

Treetops At Fulham

57, Filmer Road, LONDON, SW6 7JF

Inspection date	22/05/2014
Previous inspection date	15/08/2013

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

- Staff use effective strategies to promote the children's skills in communication and language. This enables children of all ages and abilities to make good progress.
- Staff provide a child friendly, well-resourced and effectively organised learning environment both inside and outside. This means children have lots of opportunities to make choices and develop their independence.
- Staff are friendly and interact very well with children, demonstrating a genuine interest. As a result children, particularly babies, demonstrate they feel safe and are developing very secure emotional bonds
- The leadership and management team implement a very detailed induction programme. This means the staff has a clear and secure understanding of supporting children's learning and care.

It is not yet outstanding because

- The system used to exchange information with parents about their learning and changing interests at home, to enhance continuity, is not consistently established.

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

- Two inspectors conducted the inspection and sampled a range of documentation, including medication and accident records, children's attendance records and development files, staff files and supervision documentation and the setting's safeguarding and complaints policy and procedures.
- The inspectors held ongoing discussions with the staff, the manager, the deputy and children
- The additional inspector took into account the views of parents spoken to on the day.
- The lead inspector had a meeting with the manager and the area coordinator to discuss all aspects of practice and the complaint.
- The lead inspector carried out a joint observation with the manager.

Inspector

Jacqueline Walter and Vanessa Brown

Full report

Information about the setting

Treetops At Fulham registered in 2009 and is one of 50 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. There is a lift that gives access to all floors. All children share access to a secure enclosed outdoor play area. 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 setting is registered on the Early Years Register and both parts of the Childcare Register. There are currently 143 children attending in the early years age group. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years of age. Staff support children with special educational needs and/or disabilities.

The provision employs 20 members of staff, including permanent bank staff. There are 17 members of staff, including the manager who holds appropriate early years qualifications. One member of staff is working towards a qualification.

What the setting needs to do to improve further

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

- strengthen the system to exchange information about children's development and interests at home with parents, to further support children's ongoing learning and development.

Inspection judgements

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

Staff demonstrate a secure understanding of the Early Years Foundation Stage. They use this knowledge to help children make good progress towards the early learning goals. This helps them prepare well for school and their future learning. Children enjoy practising physical skills during a variety of activities. For example, young children thoroughly enjoy climbing through a cube and going down a slide. They learn to coordinate their movements by moving backwards and forwards. Children are very confident and explore independently. Staff encourage babies to be motivated and they thoroughly enjoy using their senses to explore a good selection of natural and man-made resources. They particularly enjoy exploring paint as the staff help them make hand prints. Staff help children develop a very good understanding of the world around them. For example, children enjoy first hand experiences of visiting places of interest, such as a nature

reserve. Staff provide a 'clover hunt' in celebration of St Patrick's day. Staff sensitively support the children in their role-play games. For example, they ask children questions such as 'What are you cooking?' and 'Do you want help?' They also help them to find the equipment they are looking for. This encourages children to develop their imagination.

The quality of teaching is good. Staff position themselves close to babies and toddlers at their level, using clear key words and echoing their vocalisations. This helps children to gain confidence in communicating and building their vocabulary. Staff consolidate older children's growing vocabulary by talking with them about what they are doing and asking them meaningful questions. This helps children to express themselves and share their ideas. Staff also extend children's critical thinking skills, so they become confident and independent learners. For example, they encourage children to reflect on their own learning by asking questions such as 'Where has it gone?' and 'Can you see it?' Staff use practical opportunities to engage children in counting and use comparative language such as 'faster' and 'bigger'. This helps children develop their understanding of numbers and measure.

Staff use the information from observations well to make sure that children achieve as much as they can. They effectively identify children's starting points and complete regular observations and identify the children's possible lines of development. Staff effectively use this information to plan activities that meet the children's individual learning needs and interests. Staff monitor children's progress by linking their observations to the age and stage of development when they are confident that children have developed a skill or understanding. Staff successfully complete the required progress checks for two-year-old children and share these with parents. This enables them to monitor the children's progress in all the key areas of development.

Overall, parents are strongly involved in their children's learning. Staff share information regarding the children's care, achievements and how learning can be supported at home well. For example, suggested activities are provided in a regular newsletter. In addition to this, parents are able to see the children's development files and their possible lines of development on a regular basis. However, the system in place for parents to share information on children's development and interests at home is not fully effective. This means some children are not as fully supported in their progress and development as they could be.

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

There is an effective key-person system in place. This provides good continuity and consistency of care for the children. Staff implement effective strategies to help settle new children. For example, they encourage parents to participate in settling-in visits and gather detailed information about the children's interests and routines at home. This enables staff to have a good understanding of children's individual needs or routines and continually meet them. For example, babies are able to use their comfort blankets in the setting, which helps to make them feel safe and secure. Children are very happy and babies in particular display strong emotional attachments to their key person. The key person offers

lots of cuddles and reassurance. As a result, babies are comforted and attentively explore their environment with this support. Older children confidently inform staff of their needs when engaging in activities. For example, when staff invite them to choose what they want for their dessert, children confidently inform them that they do not want the cream.

