

Eagle Nursery (Roundway)

Morris House, Waltheof Gardens, London, N17 7DH

Inspection date

Previous inspection date

17/11/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

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	4
The effectiveness of the leadership and management of the early years provision	4

The quality and standards of the early years provision

This provision is inadequate

- The provider/manager does not ensure that all staff are suitable to work directly with children. Furthermore, children are left in the care of staff that are unvetted. These are breaches of the legal requirements and, therefore, compromise children's safety.
- Children's welfare is not safeguarded and children are put at risk. At times, staff have let children out of their sight and hearing during outings. The risk assessment process is not sufficiently robust to reduce or minimise hazards, and the provider/manager does not regularly review these assessments following incidents. This means that practice is not rigorous enough to keep children safe.
- The provider/manager does not always ensure there is a first-aid qualified member of staff working with children at all times. Furthermore, staff and children are not familiar with the emergency evacuation procedures. These weaknesses put children at risk.
- Staff do not sufficiently minimise the spread of infection or germs to children to promote their good health. In addition, staff do not maintain a daily record of children's attendance. These are further breaches of the safeguarding and welfare requirements.
- Staff do not always promote children's self-help skills or show children how they value their achievements to consistently promote children's confidence and self-esteem.

It has the following strengths

- Children of different ages and abilities have equal access to resources and activities.
- The staff work closely with parents to provide children with continuity of care.

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

Inspection activities

- The inspector had discussions with the provider/manager.
- The inspector observed the children during play and the staff's interaction with the children.
The inspector sampled some documents, which included the attendance register,
- policies, staff records and the assessment and observation reports. The inspector also sampled the risk assessment record.

Inspector

Jennifer Liverpool

Full report

Information about the setting

Eagle Nursery (Roundway) registered in 2014. It is one of two nurseries owned by a private provider and operates from a converted building in Tottenham, in the London Borough of Haringey. Children have access to five rooms, including the dining area in the kitchen. There is an enclosed outdoor play area at the front of the building. The nursery is open each week day from 7.30am to 6pm for 51 weeks of the year. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 11 children on roll aged from one year to three years. The nursery receives funding for free early education for two- and three-year-olds. The nursery employs three staff, all of whom hold appropriate early years qualifications. The provider/manager works at the nursery during the morning or afternoon sessions as she also works at the link nursery.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the vetting procedures are robust and include obtaining an enhanced Disclosure and Barring Service check for staff who work directly with the children
- make sure staff whose suitability has not been checked, including through a Disclosure and Barring Service check, do not have unsupervised contact with children being cared for
- ensure that at least one member of staff who has a current paediatric first-aid certificate is on the premises at all times when children are present
- ensure that children are adequately supervised at all times, particularly when going out on trips, so that children are always within sight and hearing and can be accounted for
- ensure children are protected from the spread of germs and cross infection, particularly in relation to providing adequate hand-drying facilities and cleaning the floor in the baby room for babies who are crawling
- take steps to ensure the safety of children, staff and others on the premises at all times, specifically in the case of fire or any other emergency, ensuring the evacuation procedure is known to all children and adults using the premises
- improve procedures for risk assessment, making sure that all areas children come into contact with are thoroughly checked and hazards minimised, and review the record of risk assessment after any incident to see how it can be improved to prevent the incident from happening in the future
- maintain an accurate daily record of the names of the children being cared for and their hours of attendance.

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

- increase children's self-esteem and celebrate their achievements, for example by displaying their work around the setting to show how their individual efforts are valued
- encourage children's independence skills further, for example, by providing them with opportunities to pour their own drinks at meal times to promote their self-help skills.

Inspection judgements

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

The staff have a sound understanding of the learning and development requirements. They have an appropriate knowledge of children's interests and their preferences of play materials. This is because the staff obtain information from parents about their child's development during initial home visits and before children start attending the nursery. Staff are able to demonstrate their knowledge of the children's abilities as they make regular observations and record children achievements. They use their notes to assess the children's achievements and are beginning to use this information to help plan for the next stage in the children's learning. In the main, the activities on offer help children to develop knowledge and skills in the different areas of learning. The staff provide opportunities for babies to play alongside, and take part in activities with, older children. This helps to support young children in their next stage of development. Staff work with the children at their own pace, thus enabling all children to feel included and supported during play. Children are starting to become aware of their own and other cultures, as well as others' differences, through an appropriate range of resources. For example, there are books, posters and dolls depicting positive images of race, culture and disability.

