

Treetops At Fulham

57, Filmer Road, LONDON, SW6 7JF

Inspection date	29/01/2013
Previous inspection date	28/09/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Strong leadership and management underpin day-to-day practice in the nursery and drive improvement through a thorough process of self-evaluation.
- Parents are fully consulted about and included in their children's learning and they are encouraged to share in nursery life.
- Children benefit from lots of interesting sensory experiences, as well as frequent and interesting outings in the local community.
- Children are happy and secure in the company of the staff caring for them. Staff are attentive and treat them with warmth and kindness. This promotes children's emotional wellbeing well.

It is not yet outstanding because

- Staff do not fully maximise learning experiences outside for children in all areas of learning.
- Staff promote the independence of younger children although the tools they provide are rather large and unwieldy; this does not make the tasks easily achievable.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in each of the base rooms and the outside play area.
- The inspector met with the nursery's manager and the area manager.
- The inspector looked at children's assessment records, planning documentation and a sample of records relating to children's care, health and safety.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Debbie Newbury

Full Report

Information about the setting

Treetops at Fulham was registered in 2009 and is one of 31 nurseries owned by Treetops Nurseries Limited. It operates from a three storey converted building in a residential area of Fulham in the London Borough of Hammersmith and Fulham. Children are cared for in

seven base rooms over two floors with separate nappy changing rooms, milk kitchens and a large hall. There are three additional classrooms on the lower ground level, which are not used as base rooms. All children share access to a secure enclosed outdoor play area. The nursery mainly provides for children in the local area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 140 children aged from seven months to four years on roll. The nursery is open each weekday from 7.30am to 6.30pm for 52 weeks of the year, excluding bank holidays. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities and those who have or hear English as an additional language. It receives funding for free early education for two-, three- and four-year-old children.

The nursery employs 36 members of staff, including permanent bank staff. The manager holds a degree in Early Education and has attained Early Years Professional Status. The deputy holds a Foundation degree and two other staff members are studying for this qualification. One is training to be an Early Years Professional. There are 16 members of staff who hold appropriate early years qualifications to National Vocational Qualification Level 2 and 3 and five who are currently training. The nursery receives support from the Early Years Development and Childcare Partnership. It is affiliated to the National Day Nurseries Association.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop further the learning potential of the outside play area by making sure children can independently access mark making materials, books and other items, such as magnifiers.
- provide young children with appropriate serving equipment to assist them in their developing independence and self-help skills

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The nursery promotes children's learning and development well. Consequently, children are gaining skills that will support them as they progress through the nursery and when moving onto school. Each key person takes responsibility for monitoring their children's

progress and planning for the next steps in their learning. They take account of each child's style of learning, their interests, learning needs and the views of their parents. This results in a process that is very individual to each child. Parents are encouraged to view their child's learning and development file whenever they wish. They are invited to regular meetings with their child's key person. Staff complete reports on children's progress every three months. These arrangements help to promote a shared approach to supporting children's learning and development. The nursery has implemented the two-year progress check successfully. Staff provide effective support for children who are learning English as an additional language. They are developing the display of key words in children's home languages and the provision of dual language books.

Staff promote children's communication and language skills well. They acknowledge the sounds babies make and use these as a basis for conversation, which gives them confidence in their ability to communicate. Staff encourage toddlers to repeat simple words and they engage older children in conversation. They make a point of checking children's understanding when they read to them and offer explanations about any new vocabulary they encounter in stories.

Staff engage purposefully with children when they are playing outside, providing encouragement and support. Children develop control and coordination as they balance across a row of crates, play with bats and balls and investigate how to climb up the steps of the slide. Staff willingly join in, much to the amusement of children, when they are told that it is their turn to slide down the slide. Young children are encouraged to help a member of staff make a big hole with their hands in the sand in the large sit-in sandpit. They hide dinosaurs in this and then dig them up again. This very simple activity arouses children's interest and attention and they are keen to keep repeating it. The garden is being developed to extend the range of opportunities children have to learn across all areas of learning. Each room has its own gardening box. A digging area with appropriate sized tools is becoming established. The deputy manager is keen for the nursery to 'go green' and they are developing the re-cycling aspect of this. Staff have different 'weather boxes' which they take outside to supplement resources in the garden. However, children do not have the opportunity to help themselves to an interesting range of open-ended resources, for example, different mark making materials, books and scientific resources such as magnifying glasses outside, to enable them to pursue their own ideas.

