

# Eagle Nursery

Haringey United Church, Allison Road, Green Lanes, London, N8 0RG

<b>Inspection date</b>	08/10/2012
Previous inspection date	23/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
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

- Children are well settled and happy at nursery. They show much interest in the play resources on offer during indoor and outdoor play sessions.
- Staff promote children's health and safety effectively through their adherence to strict health and safety procedures. Children enjoy healthy and nutritious meals.
- Parents are well informed about the setting and kept up to date about any changes. Staff work closely with parents and involve them in planning for children's individual learning.
- The provider works closely with the manager in a continual process of monitoring and evaluation so that outcomes for children are continually improving.

### It is not yet outstanding because

- Staff do not always organise free play sessions effectively so that all children have access to age-appropriate play activities.
- Staff do not always make the most of opportunities to extend children's learning through purposeful talk.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children during free play sessions and group activities.
- The inspector sampled documentation such as children's assessment records and planning.
- The inspector held discussions with staff and interviewed the manager and the provider.
- The inspector and manager undertook a joint observation of a teacher-led group activity.
- The inspector also took into account the views of parents interviewed during the inspection.

## Inspector

Jill Nugent

## Full Report

### Information about the setting

Eagle Nursery registered in 2009. The nursery is privately owned and operates from a church hall in the London Borough of Haringey. The nursery is open each week day from 7.30am until 6.00pm all year round. Children have the use of two main playrooms and a dining area. The nursery is registered on the Early Years Register and the compulsory part

of the Childcare Register. A maximum of 26 children under eight years may attend at any one time. The nursery supports children with special educational needs and those who speak English as an additional language. There are currently 23 children on roll and 15 members of staff employed to work with the children. The majority of staff hold relevant early years qualifications. The staff team includes two members with Early Years Professional Status and three qualified teachers. The nursery receives funding to provide free early years education for children aged two, three and four years.

## **What the setting needs to do to improve further**

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

- meet children's needs more effectively during free choice play by always offering a choice of activities appropriate for children of different ages and making the most of opportunities to interact and promote sustained shared thinking which helps children explore ideas further.

## **Inspection judgements**

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

Staff support children's learning well through play in different ways during most of the day as they provide a balance of free-choice and adult-led activities. They interact carefully with children who are involved in play, helping children to develop their use of language by labelling and questioning. Older children are encouraged to extend their use of language, for example, when asked to describe objects. Their language development is reinforced and further extended at group times, for example, when they are asked to talk about what they did at the weekend, learn new songs and listen to stories. Children join in enthusiastically with well-known phrases, rhymes and actions. Staff also make good use of group times to support children in the acquisition of key skills which help to prepare them for school, for instance, recognising letters, or counting and sorting objects. Staff build on this teaching by taking opportunities during the day to extend their key children's learning individually, for example, showing children how to write their names or to use different computer games. As a result children are reaching their expected points of development as they progress towards the early learning goals.

Staff plan learning experiences for children which cover the seven areas of learning, focusing initially on the three prime areas. The individual plans help to move children on in their learning, for instance, by planning and organising different role play situations to develop children's imaginative play. Staff broaden children's learning through the use of topical themes, for example, Black History Month, and include outings to places of interest, such as museums. Children often devise their own games as they play imaginatively with different toys, such as dinosaurs or trains. Younger children enjoy the

stimulation of 'sound' and 'feely' toys when playing in the designated baby room. However, when all children are mixed together in the main play room for the initial free-choice session of the day staff find it more difficult to meet their needs effectively. Younger children, although very happy, do not engage in as much purposeful play and, because staff are mostly involved in supervising the differently-aged children, older ones miss out on adult interaction which would help them to concentrate on their exploration as freely as they are able to later in the day.

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

Children are happily settled in the nursery and enjoy each other's company, often playing harmoniously together in small groups. They develop a sense of belonging and this leads to a strong feeling of community within the group. Staff encourage children to work as a team and to respect the contributions of others. Adults always make sure that they are at the level of the children as they join in their play and initiate conversation. In this way children feel valued and reassured in their choices. Staff contribute to children's emotional well-being by always being on hand to intervene and make sure children are comfortable. Children gain self-confidence as they learn to join in songs and discussions at group times. They are given opportunities to choose independently and to make their own positive contribution to the group, for example, as they excitedly help to prepare food for tea time.

Staff promote an understanding of good hygiene as they model good practices, such as hand washing. Children are encouraged to adopt healthy lifestyles through the provision of a healthy diet and plenty of physical play activities. The nursery cook prepares tasty meals using fresh ingredients and taking into account children's individual dietary needs. Children enjoy outdoor play, using various types of equipment that help them to develop good manipulative and physical skills. They also benefit from the opportunity to participate in games in the upstairs hall and weekly dance classes. All these contribute to children's physical well-being helping them to feel relaxed and happy in the setting.

Staff are vigilant about safety and carry out daily safety checks to make sure that the play environment remains safe for children. They make children aware of safety issues, such as taking care when using large blocks for construction. Children are always given time to explore and develop their own ideas using different resources. This helps to maintain their interest and they often become absorbed in their self-chosen tasks, for instance, colouring shapes or creating a building. They especially enjoy the opportunities to take part in a range of activities outdoors which mirror those provided indoors. For example, children have fun washing dolls in bubbly water, digging in the sand or shaping modelling dough. They benefit from staff's support as they explore and also enjoy praise for their achievements.

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

The provider is fully aware of her responsibilities regarding the learning and welfare requirements of the Early Years Foundation Stage. She is engaged in further study herself and works alongside the nursery manager in the setting. As a result they are able to monitor the provision closely and have recently instigated a review of their previous self-evaluation. Since the last inspection there have been notable improvements, for example, in the recording systems relating to children's welfare and in the range of play resources available to children. In addition the outdoor area has been improved and now offers a stimulating play environment which children can access in all weathers. The provider is continually looking for ways to improve and sets appropriate targets for the future, for example, working with the local authority to further improve the quality of education in the setting.

There are good procedures in place for the induction and continuing supervision of staff. The provider ensures that all new staff are suitable to work with children. All staff receive training in safeguarding and have opportunities to revisit policies and procedures to ensure they know what to do if they have any concerns. The manager encourages staff to access training opportunities according to their professional needs. Any new skills gained on training are shared at meetings so that all staff benefit. Staff work well in their roles as key persons, using the system of observational assessment to good effect as they plan focus weeks for children in their groups. They are generally well deployed during the day, although the manager does not always organise the staffing of the early morning free play session effectively.

There is a close working partnership with parents. The provider offers detailed information about the provision in writing and on a website. Staff seek information from parents about children's stages of development when starting nursery so that they have a starting point from which to work. Parents are asked to contribute to the planning of children's focus weeks so that they can also support children at home. Staff actively encourage parents to be involved in other ways, for example, when planning special celebrations. Parents express high levels of satisfaction with the provision and their children's progress and especially appreciate the friendliness of staff. The provider works closely with other early years professionals, when necessary, to support children with special educational needs. She also has established links with local children's centres and schools.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
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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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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

<b>Unique reference number</b>	EY382538
<b>Local authority</b>	Haringey
<b>Inspection number</b>	815822
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	26

<b>Number of children on roll</b>	23
<b>Name of provider</b>	Eagle Nursery Ltd
<b>Date of previous inspection</b>	23/06/2009
<b>Telephone number</b>	0208 2920651

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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 that are usually their 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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