

Inspection of Eagle Nursery

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

Inspection date: 23 June 2023

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

What is it like to attend this early years setting?

The provision is inadequate

Children are not always safe at this nursery. On occasion, staff do not supervise them well enough. For example, during the inspection, when a child pulled another child off the slide, staff did not see this. This poor supervision could put children's welfare at risk. Nevertheless, since the last inspection, leaders have improved their understanding of effective risk assessment of the premises and effective hygiene arrangements. Therefore, the building is now safer for the children.

Children play with a wide range of activities with friends or independently. For example, they paint water with roller brushes, mix leaves and water to role play cooking soup. However, they are not supported by staff to develop their curiosity through well-thought-out activities and questioning. This does not help children to make progress in their attitudes to learning and thinking skills.

Staff do not always consider how to support children's emotional development through their interactions. For example, if children have a minor injury, staff do not always get down to their level and comfort them. They instead focus on the practicalities, such as leading them into another room to administer first aid, rather than comforting the child first. This does not support children to form bonds with staff and to feel safe and secure at nursery.

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

- Leaders do not plan an effective curriculum for communication and language. Staff have limited interactions as children play. Often, staff simply respond to what children say, rather than leading interactions to support children with their language development. This means that quieter children get limited opportunities to improve their communication skills. Staff often stand above the children and watch them play, instead of getting down to their level and leading discussions. Staff do not always model the correct sentence structure to the children. This means that some children do not make enough progress in their communication and language.
- Leaders have not implemented an effective programme of learning for physical development. Staff plan activities for children to do in the garden. However, many of these involve sitting or standing still to complete them. For example, children play with water or flour. However, staff do not carefully consider how to support children to move their bodies in a variety of ways to develop their gross motor skills. A few children choose to bounce on space hoppers or ride bicycles. However, staff do not consider how to support every child to develop their physical skills. Therefore, the progress that children make in their physical development is variable.
- The key-person system is not yet effective at helping children to make progress.

Staff do not always identify impactful next steps in a child's development. They do not put clear strategies in place to help children to achieve the next steps in their learning.

- Leaders identify children with possible special educational needs and/or disabilities (SEND). They put targets and strategies in place to support these children. However, targets are not always shared with parents. At times, leaders do not involve external professionals as early as possible to ensure that children receive the support they need as soon as possible. This means that children with SEND are not always well prepared for the next stage in their learning journey.
- The manager does not have a good enough understanding of what good practice looks like. This means that she is unable to model and provide targeted support to help staff to improve their practice. The manager's expectations of the performance of the staff are not high enough. This affects the outcomes for children.
- Leaders do not have carefully considered strategies in place to support children who speak English as an additional language. Too often, staff do not consider how to use children's home language during their time at nursery. This does not support children to develop a sense of pride around their additional language.
- Parents appreciate the regular pictures and verbal feedback that they receive around what their child has done during the day at nursery. However, at the moment, leaders do not always communicate clearly with parents about children's next steps in their learning and how parents can support them at home. Leaders have plans in place to improve how they do this through introducing a new communication app. This will help to build parent partnerships further.
- Staff do not follow adequate hygiene processes for children's sleep consistently. At times, children sleep on beds without their own clean sheets. Sometimes, children's blankets get muddled up. This can put children at risk of cross-contamination.
- Leaders do not always ensure that children are supervised well enough. For example, on occasion, a child goes into another area without being seen, or staff do not notice and deal with behaviour that could put children at risk of harm.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders and staff participate in regular safeguarding training. Key information is also displayed in the setting. This helps staff to understand the procedures to follow if they have concerns that a child is at risk of harm. Staff understand how to whistle-blow if they have concerns about the conduct of a member of staff towards children. Staff have improved their knowledge of identifying and mitigating risks since the last inspection. However, staff do not ensure that sleep arrangements are always hygienic enough. Additionally, on occasion, staff do not supervise children well enough. This means that children's safety cannot be assured.

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 sleeping arrangements for children are hygienic	07/07/2023
ensure that children are well supervised at all times	07/07/2023
make referrals in a timely manner, keeping parents informed and updated	07/07/2023
improve leaders' understanding of what good practice looks like so that they can model and support staff to improve their practice	07/07/2023
ensure that key persons understand the next steps that children need to achieve in their learning journey and how to support them to achieve these.	07/07/2023

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

	Due date
put effective strategies in place to support children who speak English as an additional language	28/07/2023
implement an effective and ambitious curriculum, so every child makes progress.	28/07/2023

Setting details

Unique reference number	EY382538
Local authority	Haringey
Inspection number	10287609
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	28 February 2023

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

Jenny Gordon

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the manager.
- Children spoke to the inspector about what they enjoy doing within the setting.
- The inspector observed the interactions between staff and children.
- The inspector had discussions with staff and parents and took their views into account.
- The inspector held discussions with leaders about nursery practices and procedures.

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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Store Street
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