

Inspection of Platform One Nursery Ltd

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

Inspection date: 19 July 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children feel happy and safe in this nurturing nursery. Babies are reassured by the familiar routines and secure relationships with their key persons. As a result, they confidently explore the resources and babble to staff during their play. Older children enjoy the wide range of experiences on offer to them. They are eager to express their ideas and needs because they know that staff will listen and respond to them. For instance, children tell staff that they would like to have paints out rather than play dough. This enables them to explore their interest and curiosity in mixing colours. They focus intently on the activity and are excited by the discoveries that they make.

Children respond positively to staff's high expectations. They know how they should behave and why. This helps to keep the environment and the daily routines calm and orderly. Children develop their independence from an early age. For instance, babies learn to use cutlery and take their shoes off when coming in from the garden. Older children skilfully peel and slice the fruit for their snacks. Children enjoy being active and love to spend time in their garden. They develop their larger-muscle movements as they climb, balance and ride scooters.

What does the early years setting do well and what does it need to do better?

- The managers lead the team well and have clear plans to develop the nursery. For example, they have introduced a new system for planning the curriculum. This ensures that children's own choices and interests are reflected in the activities and learning experiences. Managers and staff describe the positive impact this has had on children's engagement and attitudes to learning.
- Staff know the children well. They monitor their progress accurately and provide experiences to support their individual interests and development. Staff identify where children need extra help with learning and incorporate additional strategies to support them. For instance, staff use picture cards to explain the routines for children who speak English as an additional language. All children make good progress from their starting points.
- The curriculum covers all areas of learning, and these are incorporated into activities throughout the day. Children have many opportunities to experiment with different media and to explore sensory materials. They use their imagination to create and think critically, as they design pasta 'jewellery' or combine ingredients in their mud kitchen.
- Children benefit from clear and consistent boundaries in the nursery. Therefore, they understand what is expected of them and feel secure. Children's behaviour is excellent. They are kind and respectful to staff and their friends. Children take turns, share resources and use good manners. They listen to staffs' gentle guidance and follow the daily routines well.

- The support for children's language and communication skills is a strength. Staff share stories, songs and conversations with children of all ages throughout the day. They comment on babies' play and repeat key vocabulary. This helps babies to understand a wide variety of words and encourages them to babble and practise speech sounds. Older children demonstrate the benefits of learning within a language-rich environment. They express themselves freely and hold interesting discussions with adults and other children.
- Children enjoy nutritious meals and daily outdoor play at the nursery, which supports their physical health and well-being. Staff encourage children to eat a variety of fruit and vegetables, and speak to them about brushing their teeth. However, staff could do more to extend children's understanding of healthy lifestyles, such as the effects of food and exercise on their bodies.
- Staff say that they are well supported by the managers and enjoy working at the nursery. They complete mandatory training to ensure that they know how to keep children safe. However, there is less focus on developing their understanding of the areas of learning to consistently enrich and enhance their teaching of the curriculum.
- Parents speak very positively about the setting. They comment on how approachable and supportive staff are. Parents receive regular feedback about their child's experiences and achievements. They say they feel involved in their child's learning, as staff share songs, books and activities for them to enjoy together at home.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have good safeguarding knowledge. They know how to identify possible signs of child abuse and to report concerns about children's welfare. Managers and staff know the procedures to follow if there are concerns about a staff member's conduct. Recruitment procedures are robust. This helps to ensure that staff are suitable to work with children. Managers understand their responsibility to protect children from harm. They ensure staff have regular training, to keep their safeguarding knowledge up to date. There are effective procedures and risk assessments in place, which help to keep children safe.

What does the setting need to do to improve?

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

- help staff to broaden children's understanding of the benefits of living healthy lifestyles
- support staff to develop their teaching skills and knowledge of the early years curriculum, to further strengthen the good practice and improve outcomes for children.

Setting details

Unique reference number	160119
Local authority	Enfield
Inspection number	10301179
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	32
Number of children on roll	41
Name of registered person	Platform One Nursery Ltd
Registered person unique reference number	RP523856
Telephone number	020 8360 6002
Date of previous inspection	19 January 2018

Information about this early years setting

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

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- This was the first routine inspection the nursery has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the setting.
- One of the managers showed the inspector around the nursery premises, she explained the curriculum and how the provision is organised.
- The inspector observed the quality of the education and considered the impact on children's learning. This includes a joint observation with one of the managers.
- The managers met with the inspector to discuss leadership issues, such as staff recruitment, supervision and training. They ensured that relevant documents were available for the inspector to view.
- Parents, staff and children shared their views and experiences with the inspector at appropriate times during the inspection. The inspector also took account of parents' written feedback.

We carried out this inspection 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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