Babies learn to feed themselves which helps to develop their independence. Older children visit the toilet independently and wash their hands, thus attending to their personal needs. Children decide when to have their snacks as staff provide a snack buffet throughout the morning. This system enables children to make choices for themselves. However, although children can confidently pour water from one container to another during water play, staff do not allow children to pour their own drinks at meal time in order to fully promote children's self-help skills. Children regularly paint, draw and make collage work that represent their own ideas. There are samples of children's work available for parents to see in their profiles. However, there are few examples of children's work on display to demonstrate that staff value children's efforts. This means that staff do not fully encourage children to see what they can do or celebrate their achievements to enhance children's confidence and self-esteem.

Children have opportunities to explore and discover contrasting textures during planned activities and spontaneous play. For example, staff provided babies and children with cornflour mixed with water and observed how children used their fingers and hands to touch and drag the mixture across the tray. Staff also encouraged children to smell the cornflour mixture so that they became aware that they can use their sense of smell to explore natural materials. Staff talk simply about what children are doing and they use repeated language and descriptive words during creative activities to support the language development of babies and young children. For example, during the cornflour mix activities, the staff said that children were dripping the mixture and looking at the ripples. The children began to repeat the some of the new words over and over again. This shows that children have a desire to develop their vocabulary, which is supported by the staff.

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

Children's health, safety and well-being are compromised due to a number of breaches of the safeguarding and welfare requirements. The provider/manager has not ensured staff and children become familiar with the evacuation procedures in the event of an emergency. Although there are a number of staff who hold a valid first-aid certificate, the provider/manager does not ensure that one of these members of staff are on duty at the beginning of the day. As a result, there is no guarantee that the children attending at this time can receive appropriate care if they sustain an injury. In addition, staff are inconsistent in their hygiene practices, which means they do not sufficiently help to reduce the spread of germs or infection to children. For example, staff come indoors from the outdoor play area, or off the street, and walk into the baby area with their shoes on, even though some of the babies are crawling on the floor and learning to walk. This means these young children are put at risk. Furthermore, although staff encourage children to follow routine hygiene practices, such as washing their hands appropriately before meals and after visiting the toilet, they allow the children to use the same hand towel to wipe their hands. Consequently, children's good health is compromised as staff do not help to reduce the risk of cross-contamination. Nonetheless, children benefit from a healthy diet. They enjoy varied and nutritious meals that help them to understand foods that are good to eat. This helps to promote consistency of care. Children enjoy regular physical activities indoors and outside. For example, babies receive encouragement and support through play to help them learn to stand and walk independently. Children use a range of equipment, including a slide, tyres, sit-and-ride toys and buggies, to develop their balance and coordination.

The key persons build warm and trusting relationships with new children through home visits before they start at the nursery. This helps to support children's emotional well-being and their move from home into a new environment. The key persons get to know the child's individual needs as they make arrangements with parents to plan the settling-in programme. They also gather relevant information from the parents about the children's routines from home to ensure that the children's routine care is put in place immediately. For example, staff follow babies' individual routines for milk feeds and sleeping. This helps babies to develop a healthy dependence on the key person, who is attentive to their needs. Children play in a spacious environment that allows them to move freely between rooms and play areas. They have easy access to a suitable range of toys, which are stored at their level, thus enabling children to make choices about their play. Children's behaviour is generally good and they are starting to play well together during group activities and in role play. Staff support younger children in sharing and taking turns during activities to help promote children's social development.

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

Children's safety and welfare are not assured because the provider/manager's vetting and recruitment procedure is inefficient. She does not ensure that she initiates and obtains a

Disclosure and Barring Service check for new staff at the commencement of their employment to assess their suitability to work with children. This is a breach of requirements that puts children at risk.

This inspection took place because a complaint was received by Ofsted relating to the safety and welfare of the children when on outings. This complaint raised concerns relating to the safeguarding policy and procedures, ratios, child supervision, staff deployment, risk assessment, outings, information about the provider, and changes that must be notified to Ofsted. The inspection found that the provider/manager does not fulfil her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage and the associated requirements of the Childcare Register. In particular, there are breaches of requirements relating to the deployment of staff, child supervision and the safe management of the children, which put children at risk. The system for risk assessment of outings is weak. This is because the provider/manager does not take account of the level of supervision required for children, or the deployment of staff, when taking children on outings. This means she does not ensure that all children are accounted for and appropriately supervised at all times to help keep them safe, as required. As a result, although the child came to no harm, a child did go missing for a period of time on a recent outing to the science museum. This lack of adequate supervision compromised children's safety and welfare. Nonetheless, the provider/manager demonstrates a suitable understanding of changes that must be notified to Ofsted. She rang Ofsted the day after the child went missing to report this incident as a significant event. She adequately explained her knowledge and understanding of the timescales and the different types of significant event to notify to Ofsted.

