

Inspection of Glide Rangers At Limetree

Lime Tree Primary School, Battlebridge Lane, Merstham, Redhill RH1 3LH

Inspection date:

5 November 2024

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

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children arrive happily and eager to explore the activities that staff have prepared. Staff collect children from a local school and walk them back to the club. Children know where to hang their coats and bags. Staff deploy themselves well to be able to help children who need it. For example, young children are still learning the routines and staff are available to help and guide them. Children with special educational needs and/or disabilities are supported very well. Staff identify when children need additional support and provide alternative activities to help them remain focused.

Staff promote a respectful culture and remind children of their expectations and the club rules. For example, children come together at the start of the session and recall how they need to be honest with adults and kind to their friends. Staff remind children of the importance of listening for their name to be called during registration, so that staff know who is present in case of a fire. Outside, children can be physically active. For example, they have running races and balance on low-level balancing equipment, which staff remind children how to use safely. Children show each other encouragement when playing group games. For example, when younger children have a turn at kicking a football, older children clap their hands and say 'that was a really good kick'.

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

- Leaders invest greatly in staff development opportunities. They meet regularly with staff to discuss their career aspirations. Leaders are in the process of creating a staff development programme to help staff gain further qualifications. Staff feel supported and happy in their roles. They receive regular supervision sessions, where they can discuss things that are working well, or if they have any concerns. Staff understand their roles and responsibilities.
- Children have lots of opportunity to build their physical skills. They use their fine motor skills to tie small, coloured bands together to make bracelets. Outside, children work in teams to play games, such as rounders. They take turns to kick the ball and run to the posts. This helps to develop children's understanding of turn taking as well as supporting the development of their gross motor skills.
- Staff remind children to tidy up the resources before they come together as a group. Children work together to put away the resources they have been using. They ask staff for help if they need it. For example, when they find it difficult to put small wooden blocks back inside the packet, they ask staff for help. Staff model how to do things and provide encouragement for children to have a go themselves. This helps build children's self-confidence and values their efforts.
- Children are confident communicators and staff show a genuine interest in what

children have to say. Children talk about things that have happened at home. For example, they tell staff how much money they got from the tooth fairy and where they had to hide their tooth.

- Leaders have built strong links with staff at the schools the children attend. They communicate regularly with them and share ideas on how best to meet individual children's needs. For instance, they have checklists for children to use to remind them of what they need to take to, and from the club. This consistent approach to children's care helps them to build their independence.
- Parents are very happy with the club. They feel well informed about what their children do at the club. Parents say how much their children enjoy coming. Staff obtain information from parents about their children before they start, such as their favourite foods and who is important to them. This provides staff with information they use to help children to settle in.
- Children learn about different festivals and celebrations. For example, staff provide various pictures for children to colour in that promote Diwali. Children are shown how to use matchsticks dipped in paint to create pictures of fireworks.
- Children are encouraged to get involved in different programmes that the club run. The club's 'leadership programme' means they are paired up with children from a different school and engage in activities, such as making smoothies together. This helps to motivate children and build a community in the club.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY539106
Local authority	Surrey
Inspection number	10359744
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	40
Number of children on roll	128
Name of registered person	Camp Glide Ltd
Registered person unique reference number	RP908022
Telephone number	07449532326
Date of previous inspection	14 December 2018

Information about this early years setting

Glide Rangers At Limetree registered in 2016. It operates from Lime Tree Primary School in Merstham, Surrey. The provider currently draws upon a team of eight staff to work at the club. The setting provides a breakfast club from 7.45am to the start of the school day. The after-school club is open from when the school finishes to 6pm during term time.

Information about this inspection

Inspector

Pippa Clark

Inspection activities

- Staff spoke to the inspector during the inspection.
- The inspector observed the interactions between staff and the children.
- The inspector and the provider carried out a joint observation of a group activity.
- Parents shared their views of the setting with the inspector.
- The inspector sampled key documentation .

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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