

Platform One Nursery Ltd

Grange Park Station, Vera Avenue, Grange Park, London, N21 1RE



Inspection date

30 June 2017

Previous inspection date

20 March 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff with lead responsibility for overseeing the support for children who have special educational needs and/or disabilities do not have all the information needed to successfully carry out their role. They are not up to date on some recent changes to guidance and legislation relating to processes in place to coordinate the all-round care of this group of children.
- Overall, staff interact with children well but at times they do not recognise when to intervene to fully extend their learning.
- Staff do not make good use of self-evaluation to make improvements where needed.

It has the following strengths

- Children's independence is supported, helping them to prepare for school.
- Management and staff have created and maintained a stimulating learning environment which covers all areas of learning.
- The outside space is extremely well-thought-out and planned. There are ample opportunities for children to learn about nature, as well as heightening their senses and developing their physical skills.
- Children are emotionally secure and respond well to the warm, caring staff. Staff are good role models and form positive relationships with children. These trusting relationships help children become emotionally prepared for school.
- Staff allow children to develop their own risk assessment skills, enabling them to learn life skills, such as using their initiative.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- ensure that staff with lead responsibility for coordinating the care of children who have special educational needs and/or disabilities have up-to-date knowledge of current relevant legislation. 30/08/2017

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

- use self-evaluation to make worthwhile and meaningful improvements
- support staff to recognise when children need more time to think through their ideas and respond to questions asked.

Inspection activities

- The inspector completed a joint observation with the manager.
- The inspector observed children's and staff's interactions and the quality of teaching during activities.
- The inspector looked at the policies and procedures.
- The inspector toured the building.
- The inspector looked at a selection of documentation, including evidence of suitability of all staff.

Inspector

Havva Pavli

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff understand their responsibilities in relation to child protection and the manager does not leave unchecked staff alone with children. The manager has regular supervision sessions with staff and uses these to monitor the impact of teaching and review the progress that children make. However, she has not ensured that key staff maintain up-to-date knowledge of changes to legislation and guidance in relation to special educational needs and/or disabilities. The management team provides a wide range of experiences from which children can gain valuable knowledge and skills. It sets high expectations for behaviour and encourages children to reflect on any unwanted actions. It works well with other professionals, including speech, language and occupational therapists. Some useful evaluation takes place to identify areas for improvement but this is not effective enough to identify all weaknesses.

Quality of teaching, learning and assessment is good

Children have a wide range of resources to help them learn and develop. Staff assess children when they first start at the nursery. They regularly assess children's development in order to plan for their next steps in learning. Staff support early literacy and mathematics skills well. For example, children are encouraged to practise writing letters and numbers in their exercise books. Communication and language are well supported and children are able to articulate themselves well. Staff make good use of books. Children are engaged during story time and enjoy learning new language. Staff incorporate all areas of learning into children's play. Activities and equipment are easily accessible for children, which encourages their spontaneous interests.

Personal development, behaviour and welfare require improvement

Children who have special educational needs and/or disabilities receive sensitive and appropriate teaching and care. However, procedures have not been updated to ensure that all processes for sharing information with other relevant professionals follow current guidance. Staff provide a warm, stimulating and caring environment and help children to be independent. For example, all children, including the very young, are able to feed and undress themselves. A healthy lifestyle is promoted through opportunities to develop physical skills and the healthy eating policy. Staff have clear boundaries that support children to behave well. Staff provide opportunities for children to celebrate different cultures, such as Ramadan and Christmas, to extend their knowledge of their local community and the wider world. The key-person system is well embedded. Practitioners are good role models for children and children are secure and confident. Parents comment that they are regularly informed about their children's care and developmental needs, and that they are happy with their children's progress.

Outcomes for children are good

Children make good progress. For example, they are able to read and write. Children make friendships and play respectfully. Children have positive attitudes to learning. They are happy, confident and motivated. Children are well prepared for their move to school.

Setting details

Unique reference number	160119
Local authority	Enfield
Inspection number	1089818
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	32
Number of children on roll	55
Name of registered person	Platform One Nursery Ltd
Registered person unique reference number	RP523856
Date of previous inspection	20 March 2015
Telephone number	020 8360 6002

Platform One Nursery Ltd registered in 2001. It operates from Grange Park in Enfield. The nursery is open from 8am until 6pm every weekday, throughout most of the year. The provider employs 10 staff to work with the children, five of whom hold suitable early years qualifications at level 3. The provider receives funding for the provision of free early education to children aged three and four years.

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.

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