

# 8 till 6 Eagle Nursery

Inspection report for early years provision

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**Unique reference number**

EY392317

**Inspection date**

02/12/2009

**Inspector**

Maria Therese Conroy

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## 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*.

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## Description of the setting

The 8 till 6 Eagle Nursery is run by an individual. It opened in September 2009 and operates from one large hall and small quiet room in a community hall. It is situated in Neasden in the London borough of Brent. A maximum of 30 children may attend the nursery at anytime.

The nursery is open each weekday from 8.00am to 6.00pm, Monday to Friday. All children share access to an enclosed outdoor play area.

The setting is registered on the Early Years Register. The nursery has 10 children on roll. The nursery provides care for children in the local area. The nursery employs one member of staff and a manager both of whom have a relevant childcare qualification.

The nursery is able to support children with special educational needs and/or disabilities and children who speak English as an additional language.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The nursery is not effective in meeting the needs of the children who attend, because there are weaknesses in the leadership and management of the setting. Children are not safeguarded due to the ineffective procedures in place. The nursery has yet to devise systems which will help to monitor practices to enable staff to identify their strengths and weaknesses. However, the nursery is working with development workers to receive support to make the changes required.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- implement an effective system in the event of staff absences to ensure that children are fully safeguarded and daily routines and practices can be followed effectively (Suitable people) 28/12/2009
- ensure there is a designated officer for safeguarding children who has attended relevant training (Safeguarding and promoting children's welfare) 28/12/2009
- implement an effective recruitment procedure, which includes meeting any requirements of the Independent Safeguarding Authority scheme 28/12/2009

- (Safeguarding and promoting children's welfare)
- improve the record of risk assessment so that it includes information on who conducted it, date of the review, and any action taken following a review or incident (Documentation) 28/12/2009
- identify a named deputy manager, who is suitably qualified and experienced to take over in the event of the manager not being present (Suitable people) 28/12/2009
- update the policies and procedures to ensure that there are effective systems in place to meet children's individual needs (Organisation) 28/12/2009
- provide additional equipment and activities to promote children's gross motor skills in relation to their physical development (Early learning goals) 28/12/2009

To improve the early years provision the registered person should:

- continue to develop systems for observing, identifying next steps using the practice guidance, to plan purposeful activities for each individual child's interests.

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

The procedures in place for safeguarding children are not effective. The management does not have robust systems in place for the deployment of staff when there are absences; therefore, children are not protected at all times. In addition, the owner and management of the setting do not have an understanding of the role of the Independent Safeguarding Authority in relation to the recruitment of staff. There is no nominated person to take lead responsibility for safeguarding children within the setting, therefore, the procedures in place are not effective and children are not sufficiently protected. The nursery has undertaken risk assessments. However, these are not effective and do not cover all practices within the nursery. In addition, they do not clearly identify who undertakes the risk assessment as prescribed in the regulations.

Although the management has identified an action plan for future areas for improvement, there are no systems in place for monitoring how the nursery is meeting the regulatory requirements. Therefore, a number of the regulations within the Early Years Foundation Stage (EYFS) are not being met. In addition the provider has committed an offence by failing to notify Ofsted of a change to the person who is managing the early years provision. This is a specific legal requirement as set out in the Statutory Framework for the Early Years Foundation Stage, however, Ofsted does not intend to prosecute on this occasion.

The information available to parents about the nursery is not accurate or reflective of practice. There is no information available to parents relating to the staffing of the nursery or staff roles and responsibilities, and some of the information displayed is out of date. Therefore, the partnership with parents is not effective.

A number of the policies and procedures are not up to date, for example, the procedure for the late collection policy does not reflect the change of opening times the nursery now offers. The provider is receiving support from local authority early years professionals.

## **The quality and standards of the early years provision and outcomes for children**

Staff have a satisfactory knowledge of the EYFS and they are beginning to undertake observations for individual children. However, they are not secure in planning for children's next steps and do not currently use the practice guidance for support. Staff ask some open ended questions, encouraging children to think for themselves. The nursery is spacious, enabling children to move freely and play.

Children enjoy building and constructing, they build robots and proudly show off their design to the staff. A member of staff asks a child if they would like to put this to one side, to show to their parent when they are collected. Children make good use of the book corner. They enjoy reading the large books and carefully look at the pictures as they read the story to themselves. Children are learning to count using their fingers. They use mathematical language, such as big and small, and they enjoy singing familiar songs, such as 'Twinkle little star'.

Staff are aware of children's cultural backgrounds, which enables them to provide suitable resources that reflect the diversity of the group of children attending. The mix of staff enables children's cultural needs to be met, for example, some staff speak dual languages.

The procedures in place for safeguarding children are not efficient and, therefore, do not sufficiently protect children; this has an impact on how safe children feel within the nursery. Children take part in regular fire drills and talk about fire safety when they read books. However, there is very little equipment indoors and outdoors to help support and promote children's physical development or a healthy lifestyle. Children are provided with a balanced menu at meal times and they have regular access to drinking water.

Although the majority of information accessible to parents is out of date and is not reflective of the nursery practices, and the policies and procedures are not fully accurate, staff do ask parents about their child. For example, questions are asked about children's mobility when they start. Staff also ask parents what their child likes to play with. This helps staff in providing equipment that links to children's interests.

Children are usually well behaved, they play alongside one another as they sit in the home corner. They cooperate with each other, share and take turns. Children's work is displayed at low level enabling them to show their parents what they have done. Staff promote positive praise. For example, when a child has told a story staff clap and say how lovely it was.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	4
The capacity of the provision to maintain continuous improvement	4

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	4

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	4
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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