Children have a wide range of sensory experiences. There are lots of natural resources and everyday objects for younger children to explore in the form of interesting treasure baskets. In some rooms, specific areas have been set up, such as the red and black zone and the cosy corner for babies. Here, they can crawl into and investigate the different materials on offer. Staff have recently completed training about presenting resources holistically and one room in particular, has embraced this fully. They offer young children combinations of different materials to explore together, such as cooked spaghetti, paint with sand and cars, glue and large plastic animals in peat. This encourages children to experiment.

All children benefit from lots of different outings that enrich their experiences and mean they are not confined to the nursery environment. Children go for bus rides and they regularly visit the local park. They visit the garden centre to buy bulbs, which they plant in

the growing boxes in the garden. They visit the nearby bakery to choose a cake and stay to eat this in the bakery's caf section. Children pay for the things they buy which means they learn about money and counting, how to interact with other people and find out about their local community. These outings also enable children to learn about road safety in meaningful, real-life situations. The police and fire brigade visit the nursery to talk to the children, enabling them to find about the different roles people have.

Babies enjoy being picked up and cuddled. Staff sing to them and clap their hands, encouraging them to copy what they are doing. They respond to what interests the babies, such as demonstrating how to pull a small rake through the sand to make a pattern and allowing them to empty out the contents of a pot of chalks onto the table. Staff sit and look at books with young children, they point out and name the different objects featured in the pictures. Children are familiar with some rhymes and songs and they join in happily, doing the actions associated with these. Staff encourage young children to feel sand after they add water to it and show them how they can scoop this into moulds and turn it out. They play 'peek-a-boo' when children hide in a tent, which results in squeals of delight.

Pre-school children competently use the computers in the ICT suite. They choose which programme they want and display a good understanding of what they need to do to complete the different activities on offer. Staff ask open-ended questions, which encourages them to think critically about what they doing. Children enjoy playing with torches in a darkened room. They are shown how to shine the light against the wall and to then use their hands to make different shapes. Staff introduce the idea of shadows and encourage them to investigate how they can make their hands appear bigger or smaller depending on how close to the wall they position them.

Children are supported in becoming independent from an early age. Babies have their own spoon so they can have a go at feeding themselves. Older children, including those as young as two, are encouraged to serve themselves at mealtimes. However, some of the cutlery and serving equipment that younger children are provided with are too unwieldy for them to manage easily. Spoons and tongs have very long handles and the jugs are too large and therefore too heavy. This makes the task harder for them to achieve.

The contribution of the early years provision to the well-being of children

Children are cared for in safe, secure and clean premises. A lot of thought and effort has been made into making the environment warm and welcoming. There are many examples all around the nursery of children's artwork and photographs showing children engaged in different activities both on and off site. Photographs are captioned and offer detail about the learning potential of the different activities, which parents may find of interest. Children's base rooms are comfortable and well equipped. Resources are organised so that children can easily help themselves to play materials, which promotes their independence and encourages decision-making. Resources are of good quality and cater for all areas of learning. The presentation of the base rooms receives constant consideration and scrutiny. For example, the area manager monitors the rooms when she visits and identifies aspects

she feels need attention.

All children spend time outdoors in the large enclosed garden. This allows free movement and affords good opportunities for children to develop their physical skills. There are different levels, slopes and low-level steps to challenge toddlers, crates and planks for balancing and climbing apparatus that is appropriate for children of different ages and abilities. Children also have opportunities to go swimming and attend dance lessons. These sessions provide added variety to the children's experiences and promote active lifestyles. Children are supported in following good hygiene routines from a young age. Staff clean the hands of babies before they eat and older children are able to independently access low level wash basins. Staff talk to children about why they need to wash their hands, which re-enforces expectations. The nursery chef prepares all snacks and meals for children. These have regard for individual dietary needs and religious requirements. Children eat healthily and staff chat to them about what they have, which helps them gain understanding of the importance of good nutrition. They also regularly have the opportunity to cook and staff introduce some interesting activities, such as making different types of sandwiches for special occasions. Children can independently help themselves to drinking water as their cups remain within their reach.

Staff carry out daily checks of the premises and they undertake cleaning as necessary. The inspection was brought forward after a notification from the provider, following an accident. They supervise children carefully and frequently undertake headcounts, especially at times when children are moving around the nursery. This contributes to children's safety. Children learn how to keep themselves safe with the support and guidance of staff. For instance, they remind them about the need to walk down the stairs carefully and to hold onto the banister. Older children are encouraged to help complete the risk assessment for the garden, enabling them to learn about safety in meaningful situations and giving them an element of responsibility.

