

Inspection of Eagle Nursery

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

Inspection date: 28 February 2023

| Overall effectiveness | Inadequate |
|--|-------------------|
| The quality of education | Inadequate |
| Behaviour and attitudes | Inadequate |
| Personal development | Inadequate |
| Leadership and management | Inadequate |
| Overall effectiveness at previous inspection | Good |

What is it like to attend this early years setting?

The provision is inadequate

Children are not making adequate progress in their learning and development. They do not engage consistently in purposeful play and activities that challenge them fully, and some children quickly become bored and lose interest. Staff do not demonstrate how to implement the curriculum effectively. They do not plan an exciting and varied curriculum to stimulate children's curiosity to learn. Children, particularly the older ones, do not have the opportunity to take part in activities that challenge their thinking and extend their learning. Some areas of the nursery do not support children in their play, as many of the resources are worn, broken and dirty, which results in children's learning opportunities being hindered.

Settling-in arrangements for children are weak. Children are not allocated a key member of staff to help them with this transition, and staff do not consider effectively the anxiety some children display. This does not support children's emotional well-being. Parental involvement at this critical time is also limited and hinders relationship building for both staff and parents. Parents in general have very limited access to the nursery environment. This does not promote a collaborative approach between parents and staff for the benefit of the children. Staff undertake the progress check for children aged between two and three years. However, staff do not understand fully the purpose of this assessment and parents are not involved in contributing to it. Staff do not recognise the importance of working closely with parents to fully identify children's needs.

Children are generally safe in this setting; they behave well and respond to staff and each other. Good attention is paid towards ensuring the nursery premises are secure and children cannot leave unsupervised.

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

- Leaders and managers do not evaluate the quality of provision effectively to identify and address weaknesses for themselves within the provision. They have begun to take steps to address recent actions raised by Ofsted prior to this inspection. However, some are still not fully embedded. Leaders and managers work closely with the local authority for support and guidance.
- Systems for observation, assessment and planning are weak, as staff do not know what children's next steps are or how to link these effectively to the planning of activities. Staff do not have high enough expectations of children so they progress to their next stage of development.
- The progress check for children between the age of two and three years of age is not fully understood by staff. Parents are not invited to contribute to the assessment or to the next steps for children to fully support their child's learning and development at home.

- Risk assessments are completed. However, they are not robust or reviewed regularly enough to identify new hazards. In addition, staff fail to identify day-to-day risks as they occur in the nursery. For example, hazards in the outdoor play area, such as the sand pit and the precarious use of urinals by boys have not been identified. This compromises children's safety.
- Leaders and managers do not ensure the environment is maintained to a good standard. For example books, equipment and resources are tired looking, with many items broken and dirty. This does not promote high-quality provision to support children's learning and development.
- Most children know the routines of the nursery well and show that they are happy. Pre-school children register their own attendance by finding their names and displaying these on the board. Most children immediately find their friends and play with the activities set out.
- Supervision arrangements are in place for leaders to be able to support staff. However, leaders and managers do not focus and plan staff's professional development sharply enough to address all weaknesses in their practice.
- When children start at the pre-school, the manager and staff fail to gain pertinent information about children's individual needs, such as language spoken at home. This means that, for example, children who speak English as an additional language are not supported well.
- Children who are moving on to school are not fully supported to get ready for this transition. The importance of introducing more activities to get children ready for when they start school, increasing their confidence and independence, has not been fully recognised by staff.
- Parents are generally happy with the care and education the nursery provides. They state that they feel the nursery is nurturing and friendly. Parents comment that the nursery provides them with updates on their child's progress.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders and managers do not ensure that all staff, including the designated safeguarding lead, understand the nursery's safeguarding policy and procedures. Information is not recorded for children where there has been involvement with child protection agencies. This means past events may not be recalled should new concerns for a child arise, and may potentially impact their safety and welfare. Some staff do not know the correct procedures to follow if an allegation is made against a staff member, and some staff's understanding of wider safeguarding issues, such as female genital mutilation, is weak. Several staff do not follow the nursery's safeguarding policy on the use of mobile phones. This puts children's welfare at risk. Improvements to the procedure for safer recruitment are underway and managers are working hard to make this a more robust process for the safety of children.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

| | Due date |
|---|-----------------|
| ensure staff have a robust understanding of implementing, undertaking, and reviewing potential risks to children at all times to ensure children are not exposed to any potential risks. Risk assessments should be undertaken on a regular basis and be identified by whom and when undertaken | 14/04/2023 |
| ensure all staff develop a sound understanding of safeguarding procedures, including when and who to inform of an allegation being made against the provider, this includes staff | 14/04/2023 |
| review and update the setting policy and procedures to be reflective of the relevant local safeguarding partners (LSP) | 14/04/2023 |
| implement robust procedures to regularly assess all staff strengths and weaknesses through effective supervision, this includes gaps in their knowledge of delivering the requirements. Build on staff training needs to ensure they have a robust understanding of requested assessments in particular the two year old progress check | 14/04/2023 |
| ensure premises and resources are clean | 14/04/2023 |
| implement effective arrangements to ensure each key person has the information they need to tailor care and support to reflect each child's individual needs | 14/04/2023 |

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

| | Due date |
|---|-----------------|
| devise and implement a curriculum that is understood by the manager and staff, which engages children in meaningful learning and helps children who will be making the transition to school | 14/04/2023 |
| support staff to develop their understanding of how to help language development and a sense of belonging for children who speak English as an additional language. | 14/04/2023 |

Setting details

| | |
|--|---|
| Unique reference number | EY382538 |
| Local authority | Haringey |
| Inspection number | 10279115 |
| 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 | 30 May 2022 |

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 to 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

Anne Maher

Inspection activities

- This was the first routine inspection the nursery 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.
- This inspection was carried out as a result of a risk assessment process, following information received about the provider.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to staff about safeguarding, as well as the support they receive from their leaders and managers.
- The inspector completed a learning walk with the manager and observed staff's teaching practice and children's learning throughout the day.

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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