

# Reigate Tea Club

Reigate Parish Church School, Blackborough Road, Reigate, Surrey RH2 7DB



<b>Inspection date</b>	24 September 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> <b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable

Effectiveness of leadership and management	Good	2
Quality of teaching, learning and assessment	Good	2
Personal development, behaviour and welfare	Good	2
Outcomes for children	Not Applicable	

## Summary of key findings for parents

### The provision is good

- The manager and staff have a good understanding of all children's needs, including those with additional needs. They work well with parents to ensure that they meet all children's needs well.
- The manager and staff support children's emotional well-being effectively. For example, staff give specific praise to build on their self-esteem and confidence.
- Staff make effective use of the area available, and children have many opportunities to extend their physical skills. For example, they play with footballs and hoops in the large playground.
- There is a broad range of well-planned activities that helps children make good progress in all areas.
- The manager and staff keep up to date with legislative and practice changes well and share this information with parents.
- The manager and staff have a good relationship with the host school that children attend. They work well together to promote children's development and share information effectively.

### It is not yet outstanding because:

- The manager and staff have not fully developed an area where children can rest and relax during the session.
- On occasions, staff do not use some daily routines effectively to help children make choices and complete small tasks on their own.

## What the setting needs to do to improve further

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

- provide an appropriate space for children to rest and relax
- strengthen opportunities for children to make choices and manage some tasks independently.

### Inspection activities

- The inspector viewed the premises.
- The inspector observed the manager and staff interacting with children.
- The inspector interviewed the manager and owner.
- The inspector spoke to children and viewed their activities.
- The inspector spoke to parents and took account of their views.

**Inspector**  
Susan Allen

## Inspection findings

### Effectiveness of leadership and management is good

The manager and staff are friendly and welcome children and parents into the inviting environment. The manager carries out regular risk assessments to minimise any potential risks and keep children safe. Partnerships with parents are effective. For example, staff work well with parents to help children settle. The manager is supportive and identifies staff strengths and areas for further development well. Staff attend training to help them develop better practice. For example, after attending a course staff felt better able to understand how children learn, and their practice has improved. The manager considers the views of children, parents and staff when evaluating the setting. Safeguarding is effective. The manager and staff know what to do, whom to contact and the procedures to follow if they have a concern about a child's welfare.

### Quality of teaching, learning and assessment is good

There is a wide variety of resources. Children are motivated and keen to take part in activities and follow their own interests. For example, children use nets to fish for ping-pong balls in water. Staff then extend the activity by introducing straws for children to blow the balls across the water. Children engage in activities for long periods. Staff involve children well and meet their individual needs. For example, during play staff named different dinosaurs, such as a Tyrannosaurus Rex and a Diplodocus. Staff ask challenging questions and encourage children to think for themselves. For example, children, use large beads to vote for the dessert of the day. Children take turns and play well together. Children learn about differences in cultures and beliefs and begin to understand that another child may have a different view from themselves.

### Personal development, behaviour and welfare are good

The manager and staff are good role models. Children learn to share and have good manners. Their behaviour is good and older children buddy up with younger children and are beginning to be aware of the feelings of others. For instance, older children readily volunteer to sit with younger children who take longer to finish their meal. The manager and staff explain to children about personal safety and risk well. For example, children know how to handle scissors safely and know that toys on the floor may be a trip hazard. They are encouraged to do risk assessments and check doors are locked and the environment is safe. Staff work well with children from the start. They take time to understand children's preferences and work well with parents to help each child settle quickly. Children manage their own needs as they would in school. For example, children wash their hands and access the toilet.

## Setting details

<b>Unique reference number</b>	EY501161
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10077020
<b>Type of provision</b>	Out-of-school day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	4 - 10
<b>Total number of places</b>	50
<b>Number of children on roll</b>	77
<b>Name of registered person</b>	The Kids Tea Clubs Limited
<b>Registered person unique reference number</b>	RP910704
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07766 643064

Reigate Tea Club registered in 2016. The club provides after-school care from 3pm to 6pm from Monday to Friday, during school term times only. There are 12 members of staff, including the manager who holds a degree in childcare and two members of staff who hold a childcare qualification at level 2 or 3.

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