

Inspection of Tree Tops Breakfast And After School Club At Kings Avenue School London

Kings Avenue School, Kings Avenue, London, Surrey SW4 8BQ

Inspection date: 23 May 2022

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 settle quickly when they arrive at the club and are happy to see staff. They enjoy a busy, safe and purposeful time at the club. Children have a secure space to unwind in after their day at school. Children of different ages enjoy playing games and completing crafts together. The youngest children and those with special educational needs and/or disabilities are supported well, and are fully included in all activities.

Children are happy and have fun playing cooperatively with their friends. They take turns during board games. Staff consider children's ideas and interests, and fully involve them when planning activities and themes. They provide children with good consistency of care. Children choose from a range of activities on offer, indoors and outdoors. This helps to promote children's physical development, while they run and exercise in the fresh air. Children work together. They take turns and support each other as they complete challenging puzzles or learn a new game. Staff supervise children well and provide appropriate support when needed. They are positive role models and have high expectations of children's behaviour. Children have high levels of self-esteem, are self-assured and have respect for others.

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

- Staff interact well with children. They quickly get to know children and find out about their interests. Staff and children decide together which activities and resources they put out. Children choose during the session to swap activities to different ones, once they have finished with them. For example, when children work together to complete a puzzle, they seek a more challenging one.
- The established staff team work well together. They are positive role models, who speak respectfully to children and one another. Children learn the importance of socially acceptable behaviour. They are polite, sociable and understand the need to take turns. However, sometimes during changes in routine, staff do not make their instructions clear to children, and have to repeat them. This means that children do not listen fully to what is expected of them.
- Staff engage with children during meaningful conversations, listening to their views and opinions. Children are confident communicators and form strong friendships. They enjoy one another's company as they take part in activities, such as arts and crafts, games and sports. For example, older children play football together, and race scooters, testing who is the fastest. Younger children enjoy feeding the dolls and playing hide and seek. This helps children to build on their social, physical and imaginative skills. Children talk about their favourite activities. They demonstrate that they feel safe and secure at the club.
- Children's health needs are met well. Staff provide children with a nutritious

range of snacks. They manage snack times well to ensure that good hygiene practices are followed. Children confidently choose fruit and vegetable sticks, and serve their friends. Some activities take place outside to enable children to benefit from fresh air and exercise after their school day. Children learn new skills as they play a game of throwing and catching.

- Staff know children well and value their opinions. They have strong, secure bonds with their key person and the staff team. This has a positive impact on children's emotional well-being. Younger children confidently approach staff to play with them.
- Partnerships with parents are effective. Parents say that their children enjoy coming to the club and always come home with something which they have made. Staff provide a brief handover when parents collect children, and any relevant information is shared.
- Staff work well together. They comment on how they feel supported by managers. Staff have regular staff review meetings, which enable them to consider their professional development and personal well-being. Staff are supported to attend and complete relevant training in areas that interest them.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of the signs and symptoms and indicators that would raise concerns about a child in their care. They know the procedures to follow within the organisation and the local safeguarding partners in the local authority. All staff attend mandatory safeguarding training and keep up to date with changes in legislation and policy. Staff carry out daily risk assessments to ensure all areas used by the club are safe and secure. They are deployed well, indoors and outdoors, to ensure good levels of supervision and support for all children. The provider and management team have robust recruitment procedures to make sure that all staff are suitable to work with children.

Setting details

Unique reference number	2538882
Local authority	Lambeth
Inspection number	10208644
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	3 to 11
Total number of places	30
Number of children on roll	40
Name of registered person	Wild-Life Day Camps Limited
Registered person unique reference number	RP535364
Telephone number	07557519566
Date of previous inspection	Not applicable

Information about this early years setting

Tree Tops Breakfast And After School Club At Kings Avenue School London registered in 2019. It is situated in the London Borough of Lambeth. The club operates before and after school during term time. It employs two members of staff, the manager holds a childcare qualification at level 3.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together to explain the activities on offer for children.
- The inspector observed staff interactions with children.
- Parents spoke to the inspector to share their views of the club.
- The inspector spoke to staff and managers. She checked staff's understanding of safeguarding issues and looked at a sample of relevant documentation, such as evidence of staff's suitability and qualifications.

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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