All staff have a kind, gentle manner with children, treating them with affection and warmth. They create good relationships, which helps children feel safe and results in the happy atmosphere that is clearly evident throughout the nursery. Children receive lots of praise and encouragement for their achievements and efforts. This effectively fosters their self-esteem and self-assurance and builds confidence. Children generally behave very well. Staff provide support as necessary as children learn to share and take turns. They are reassuring and encourage children to try and use their words to explain what is wrong when they get frustrated over little incidents that occur. Staff make a point of talking to children about what is going to happen next and including them in decisions that affect them. For instance, they talk to babies about the need to change their nappy.

Effective settling-in procedures enable a smooth transition from home to nursery. Parents are invited to visit with their children and share information with the member of staff who will be their child's key person. This means that staff get to know about the individual needs and interests of the children, which aids continuity of care. Children continue to be effectively supported as they progress through the nursery. Parents are consulted about when their children should move up, children visit the rooms they will be going into and staff exchange information about their needs. All of these arrangements ease the transition process and help children feel secure. Some children are brought to nursery by

carers, such as au pairs or childminders, and the nursery is working hard to establish links with these individuals. They invite carers to attend events held at the nursery and communication books are placed outside every room to encourage them to note down their thoughts or share information about what they are doing at home with children.

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

The nursery is led by an enthusiastic and dedicated management team. They have a very good understanding of their responsibility to meet the requirements of the Early Years Foundation Stage. They are steering the nursery's successful delivery of this and planning for continued improvement to enhance existing outcomes for children and their families. The manager, in particular, is passionate about providing high quality care and learning and she is very motivated to bring this about. She actively promotes a culture of reflective practice and self-evaluation throughout the nursery. This means that day-to-day practice and staff performance is monitored effectively. There is a clear identification of the nursery's strengths and areas for development. For instance, the manager is currently focussing on how the nursery promotes diversity and inclusion and personalising this to the children who attend. Staff, parents and children are fully included in the evaluation process. Staff have a comments box and are invited to complete a questionnaire as well as express their views informally. Parents can note their thoughts and ideas on the 'suggestion tree' and the children's committee enables them to have a voice and express their views. This internal monitoring system is supplemented by regular audits undertaken by the area manager for the company. The nursery maintains all required documentation. It has successfully met the recommendations made at the last inspection. Staff are deployed effectively. They work together as a team and are aware of their role and responsibilities, which means that the day runs smoothly. Staff engage positively with children with good levels of interaction.

Management and staff have a secure understanding of their responsibility with regard to safeguarding. All complete appropriate training and this is a regular topic on the agenda at staff meetings. Management's practice of asking staff questions about safeguarding when they walk around the nursery means that the importance of protecting children and the responsibility that everyone has for this is fully embedded. Robust procedures for the recruitment, vetting and ongoing suitability of staff working with children are in place. The inspection took place following notification of an accident to a child in the baby unit. The nursery immediately contacted the child's parents and reported the incident to Ofsted. The inspection found that staff supervise children carefully while not restricting their explorations. The room is organised to provide clear walkways, the equipment is suitable for the ages and stages of development of the children cared for and the manager notified parents and the relevant authorities. A risk assessment has been carried out. Staff have regular supervision sessions and annual appraisals with the manager. These are used to help identify strengths, areas for development and training needs. The manager provides ongoing support for staff.

The nursery has established successful and effective partnerships with parents. Parents

receive a wealth of information through the website, notice boards and displays throughout the nursery and frequent newsletters. There is an informal exchange of information which is supplemented by a written daily sheet. Parents, staff and management enjoy a relaxed relationship. The manager organises regular parents' workshops on different topics, such as the Early Years Foundation Stage and sensory play. These take place at various times of the day, including weekends and evenings to cater for parents who work. They are tailored specifically for parents of younger children and older children. The nursery also invites parents to come in for special events, which take place throughout the year.

Parents offer very positive feedback about the nursery. Several, when speaking to the inspector, commented favourably about the management team. They feel their children are happy, and they like the settling-in arrangements, the range of additional classes that children can participate in and the information they receive about their children.

The nursery is developing links with other early years settings children attend and with the schools they are likely to progress on to. This is an aspect of the nursery provision that the manager describes as work in progress. She fully recognises the importance of this to provide continuity and help children move smoothly onto the next stage of their education. There are systems in place to work in partnership with any outside agencies or professionals who are supporting children and their families.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.

Grade 4 Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY390372
Local authority	Hammersmith & Fulham
Inspection number	902412
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	170
Number of children on roll	142
Name of provider	Treetops Nurseries (London) Limited
Date of previous inspection	28/09/2009
Telephone number	0207 731 9670

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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