

# Eagle Nursery

Inspection report for early years provision

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**Unique reference number** EY382538  
**Inspection date** 23/06/2009  
**Inspector** Gulnaz Hassan / Lynn Palumbo

**Setting address** Haringey United Church, Allison Road, Green Lanes,  
London, N8 0RG  
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**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Eagle Nursery was registered in 2009. The nursery operates from Haringey United Church in the London borough of Haringey. The nursery is open each weekday from 07:30 to 18:00 all year round. The setting consists of three play rooms, an outdoor area, kitchen, and children's and adults' bathrooms. All areas are situated on the ground floor and are fully accessible.

The nursery is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. They may care for a maximum of 26 children under eight years at any one time. The nursery currently supports children with learning difficulties and/or disabilities and also English as an additional language. There are currently six children in the early years group on roll.

There are currently three members of staff, two of whom hold appropriate early years qualifications to NVQ level three. The manager holds an Early Childhood Studies degree and one staff member is in the process of completing an Early Childhood Studies foundation degree. The nursery receives regulatory support from the local authority.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children in the Early Years Foundation Stage (EYFS) are making good progress in all areas of their learning and development. The setting supports some aspects of inclusion well, such as the needs of children with learning difficulties and/or disabilities. The setting's capacity to maintain continuous improvement is good and they have worked hard to implement a number of good systems that promote children's learning and partnerships with parents. However, a number of requirements, including first aid, have been breached.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that departure times for children are consistently recorded
- ensure that there are resources and materials available to reflect the diversity and backgrounds of individual children
- ensure that accident records include the required detail (including staff and parental names and signatures)
- continue to develop the systems for observations and assessments by including evaluation and next steps

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that at least one person with a current paediatric first aid certificate is on the premises at all

30/09/2009

times when children are present. There must also be at least one person on outings who has a current paediatric first aid certificate (Promoting good health) (also applies to the compulsory part of the Childcare Register)

- carry out a risk assessment for each type of outing and review it before embarking on each specific outing (Suitable premises, environment and equipment) (also applies to the compulsory part of the Childcare Register)

10/07/2009

## **The leadership and management of the early years provision**

The setting has ensured that most aspects of their organisation are effective. The setting has evaluated and reflected critically on most elements of their practice. Most areas for improvement have been clearly identified and an action plan is in place to secure improvement. The setting has not identified that they are in breach of requirement by not completing risk assessments for outings and visits. However, the setting has demonstrated their commitment towards rectifying areas of weakness identified as a result of their own evaluations and at this inspection immediately. In addition, the setting has secure plans in place for continuous improvement.

The systems in place to safeguard children are satisfactory. The risk assessments in place for the premises and the outdoor play area ensure children's safety. The setting demonstrates a good knowledge and understanding of child protection issues and procedures and this is in turn reflected in the suitable policies and procedures in place which further safeguard children. The systems in place to promote children's good health and well-being are not rigorous. For instance, a lack of staff holding current first aid training means that children are at risk in the event of an accident. In addition, risk assessments for outings are not carried out; this is a breach of requirement and has an impact on children's safety. The record keeping and documentation to support children's welfare are available although the systems to ensure that these are reviewed and monitored regularly are not fully implemented. This means that some recordings, for instance about children's attendance, accidents and General Practitioner information are not consistently recorded.

Partnerships with parents are good. In addition to daily two way exchanges of information, the key worker for each child completes a daily information sheet for parents that includes information about children's daily activities and practical care. Regular meetings enable parents to discuss children's learning and achievements and their starting points in greater detail. The setting has good systems in place to involve parents in their children's learning and in extending and continuing their learning at home. In addition parents receive good information about the EYFS and about the setting.

## **The quality and standards of the early years provision**

Children are making good progress towards the early learning goals and they show good attitudes to learning. The planning for learning and development is clearly based on the areas of learning and children are offered a range of stimulating and varied experiences that are differentiated to meet their individual developmental needs. Themes planned for children's learning, such as the seasons, are fully extended, for instance learning about flowers is extended to making sunflowers and mosaics with seeds, learning about the artist Vincent van Gogh, planting seeds, caring for the plants and watering them. In addition to a wide range of planned activities, children enjoy initiating their own play, for instance children engage in pretend and imaginative play enthusiastically, they cook in the kitchen making tea and cake for their key worker. Children are further supported by the good range of easily accessible play materials and resources available in the well considered and planned setting. There are suitable systems in place to observe and document children's progress and capabilities; as yet these do not include evaluation or effective plans for the next steps in children's progress.

The systems in place to generate regular and planned discussion and understanding of diversity, differences, similarities and the wider community are generally satisfactory. Children have access to a small range of resources and play materials that reflect aspects of diversity, different cultures and disability. Children's own cultures and backgrounds are not effectively reflected in the resources and materials available. The staff and key workers know children very well and have very good relationships with them; as a result children demonstrate very good levels of confidence and security.

The setting demonstrates good levels of commitment to promoting children's understanding of health and safety. Risks and hazards are sensitively discussed with children so that their sense of safety is developing well. For instance, children participate in regular emergency evacuations procedures, they are reminded not to rush about indoors and talk about road safety. Children enjoy a range of healthy meals and snacks that are cooked on the premises and they help themselves to drinking water from the easily accessible water station. Standards of hygiene and cleanliness at the setting are very good and the setting has also received a four star rating for food hygiene. Children enjoy physical exercise and outdoor play; they play in the outdoor area, enjoy walks and visit a number of different parks and places of interest, such as the farm and the Railway Fields. Children behave well and staff demonstrate effective methods for managing children's behaviour.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

|   |   |
|---|---|
| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | 2 |
| How well does the provision promote inclusive practice?   | 3 |
| The capacity of the provision to maintain continuous improvement.   | 2 |

### Leadership and management

|   |   |
|---|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 3 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 2 |
| How well does the setting work in partnership with parents and others?                            | 2 |
| How well are children safeguarded?  | 3 |

### Quality and standards

|   |   |
|---|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 2 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 3 |
| How well are children helped to stay safe?  | 3 |
| How well are children helped to be healthy?   | 3 |
| How well are children helped to enjoy and achieve?  | 2 |
| How well are children helped to make a positive contribution?   | 3 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 2 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report

30/09/2009