other before and after school clubs from other schools. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children have use of two large classrooms in the school and use other school facilities such as the hall, playground and school fields. Children attend from the age of four years up to the age of 11. There are currently six early years age children on roll. The setting is open five days a week during term time, between 3pm and 5.30pm. There are six members of staff, four of whom are qualified. The setting receives support from the school and the local authority.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- develop partnerships with parents and carers further to encourage and share learning opportunities for children.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

The quality of teaching is good. This is because staff have a secure knowledge of the way that children learn. They encourage children to try new things, such as playing board games whilst waiting for their turn with computer games or trying the climbing wall. Staff extend children's vocabulary by supporting them to tell their friends about their experiences and adventures. This enables even the youngest children to excitedly relay information about their holidays. Staff skilfully use open questions to help them extend their stories further.

Staff promote children's physical development well. The outside environment is equipped with a variety of resources. The children enjoy climbing along the trim trail and help each other work out how to place their feet on the climbing wall. This helps children to make good progress in this aspect of their development and learning.

Children remain occupied and busy throughout the sessions because staff ensure there are many different opportunities and activities available to them, giving breadth and depth to the educational programmes. Staff review the children's progress and use observations to inform planning for future sessions. This means that sessions always have well resourced activities that support each child to make progress from their starting points. Staff have high expectations of children, meaning behaviour is good across all age groups.

This results in a sense of fun and play for children, where they are able to follow their own interests with enthusiasm, and their learning supported and encouraged where necessary. Consequently, children make good progress across the areas of learning, which staff share with the school staff in verbal handovers. Parents and carers have access to information about their child's learning through a communications board, however, parents do not always have the time to read the information at collection. This limits their involvement to support their children's continued learning, communication and progress beyond the club.

### **The contribution of the early years provision to the well-being of children**

Children receive warm and loving care in a well-managed environment. Children have clear attachments to staff and enjoy involving them in their play, for example, they play board games or use the football table together. Young children have their own key person who is responsible for their individual care and building relationships with parents. As a result, children are confident and feel secure in the club.

There are good settling-in procedures to ensure that children feel a sense of belonging. To help the transition from home to the setting, parents give plenty of information right from the start to allow the key persons to offer personalised care routines that help children feel safe and secure. During the child's first session, they make their own mealtime place mat. This not only helps them develop their sense of belonging in the club, but also allows staff to record any dietary requirements for their use and for the child to understand these too. Staff share and pass on messages to and from school teaching staff in relation to children's individual care needs, which also supports children's well-being.

Children behave well because staff are good role models. They promote positive attitudes through listening to children, respecting their views and offering consistent messages about expectations. The club's 'turn taking' boards are well respected by the children and the concept works well to support the successful sharing of some of the more favoured games and activities. As a result, the atmosphere at the club is very friendly and relaxed. Children successfully play alongside their peers, where older children show a mature attitude when supporting and playing alongside the youngest children in the club.

There is a wide range of toys and resources for children. Staff make sure they provide a variety over the week to maintain children's interest. Children follow appropriate hygiene routines, washing their hands when they come in from outside and before they eat. All children eat at the club and the majority enjoy the tea cooked by the club's cook. Staff make sure that the food is healthy and cater for all children's allergies within all meals and snacks. Children can have a drink when they wish, as there is water available throughout the session. This means they do not get thirsty, even when they are playing outside and being active.

Staff are well deployed and children are able to access the well resourced environment inside and outside the club. The outdoor area is accessible in all weather conditions, and as a result, children benefit from high levels of physical activity as they partake in organised outdoor games. Children show that they feel safe in the setting due to the

trusting relationships with staff, and the familiar school facilities. Staff use opportunities to support children's understanding of keeping safe through discussions about how to manage certain play equipment or staying within the playground area.

### **The effectiveness of the leadership and management of the early years provision**

The manager and registered provider work directly with the children alongside other members of staff, and together they effectively meet the individual needs of the children. The close working relationship means staff are continuously monitored which ensures consistency in children's care and learning.

Management have a good understanding of the safeguarding and welfare requirements and have both attended training to support their practice. Therefore, they have a strong focus on protecting children and keeping them safe indoors and outside. They make sure that the ratio of staff available to walk the children over to the club is appropriate, to ensure children's safety. They review this regularly to ensure it continues to support children's safety. There is effective security, where management and staff monitor the main door so it remains locked and to oversee visitors. The safeguarding policy is well understood by all staff. Any person collecting children who are unknown to the manager or staff must use an agreed password to enable them to take children into their care. This enables staff to further safeguard children at the setting.

Management are vigilant in safeguarding children when employing staff. They follow robust recruitment systems to ensure they are safe to work with children. All staff are appropriately vetted by the Disclosure and Barring Service, to help determine they are suitable to work with children. All new staff have an induction programme and alongside regular performance review meetings, have annual appraisals to ensure they are able to deliver in their roles effectively. In addition, all staff hold paediatric first aid and safeguarding certificates. This means that children are safe and protected while at the club.

Management have a secure understanding of the setting's strengths and weaknesses through self-evaluation and reflective practices. The manager and staff team work well together to monitor the effectiveness of the service. This helps them to identify areas for improvement that enhance the outcomes for children. There are effective monitoring and review systems to ensure children progress well at the club. Up-to-date information for each early years child includes their initial assessment. Management monitor these records to make sure each child is developing to their full potential. This enables her to oversee and track any concerns to discuss with the key person, parents, carers and teaching staff where appropriate. Similarly, with the older children, planning for the sessions takes into account their likes and dislikes and current interests so all sessions support learning, but continue to be fun and exciting.

Overall, partnership working with parents and other professionals is secure. New methods of sharing information do not fully engage parents in their children's learning. This means

there are fewer opportunities to fully support parents in extending their children's learning at home. Parents report they would like a greater level of information exchange with the club team about what is happening each session.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY408790
<b>Local authority</b>	Surrey
<b>Inspection number</b>	816321
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Adeela Kiran
<b>Date of previous inspection</b>	29/11/2010
<b>Telephone number</b>	07894267851

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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