

# Treetops At Fulham

Inspection report for early years provision

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<b>Inspection date</b>	28/09/2009
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<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Treetops at Fulham Day Nursery is run by Treetops Nurseries Limited. It opened in 2009 and is one of 22 day nurseries in the country. It is registered on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register.

The nursery operates from three floors with 12 base rooms in a modified building. It is situated in a residential area in Fulham in the London borough of Hammersmith and Fulham.

A maximum of 170 children under the age of eight may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.30 for 52 weeks of the year. All children share access to a secure enclosed outdoor play area. The nursery mainly provides for children in the local area.

There were 43 children on roll at the time of this inspection, all of whom were in the early years age group. The nursery supports children with special educational needs and/or disabilities and also supports children who have English as an additional language.

The nursery employs 15 childcare staff, of whom eight hold appropriate early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership. The setting is affiliated to the National Day Nurseries Association and has the Investors in people award.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are welcomed with warmth and affection into a lively, happy nursery. Their individual care and learning needs are carefully assessed and met successfully. They enjoy a particularly good choice of indoor and outdoor experiences. Cultural diversity is valued and respected very well overall. Every child is making good progress towards the early learning goals given their starting points. Staff members establish excellent links with parents and carers and together they identify children's stages of development and learning. The management team and the staff are dedicated to maintaining high standards of care and education in the setting and they constantly strive to update and improve.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to extend and improve learning opportunities to suitably challenge children and extend their learning

- continue to improve fire safety, ensure the record of regular evacuation drills are in sufficient detail of any problems encountered and how they were resolved

## **The effectiveness of leadership and management of the early years provision**

Staff members demonstrate good awareness of child protection issues and procedures and their training is refreshed, which helps them to be up-to-date with current safeguarding issues and reporting systems to keep children safe. Well established systems are in place to enable the nursery to recruit suitable staff. Risk assessments of the indoor and outdoor area is robust, the environment is safe and secure. There is a thorough risk assessment of all outings undertaken by children to ensure their safety and well-being. Monitoring of accident and injury records contributes to children's safety and effective risk assessments help to keep them safe in the setting. They complete the attendance records promptly as soon as the children arrive which helps to keep the children safe in an emergency evacuation. Regular fire drills are organised to ensure children's welfare, however the record is not in sufficient detail to ensure effective resolution of problems encountered.

The management team strongly encourages a culture of reflective practice in the setting. Regular appraisal exercises help staff to identify their strengths and areas for development. They are encouraged and actively supported to attend courses for their own professional development and to improve the quality of the provision for children. The setting has the capacity to maintain continual improvement, and the manager has developed good systems to monitor its effectiveness to benefit the children. The staff team meets with staff from the other settings in the group of nurseries to share best practice and most recommendations for improvement made in each setting influence improvements made within the other nurseries in the group. In-house and external training is organised to meet staff's individual needs in order to improve outcomes for children.

The systems in place to promote partnership with parents are excellent. Staff work exceptionally well with parents and carers and they act on advice and guidance from professionals and outside agencies. They observe children closely and offer support which is tailored according to individual needs, including target setting and regular reviews. Parental involvement is very warmly welcomed and the children thoroughly enjoy visits from parents who come to read stories to share their knowledge and skills or help with their smooth settling in programme.

Parents report that they are delighted with the setting and all that it provides for their children. They are particularly pleased with the outdoor play facilities where children run and play freely and enjoy a broad range of activities that cover all areas of learning. Parents say that their children settle in happily and they leave feeling confident that the children are in good hands. Formal and informal meetings and written reports ensure that parents are well informed about their child's progress. They also have access to their child's learning journey's folder of observations and records at any time. Weekly newsletters are well received and social events are planned. A well resourced parent's room is an excellent provision

for parents who are settling in their child and/or meeting other parents.

The good range of carefully planned activities and learning experiences that the staff members provide gives children a good basis for their future learning. Staff members take adequate opportunity to extend children's vocabulary and understanding and focus on their interests and involve children in meaningful discussions. Children are encouraged to look at letters, colours and shapes in books and in the indoor and outdoor environment.