The learning environment is effective in helping all children progress towards the early learning goals. Staff provide a very child-friendly, calm environment. They organise space and the wide range of resources very well in all areas to meet children's needs, promote play, independence and decision making skills. For example, the low-level coat pegs effectively support children's growing independence.

Staff use very positive strategies to promote children's good behaviour. They are good role models and the children benefit from their use of lots of praise and encouragement. Children are keen to behave positively and work together. They know their efforts to help each other to tidy up will enable them to engage in other activities. This effectively promotes their self-confidence and skills in cooperating with others.

Children are developing a very good understanding of how to keep safe as staff discuss with them such dangers as running in the nursery. They also have opportunities to further their understanding through visitors to the setting, such as the fire department. Staff encourage children to engage in regular routines that promote their understanding of good hygiene. For example, they wash their hands before meals and after using the toilet. More able children also help to clean up their sand and water spillages. Older children are developing a good understanding about healthy eating through participating in activities, such as baking home-made bread. In addition to this, they enjoy participating in a lunch box game, taking turns to match items that can go into a healthy lunch box. Children also make choices about what they wish to eat and help to serve their meals. In addition to this, during meal times the staff talk about the benefits of eating healthy food and getting plenty of exercise. Children are physically active and all children have daily opportunities to play outside. This means they can regularly enjoy fresh air and opportunities to develop their physical skills.

Staff are effective in helping children prepare for moves within the setting and into their new schools, so they feel happy and secure. Children are able to visit their new rooms before they move in, and staff welcome in parents to participate in the transfer process. This helps children gather confidence and familiarity. Children are also able to meet their new teachers and talk about the routines of their new schools. This strategy helps the children feel confident when they ultimately transfer to school.

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

The management team has a good understanding of their responsibilities in meeting the learning and development requirements and safeguarding and welfare requirements of the Early Years Foundation Stage. Arrangements for safeguarding children are effective, with staff having very good knowledge of the procedures to follow when concerns are raised

with children or adults. Risk assessments are regularly conducted, reviewed and there is appropriate action taken. For example, there is an electronic locking system in place to restrict all visitors from entering the setting unsupervised. Visitors also have to record their times of arrival and departure when visiting the setting. Staff and management meet the adult to child ratios at all times. Staff deployment is good and children are within sight and hearing of staff at all times. Staff supervise children well and meet their needs, particularly those that need additional support with tasks and generally taking care of themselves.

The leadership team uses very robust recruitment and vetting procedures to appoint staff and to ensure the staff are aware of their roles and responsibilities. For example, staff do not work with children until all checks are fully completed and they have attended the mandatory safeguarding training. The leadership and management team also ensure that a 12 week detailed induction period is implemented. During this period, staff are continually supported by their mentors and undergo training in all policies and procedures. This means they have a clear and secure understanding of supporting children's learning and care.

The leadership and management team have effective systems to evaluate their provision and practice. These help them to inform the nursery's priorities and drive improvement. They complete regular line-management audits, create action plans and set targets for improvement in the outcomes for children. For example, the nursery has just undergone a complete refurbishment, which includes replacing furniture and equipment in all rooms. Further to this, after the area coordinator completing an audit, additional soft furnishings have been added to the baby room. The leadership values both their staff and parents' views and contributions and takes account of them to help drive improvement in their partnership working and care of the children. For example, management has engaged an outside company to provide additional French lessons as a result of parents requesting further opportunities. They have also recently introduced a staff recognition system. The leadership team has addressed all of the previous actions raised by Ofsted. For example, staff now effectively observe, assess and plan to support children's development. Staff also regularly evaluate the educational programmes. This means the activities children experience have sufficient depth, breadth and challenge, and reflect the children's needs, aptitudes and interests. In addition to this, the consistency and stability of key person's relationships has been improved and ensure that each child's needs are fully met.

The management regularly observes and monitors staff practice. Regular supervision meetings take place for staff to enable them to effectively identify training needs and secure opportunities for professional development. This effectively supports and helps drive improvement within the nursery and therefore benefits the children.

Staff provide a good range of information for parents, which include the nursery's policies and procedures. A website is available and notice boards are displayed providing good general information on aspects of the early years learning, as well as details about children's activities. Parents also receive regular newsletters. This helps everyone be aware of their responsibilities and what is happening in the environment. Parents are very happy with the care and learning provided for their children. They say their children settle very well and love coming to the nursery. Parents are happy with the information shared and are also positive that their children are making good progress.

Children benefit from the staff developing good links with other professionals involved in the children's care and learning. For example, they welcome and effectively implement advice successfully from their local Child Development Service. This in particular, successfully supports the children with special educational needs and/or disabilities.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	975652
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	130
Number of children on roll	143
Name of provider	Treetops Nurseries (London) Limited
Date of previous inspection	15/08/2013
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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