

# Inspection of Tree Tops Breakfast and After School Club at Graffham CE Infant School

Graffham Infant School, Graffham, PETWORTH, West Sussex GU28 0NJ

---

Inspection date: 10 September 2019

**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 play energetically outdoors and explore enthusiastically indoors at the club. They talk confidently to their friends and enjoy playing many games. Staff help children to behave well. Children have their say in the running of the club. They tell staff what games and resources they would like to play with and request the snacks they would like the staff to provide. Staff listen carefully to children and take their choices and interests into consideration when planning activities.

The provider is open to suggestions of ways to improve the club. Staff have identified the importance of children going outdoors after school to actively run, play and enjoy the fresh air. They have changed the daily routines to ensure all children now have time for this opportunity.

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

- Children enjoy their time at the club. They clearly demonstrate they feel safe and happy. Children enthusiastically greet staff as they arrive at the club. They settle in quickly and choose from the many activities staff provide. Younger children play with supportive older children. This helps them develop their social skills and make new friendships.
- Staff are positive role models for children. They have clear expectations for children's behaviour. Staff sensitively support children to reflect on and recognise any minor errors in their behaviour, and help children correct their actions. Children listen respectfully to staff and behave well. Staff explain to children why they have rules in place. Older children support younger children to follow the club's simple rules, to help keep them safe.
- Children are confident and self-motivated to explore and play. For instance, they ask staff to play table football with them. Children clearly enjoy spending time with the enthusiastic staff. They have great fun with them during energetic outdoor activities. Staff have recently changed the club routines to ensure all children have the opportunity to exercise after school. This supports their physical well-being.
- Staff support children's well-being effectively through a key-person system. Familiar adults know children well and ask them what they like to do and play with. Parents, however, are not always sure who their children's key person is. Despite this, parents are happy with the care the staff provide for their children.
- Children learn to take turns and to develop good manners. They help to run the club, for example, by assisting in preparing snacks for their friends. This helps to develop their sense of belonging and responsibility.
- The provider has high expectations for staff and children. He is starting to evaluate, reflect and plan changes to benefit the children. The provider is

focusing on continually developing and improving the quality of the club.

- Staff attend training courses to help develop their skills and practice. For example, they learn about play-work skills and use these effectively in the club when playing with children. Regular meetings with the provider help to ensure that staff feel supported and valued. The provider has recently developed new support systems for staff's well-being. He ensures all staff are supported to carry out their jobs.

## **Safeguarding**

The arrangements for safeguarding are effective.

The provider ensures all staff attend training to give them the knowledge they need to promote children's well-being. Staff understand their responsibility to keep children safe. They use tools, such as risk assessments, to identify and minimise hazards to children in the environment. Staff know what procedures to follow if they have any concerns about children's welfare. Staff recruitment follows a safe and thorough process. The provider ensures all staff are suitable to work with children. Ongoing supervision, through regular meetings with staff, is effective.

## Setting details

<b>Unique reference number</b>	EY543663
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10121137
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children</b>	4 to 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Wild-Life Day Camps Limited
<b>Registered person unique reference number</b>	RP535364
<b>Telephone number</b>	07557519566
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Tree Tops Breakfast and After School Club at Graffham CE Infant School registered in 2017. The club runs from the school hall at Graffham CE Infant School, in West Sussex. The club provides care from 7.30am to 9am every morning before school and from 3pm to 6pm, Monday to Thursday, during school term times only. There are three members of staff employed to work with the children, one of whom holds a recognised qualification at level 3.

## Information about this inspection

### Inspector

Emma Dean

### Inspection activities

- The inspector observed the staff and children as they played. She listened to their interactions and talked to them at appropriate times.
- A meeting was held between the provider and inspector to discuss the leadership and management of the club.
- The inspector sampled documentation, including children's records and staff's suitability checks.
- The inspector spoke to parents available on the day of inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019