

Tree Tops After School Club At Thorpe Lea Primary School



Thorpe Lea Primary School, Huntingfield Way, Egham TW20 8DY

Inspection date	12 July 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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

This provision is good

- Staff establish warm and caring relationships with children, which helps to support children's emotional well-being. Children are happy and settled at the club. They get to know their key person well and feel safe in the familiar environment of their own school. Older children demonstrate caring attitudes towards younger children.
- Staff work closely with the school to complement and extend children's experiences and develop a consistent approach. For example, children talk about things they have been doing that day at school.
- Partnerships with parents are good. Parents speak very positively about the club and the fun time their children have when attending. Parents receive detailed information about the club, for example through regular emails and ongoing discussions with staff.
- Staff provide children with plenty of choice. For example, those children who want to sit quietly and relax have the space to do so, while others who want to be more physically active can run around outdoors. However, staff take time to organise the indoor play environment, which means this is not set up for when the children first arrive. As a result, children have to sit and wait for quite some time before this is ready for play.
- Children are confident and show good levels of independence. For instance, children eagerly volunteer to be 'snack helpers' and show great confidence to help with setting the table, preparing snacks and tidying away.
- The manager does not yet fully utilise the systems in place for staff supervision to further identify ways to build on staff's already good practice.

What the setting needs to do to improve further

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

- review the organisation of the playroom to ensure children are able to play with the range of toys and equipment on offer as soon as they arrive in the setting
- strengthen the systems already in place for mentoring, coaching, training and supporting staff, to continue to raise the quality of teaching to an even higher level.

Inspection activities

- The inspector completed a joint observation with the manager.
- The inspector observed children and staff taking part in activities in the indoor and outdoor areas.
- The inspector looked at a sample of documents and records, including children's attendance records and staff qualifications.
- The inspector took account of the views of the children spoken to on the day.
- The inspector held a meeting with the managers of the setting.

Inspector

Sarah Richards

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff attend regular training courses so that they know how to identify the main signs and symptoms of abuse. The manager and staff are confident to make a referral if they have any concerns about the welfare of a child. Recruitment, vetting, induction and ongoing suitability checks are robust and help to ensure staff are suitable to work with children. Staff regularly seek the views of parents and children to help them evaluate the club and identify areas to improve. They make changes and improvements that have a positive impact on the provision. For instance, they now provide children with a wider range of food choices at snack time. Staff have a thorough set of policies and procedures to support their good practice. These are updated regularly so that they are in line with current legislation and guidelines. Children are well supervised at all times. Staff deploy themselves well to ensure children are always kept safe. The manager carries out daily risk assessments of all the areas that are used by the club. This helps to ensure that any hazards to children are minimised and that children can play safely. Staff have effective procedures in place to monitor children's arrival and departure.

Quality of teaching, learning and assessment is good

Staff gather information from parents about children's abilities and interests when they first join the club. Staff foster children's literacy development well. For instance, children show an interest in books and stories and take part in mark-making activities where they enhance their writing skills. Staff plan the weekly timetable carefully to include experiences for children of different ages and abilities, so that everyone can take part. They listen to children and take account of their suggestions, such as ideas for things to make or do. Children develop their communication, language, and social skills as they join in conversations with staff and share information readily. Staff are genuinely interested in children's time at school and ask questions about their day. Children listen well to adults and follow instructions when required.

Personal development, behaviour and welfare are good

The club has a very welcoming and relaxed atmosphere. This helps children to develop a secure sense of belonging. Staff implement an effective key-person system to help children to form firm relationships. This makes a strong contribution to children's personal, social and emotional development. Children feel comfortable to approach staff with their wants and needs. They are familiar with consistent routines. For example, they put their coats and bags away and wash their hands for snack time. Children thoroughly enjoy a good range of nutritious snacks and comfortably help themselves to drinks throughout the session to keep them hydrated. Staff support children effectively to follow healthy lifestyles. Children have good opportunities to be physically active. For instance, the outdoor space provides opportunities for many activities, such as running, climbing and games with balls. Staff are good role models. They remind children of the club's rules so that children are always aware of what is expected of them. Children behave well. They learn to take turns with resources and games. Children take part in discussions and activities that help them to respect and value the diversity of their own lives and the wider world.

Setting details

Unique reference number	EY543620
Local authority	Surrey
Inspection number	10090337
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	5 - 10
Total number of places	30
Number of children on roll	38
Name of registered person	Wild-Life Day Camps Limited
Registered person unique reference number	RP535364
Date of previous inspection	Not applicable
Telephone number	07557519566

Tree Tops After School Club At Thorpe Lea Primary School registered in 2017. It is located within Thorpe Lea Primary School, in Egham, Surrey. The club operates each weekday from 3.30pm to 6pm, term time only. The club employs two members of childcare staff.

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