

# Inspection of Tree Tops Breakfast Club and After School Club at Limpsfield CofE Infant School

Limpsfield Church of England Infants School, Westerham Road, Oxted, Surrey RH8  
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Inspection date:

7 October 2022

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Not met (with actions)**

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Previous  
inspection

Not applicable

## **What is it like to attend this early years setting?**

### **This provision does not meet requirements**

Safeguarding processes and procedures are not followed robustly enough to ensure children's safety. For example, the provider does not have a clear understanding of when to refer information to relevant agencies to ensure children are kept safe from harm. Not all staff have regular supervision and support, and this impacts on their ability to do their jobs most effectively. Nonetheless, children say they enjoy attending and have developed very positive relationships with both staff and each other. Children engage eagerly with the resources, toys and games that are set out. For example, they excitedly make models with the play dough and proudly show off their creations. Children are kind and helpful to each other. For example, older children help younger children to use the play-dough tools.

Children know the rules and routines of the club well. They respond immediately when it is tidy-up time and receive positive praise from staff. The staff encourage an inclusive and welcoming environment, where all children are valued. For example, all children join in together, holding hands when it is circle time. Staff know the children well, talking and playing with them. This develops children's self-confidence and builds their self-esteem. For example, children engage in an in-depth conversation with an adult about different dinosaurs, supporting their interest and knowledge.

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

- Staff want to do their best for the children; however, supervision and monitoring of staff practice is not yet effective. This results in staff not receiving enough support by the provider to fulfil their roles effectively and to do their job to the best of their ability.
- Those with overarching responsibility do not always fully understand their roles and responsibilities to ensure the smooth and safe management of the setting. For example, knowing where to locate information and referring concerns about members of staff to the appropriate agencies in a timely manner and to ensure they are following advice.
- While wider management have taken positive steps in supporting staff following the COVID-19 pandemic, such as creating new roles to support staff well-being, these are not yet embedded or fully in place. However, staff report that things are improving, and they are positive about plans for the future.
- Staff manage behaviour well and are good role models. Children know the rules and routines of the setting and can talk about these confidently. As such, children are kind and polite to each other and play well. Parents are very positive about the staff, commenting on how friendly the staff are and on the progress that their children have made. For example, one parent commented

that the children 'love coming to the club.'

- Staff report that they feel fully supported by the school and work in close partnership. These strong professional partnerships mean that staff have regular contact with the school. For example, they have discussions about the needs of children. This helps children feel safe and secure when moving between the clubs and school.
- Children receive a warm welcome from staff, who greet them with a smile when they arrive. Children settle quickly to explore the toys and games on offer. For example, children enjoy playing with the wooden blocks with an adult.
- Staff encourage children to choose what they want for breakfast. This develops their independence. As such, children are confident to ask for what they want, and staff support them to get it. Children actively join in when it is tidy-up time and help to get ready for the next activity.
- Staff support each other well. They identify and make positive changes to the running of the club, planning together and incorporating children's interests, for example. As such, children talk excitedly about a recent colouring competition and when it will be judged.

## Safeguarding

The arrangements for safeguarding are not effective.

Those with overall responsibility for safeguarding do not fully understand their roles and responsibilities. They have not ensured that information has been shared with agencies in line with their statutory responsibilities. This places children at risk. Those with wider management responsibility do not have suitable procedures in place to easily access records and information. They do not ensure staff have regular supervision and monitoring, which impacts on staff development. Nonetheless, staff can explain what they would do in a range of safeguarding scenarios and can explain how they keep children safe and secure on the premises.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
ensure those with responsibility for safeguarding understand their roles and responsibilities regarding the sharing of information with appropriate agencies in line with their statutory responsibilities, for example	04/11/2022

strengthen and embed arrangements for staff monitoring and supervision to ensure all staff receive the support they need to confidently fulfil all of the requirements of their role	04/11/2022
make sure central records are easily accessible to ensure the safe and efficient management of the setting.	04/11/2022

## Setting details

<b>Unique reference number</b>	2588871
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10249141
<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 at time of inspection</b>	4 to 11
<b>Total number of places</b>	32
<b>Number of children on roll</b>	32
<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

The provision registered in May 2020. It offers breakfast- and after-school club places. It is situated on the site of Limpsfield CofE Primary School, but it is independently run. It caters for children aged four to 11 years. It is open daily, from 7.30am until 8.45am and from 3pm until 6pm, during term time. There are four members of staff across both the breakfast and after-school clubs.

## Information about this inspection

### Inspector

Victoria Salisbury

## 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector spoke to children, to find out about their time at the setting.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- The inspector spoke to several parents during the inspection and took account of their views.
- Staff provided the inspector with a sample of key documentation on request.

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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