The staff demonstrate an understanding of child protection issues. They know what to record and how to make referrals if they have concerns that a child is at risk of harm. This is because the provider/manager discusses aspects of child protection procedures during induction and at staff meetings to help ensure that staff quickly recognise when a child is in danger. However, the weaknesses identified in practice demonstrate that the provider/manager and staff do not have sufficient understanding of the safeguarding policy and procedures to keep children safe at all times. This is particularly in relation to assessing risks and hazards to children, and to supervising them adequately on outings.

The inspection also found that staff carry out daily risk assessments at the beginning of the day and complete safety checks before closing time to prepare the nursery for the children's arrival for the following morning. However, staff are too reliant on the basic information on the record of the risk assessment and not sufficiently vigilant to help ensure that children are kept safe on the premises at all times. For example, the provider/manager and staff do not monitor the radiator temperature surface and, consequently, the radiators in the baby room and the children's kitchen role-play area are hot to touch. A folding frame, used by staff to provide privacy for children during nappy changing, is propped on the bathroom door and could fall on a child. The provider/manager does not review the record of the risk assessment on a regular basis, and after any incident, to ensure that children's safety is of a consistently high standard. These safety issues significantly affect children's safety.

The provider/manager's system for staff deployment is inconsistent and does not promote

the health and well-being of the children adequately. For example, the provider/manager uses a staff rota system to check in advance the numbers of children expected to attend throughout the week to help ensure there are sufficient staff on duty each day to help maintain appropriate adult-to-child ratios. She also takes additional members of staff on outings to increase the number of adults available to care for the children. However, the provider/manager does not ensure that there is always a member of staff with a current paediatric first-aid certificate on the premises at all times when children are present, which is a breach of requirements. In the main, most documentation, such as children's registration forms and accident records, is easily accessible and readily available for inspection. However, the record of attendance is not well maintained as it does not contain the details for all the children attending, as required. As a result of the inspection findings, Ofsted will issue a notice to improve, which states the actions the provider/manager must take in order to improve.

The provider/manager has started to review the staff's practice and provides support through induction programmes, staff meetings and ongoing observations. The setting has been operating for several months and half of the staff have only been at the setting for a short time. As a result of this, the process for supervision and the evaluation of the effectiveness of the service is in the early stages. The nursery's partnership with parents is developing. Staff work with parents to enable the children to receive continuity of care. For example, the key persons exchange information with parents on a daily basis to keep them informed about how their child has been, which includes the daily activities, food and sleep. Staff encourage parents to become involved in their children's learning through making observations of their children at home and contributing their information to children's ongoing assessments. Staff take this information into account when planning activities for children to help to promote continuity in children's development and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that at least one person who is caring for children has an appropriate first-aid qualification (compulsory part of the Childcare Register)
- put in place effective systems to ensure that any person caring for or in regular contact with children, and any person who works on the premises where childcare is provided, is suitable to work with children which must include obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)

- take necessary measures to minimise any risks to the health or safety of the children and staff in their care (compulsory part of the Childcare Register)
- keep and maintain a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register).
- ensure that at least one person who is caring for children has an appropriate first-aid qualification (voluntary part of the Childcare Register)
- put in place effective systems to ensure that any person caring for or in regular contact with children, and any person who works on the premises where childcare is provided, is suitable to work with children which must include obtaining an enhanced Disclosure and Barring Service check (voluntary part of the Childcare Register)
- take necessary measures to minimise any risks to the health or safety of the children and staff in their care (voluntary part of the Childcare Register)
- keep and maintain a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

Unique reference number	EY471760
Local authority	Haringey
Inspection number	997393
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	25
Number of children on roll	11
Name of provider	Eagle Nursery Ltd
Date of previous inspection	not applicable
Telephone number	0208 8013656

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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, which are usually the childminder's 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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Store St
Manchester
M1 2WD

T: 0300 123 4234
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