The setting maintains comprehensive and orderly records and documents which meet requirements and help to promote children's safety and the smooth running of the nursery.

## **The quality and standards of the early years provision and outcomes for children**

The manager and staff have gained a generally good understanding of the requirements of the Early Years Foundation Stage. Staff members observe the children in all groups carefully and they note their responses to activities and then make good use of their notes to plan next steps for each child with multicultural activities which fully reflect the cultures of the children attending the setting. Staff members use photographs to record children's special moments to share with parents. They also display large photographs and educational posters which are used as a tool for further learning.

Good communication between home and nursery builds children's confidence and raises their self-esteem, extends their knowledge and understanding of the wider world and enriches their vocabulary. The staff members provide resources to reflect and promote positive attitudes towards culture, religion, gender and the backgrounds of the wider world. Children on starting the nursery are given a teddy bear named 'Roarie' as a token. Children are encouraged to take 'Roarie' on holiday or when engaging in any interesting activity outside the nursery with their parents, taking photographs. A display of photographs of places visited by the teddy with the children is used as a learning opportunity as it maps the places on the world map which helps children learn more about each other and the wider world.

Children in all groups make choices and decisions in their play. There are good systems for children who are settling in. They benefit from being in a small group with sensitive, caring staff who make their introduction to setting a happy experience, involving the parents in the process that is child centred.

Children learn about good personal hygiene and healthy ways of eating. They enjoy a good range of tasty, healthy snacks such as raisins and cut fruits. Children are provided with wholesome, nutritious and balanced foods in accordance to their individual dietary requirements. Meals are freshly prepared using fresh fruit and vegetables. Staff sit with children at meal times, and explain to them what the unfamiliar ingredients are. They can help themselves to drinking water throughout the session. Children follow good hygiene practices when washing their hands in

the bathroom, after using the toilet and before eating. They understand the need to do this because staff members give clear explanations about why it is important. Exceptional provision is made of anti-bacterial hand wash placed in strategic positions throughout the nursery to encourage all visitors, children and staff entering the nursery and other areas of the nursery to use to help minimise spread of infections.

Children learn about numbers, counting, size, length and shape through carefully planned play. They ask open ended questions to encourage the children to think beyond the obvious and they nurture language development by modelling clear speech and by introducing and explaining new words. An area for further development identified is to continue to extend and improve learning opportunities to suitably challenge children and extend their learning.

Children in the older age group can easily find their own name cards and their own labelled trays. Some children are beginning to write their names using well formed letters. A wide range of attractive books is accessible to the children and they often choose to relax on a cushion and look at a book. Some of the older children are beginning to make the connection between the sounds and the shapes of letters of the alphabet. Activities that promote the development of children's literacy, numeracy and information and communication technology skills contribute effectively to their future economic well-being. Children harvest fresh tomatoes from plants they planted in the separate nature garden in the outdoor play area. The use these in activities that developed their knowledge and understanding of healthy eating, washing the fruits, developing cutting skills whilst using numeric language to describe the whole fruit, half, and talk about the seeds inside the fruit.

Children are using their bodies to explore space; they enjoy physical play on a daily basis outdoors in the outdoor play area. They are developing large physical skills as they run, jump, play with balls and climb and balance on outdoor equipment. The rich and stimulating outdoor environment with resources in each of the six areas of learning means children spend meaningful and enjoyable time in the outdoor play area building models, reading, engaged in role play road works using a range of tools and equipment skilfully.

Children have good opportunities to develop fine motor skills as they use equipment such as rolling pins, cutters, pencils and scissors confidently. They learn to dress independently, for example, when putting on and taking off their cardigans and coats as they come in from outdoor play and when independently using the dressing-up clothes during imaginative play. Children in all groups are gaining confidence and good social skills. They know they must share and take turns with favourite toys and equipment.

Above all, the children enjoy their activities in the nursery and they are gaining independence and an enthusiasm that will serve them well in their learning and developing skills for the future.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met