

Treetops At Fulham

57, Filmer Road, LONDON, SW6 7JF

Inspection date	15/08/2013
Previous inspection date	29/01/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The nursery has a sound partnership with parents and there is a regular exchange of information.
- Children feel happy, safe and secure in the nursery and there are suitable arrangements in place to safeguard children.
- Staff make sure children have access to a range of different activities throughout the day.

It is not yet good because

- The systems in place for observation and assessment of children's progress do not reflect the knowledge, skills and understanding children have gained since starting at the nursery.
- The indoor and outdoor learning environments do not provide older children with a good range of stimulating and exciting resources to ensure every child is receiving an enjoyable and challenging learning experience that meets their individual needs.
- The key person system and staff's knowledge and understanding of children's learning and developmental needs, particularly regarding the use of languages other than English, is not consistent throughout the nursery.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 inspectors discussed the format of the inspection on arrival.
- The inspectors observed activities in the indoor and the outside learning environments.
- The inspectors looked at a sample of children's assessment records and other documentation.
- The inspectors took account of the views of parents spoken to on the day.

Inspector

Alison Large

Full Report

Information about the setting

Treetops at Fulham registered in 2009 and is one of 34 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. All children share access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 128 children on roll in the early years age group. The nursery is open each weekday from 7.30am to 6.30pm all year round, excluding bank holidays. Children attend for a variety of sessions. The nursery is able to support children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery is in receipt of funding for free early education for two-, three- and four-year-old children. The nursery employs 29 members of staff, including permanent bank staff. There are 15 members of staff who hold relevant early years qualifications and three who are currently in training. The nursery is affiliated to the National Day Nurseries Association.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the requirements for planning and assessment by observing children to understand their level of achievement, interests and learning styles, and to then plan learning experiences for each child reflecting those observations
- improve the effectiveness of the staff's monitoring and revision of the educational programmes to ensure that they have sufficient depth, breadth and challenge, and reflect the needs, aptitudes and interest of the children.

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

- develop the consistency and stability of key person relationships to ensure each child's needs are fully met, particularly those with special educational needs or who speak English as an additional language.

Inspection judgements

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

Children arrive happily at the nursery and settle well. Overall, they are gaining in confidence and are keen to join in activities, developing relationships with each other and staff. Each room is organised to provide access to resourced areas that children can explore freely. Children's mathematical skills are developing. Staff talk to the younger children about shape and size when playing with the play dough. They sing various number rhymes. Children are learning to count during their play; staff help them to count how many shapes they have made in the play dough and how many handprints they have made while painting. Children become aware that written words have meaning as adults sit and read books with them. Most children are developing secure communication skills and chat happily to both one another and to adults. However, key persons do not effectively monitor some children who have speech and language needs or who are learning English as an additional to ensure their needs are fully met. Some adults are skilled at getting down to the children's height when talking to them. They gain eye contact with the children before talking and encourage children to listen to what is being said. This contributes to the building of relationships and listening skills and helps prepare the children for school. Babies and young children have opportunities to explore resources with their senses. They touch and handle resources to discover how things make a variety of noises and have different textures. The staff help them to become able to climb and practise a range of movements in safety. Opportunities to be outside developing physical skills and understanding of the world are fostered through regular use of the nursery outside play area.

Due to the recent changes in the leadership and staff team in the nursery, systems for planning and assessment have not been monitored efficiently and developed to ensure the activities and learning experiences effectively support children's interests and the next steps in their learning. Staff's tracking of children's progress, linked to the different areas of learning, is not fully in place to effectively identify the next steps for each child. The planning of activities covers the seven areas of learning, but these do always not provide a lot of interest and challenge for the children. The staff's knowledge and understanding of children's learning and developmental needs are not consistent throughout the nursery. The nursery has implemented the two-year-old progress check, and all documentation is in place. However, not all staff have a secure knowledge of how to complete the assessment in line with the requirements of the check and some have not been shared with parents to keep them informed about their child's progress. Children benefit from the positive partnership between the staff and parents. Parents are kept informed about the life of the nursery via information put up on the notice boards and through daily chats to staff. Parents report they are happy with the care offered to their children.

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

The nursery has a key person system in place to help children settle and form secure emotional attachments. However, this is not consistent throughout the nursery. Staff discuss babies routines with parents when the child starts and at regular intervals, to ensure their wishes are met. The staff appropriately support children as they progress into the older age group so they become confident in their daily routines.

Children generally behave well and form positive relationships with each other and staff. Appropriate systems are in place for behaviour management. The nursery has a behaviour policy in place and staff are consistent and give children lots of praise and encouragement throughout the day. Children get to know what is expected of them and become confident to make choices and decisions. They are learning to share and take turns and interact well together.

Children are learning about hygiene routines as the staff remind them to wash their hands before eating and after using the toilet. Systems are in place to inform staff of any health or dietary issues the children may have and the nursery keeps records of accidents and medication administered to help safeguard children. The nursery provides a variety of healthy and nutritious meals and snacks and children benefit from the carefully balanced menu offered.

The nursery provides a variety of resources in each of the areas of the nursery. However in some areas indoors and outside, the selection does not provide challenge or fully support children's all round development, particularly for the older children. Staff help the children to have a smooth transition as they progress to the older age groups in the nursery, and staff support the older children as they prepare to move on to school. The children's learning and growing understanding of the world around them, prepares them for future life.

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

Children demonstrate they feel safe as they move around the room confidently and decide what to play with. Clear procedures are in place for the recruitment and vetting of new staff and this ensures all adults working with the children are suitable to do so. However, the recent changes in management and staff have had an impact on the consistency of the staff team and their deployment to meet the needs of the children. The management ensure that adult to child ratio and qualification requirements are met, using temporary workers to fill roles, as necessary. They are actively seeking to employ more permanent staff. The current staffing arrangements reduce the effectiveness of the key person system and the support provided to meet the needs of the children and their families. Deployment of staff is satisfactory. Staff know their role and responsibilities concerning safeguarding and are aware of the procedures for dealing with any safeguarding concerns. The nursery ensures access to the premises is kept secure and that all staff, children and visitors sign in when inside the nursery. A range of policies and procedures are in place and staff complete documentation and records to ensure children's health and safety needs are sufficiently well met. All staff take responsibility and use vigilance and risk assessments to protect children's health and safety in each room, as well as outside. Children are provided with an inclusive environment, learn about valuing each other's differences and the nursery satisfactorily promotes equality and diversity.

Systems for monitoring and evaluating the nursery's practice are in place but the nursery does not use them effectively to ensure continual improvement takes place in the

outcomes for children. Concerns were received by Ofsted, earlier this year, about the lack of a manager or suitable staff to lead and manage the setting. An inspector visited and found that a manager was not present throughout the day and the person left in charge lacked the knowledge and experience to fulfil the role adequately. A notice to improve was issued. Since this visit the provider has appointed a temporary manager and has identified a capable individual to take charge in the manager's absence. This demonstrates a suitable commitment to take action for improvement.

A sound partnership between the nursery and the parents ensures information is shared between them. Parents keep informed about daily routines and the activities their children have taken part in. Parents are supportive of the staff team and comment on how 'friendly and caring' they are, but some expressed concerns regarding the recent management changes. Staff are committed to ensure every child and their family are valued and welcomed within the nursery. Arrangements are in place to liaise with other providers the children may attend, to share information about their learning and development.

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 action. 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	932493
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	170
Number of children on roll	128
Name of provider	Treetops Nurseries (London) Limited
Date of previous inspection	29/01/2013
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, which are usually the childminder's 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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