

Inspection of Eagle Nursery

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

Inspection date: 30 May 2022

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 are happy to come into the setting. They say goodbye to their parents at the door and are greeted warmly by a member of staff who takes them inside. Parents are pleased with their children's progress and communication they receive from the nursery every day. Children are excited to be in the nursery and are absorbed in what they are doing. Children develop independence skills by, for example, enthusiastically cutting up vegetables to put on the pizza dough which they then put into the pretend oven. The children discuss with each other what they are making and know to use oven gloves as the oven would be hot. Children are confident to express themselves and staff sit with them and introduce them to new vocabulary in a timely manner.

Throughout the day, the children are encouraged to choose their own activities. Staff understand their key children and plan activities to develop them further. Children have good relationships with the staff in the setting. The children feel listened to and understood. For instance, the children wanted to stay outside for longer than usual and the staff followed their needs. Behaviour is good within the nursery and children learn to treat each other with respect and kindness. The established staff team work very well together. They sit with children in small groups as well as read to them from a book they have chosen. The atmosphere is generally calm and relaxed with purposeful chatter. Children learn and develop well in this setting.

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

- The director has a clear vision for the setting and is keen to ensure staff well-being and development. For instance, when the staff returned after the pandemic, she made it a priority to discuss how she could best support them.
- Staff supervisions take place regularly and staff are encouraged to develop their knowledge. This means that the staff feel valued and remain loyal to the setting.
- As staff are secure in their roles, they consequently have more enthusiasm to focus on the children in the setting. Therefore, the children have a better nursery experience.
- The director encourages staff to learn from each other and also models practice by working with the children too. Staff have regular training sessions where they share good practice and also benefit from individual training plans.
- The staff are particularly good at encouraging children's communication and language skills. Staff listen to the children and talk to them about what they are doing. For instance, at the water trolley, staff encourage children to think about things that sink and float.
- In another activity, children learn the different textures of the items they are using. The staff introduce the children to new vocabulary to describe the

textures.

- Staff are confident to discuss children's progress. They meet regularly with parents to share this.
- Children learn about what is happening in the world. The staff had made a 'Jubilee book' with the children, with quotes they had said, which will be posted to the Queen.
- Children understand the importance of cleanliness. For instance, a child knew they needed to wash their hands after handling the items they had used to make pizza. However, it might be better to use food that could be eaten raw, as the younger children liked to put these in their mouth.
- Children's independence and self-help skills are encouraged. They can choose their own items from trolleys or shelves. However, it may be better if the pre-school children were given the opportunity to pour their own drinks and use both a knife and fork at lunchtime to make it easier for them to eat properly.
- Staff treat children with kindness and respect. They speak calmly and clearly to them. Consequently, all children, including those with English as an additional language, develop their language further.
- Children are given positive reinforcement of good behaviour. Unwanted behaviour is dealt with promptly and children are encouraged to understand why they should not behave in that way.
- Staff understand babies' individual needs and plan for their next steps in learning. However, at times, the needs of the different ages of the babies in the room clashes, for example when the older children use ride-on toys while the younger ones are trying to sleep in the middle of the room.

Safeguarding

The arrangements for safeguarding are effective.

Staff recently attended a safeguarding course to update their knowledge. Staff are confident as to the process to follow if they had concerns about a child and what to do if the manager or director did not act on them. They also understand the process to follow if they were worried about how a member of staff behaved towards the children. The setting is safe and secure. Risk assessments are undertaken every day. These are used well in the outside area to ensure there is nothing dangerous for the children. Staff vetting procedures are thorough and robust. Staff suitability is checked regularly. Staff have recently attended a first-aid course. They were able to explain what they would do in an accident or emergency.

What does the setting need to do to improve?

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

- review the layout and organisation of the baby room to make the most of the

space, so that all children can access it to meet their needs

- strengthen the opportunities for the older children to develop their self-help skills.

Setting details

Unique reference number	EY382538
Local authority	Haringey
Inspection number	10235253
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	50
Number of children on roll	42
Name of registered person	Eagle Nursery Ltd
Registered person unique reference number	RP906916
Telephone number	07939877865
Date of previous inspection	13 September 2016

Information about this early years setting

Eagle Nursery registered in 2009. The nursery operates from a church hall in Green Lanes, in the London Borough of Haringey. The nursery is open every weekday, from 7.30am until 6pm, all year round. There is a team of nine staff; all hold appropriate early years qualifications. One member of staff holds early years professional status. The nursery receives funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Susan Sacks

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The director led the inspector on a learning walk and told the inspector what she wanted the children to learn.
- The inspector spoke to parents and discovered their views of the setting.
- The inspector carried out a joint observation of an activity with the director.
- The inspector spent time observing the children and their interactions with staff.
- The inspector reviewed a sample of documentation, including Disclosure and Barring Service checks, first-aid certificates and a sample of a staff file.
- The inspector spoke to staff about safeguarding, as well as the support they receive from their director.
- Children spoke to the inspector during the inspection.

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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