

# Inspection of Eagle Nursery Roundway

Morris House, Waltheof Gardens, LONDON N17 7HS

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Inspection date: 19 September 2023

<b>Overall effectiveness</b>	<b>Inadequate</b>
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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

Good

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Leaders do not ensure that staff are suitably qualified to be able to meet the needs of the children they work with. Risk assessments do not identify potential hazards in the environment. In addition, leaders have not shared a clear focus for the curriculum. This results in staff not understanding the intent of the activities they offer for children and therefore not being able to identify the impact on children's learning.

Children's behaviour is not managed consistently by staff. Some staff speak to children in a harsh tone of voice when children are upset, which has a negative impact on their self-worth. This does not support children to learn to manage their feelings and emotions. Despite this, children are generally happy in the nursery. They are allocated a key person when they start and most relationships between staff and children are warm and caring. Where qualified staff work with children, they support children's mathematical development by counting how many scoops of sand it takes to fill a container or asking children about different colours.

Staff do not have high expectations of what children can do for themselves and do not encourage children to use language to express their wants and needs. For example, while in the garden, a child hands her jacket to a member of staff, as she is hot. The staff member takes the jacket and goes indoors to hang it on a peg without any verbal interaction between the child and staff. This limits the extent to which children develop their independence and communication skills.

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

- There is not a clear focus for the curriculum. Staff provide resources which children access throughout their time in the nursery. However, they cannot explain the learning intentions of activities provided and how they support children's learning and development. Staff in the baby and toddler rooms are not seen reading books with children. This does not support children's early literacy skills or help them to develop a love of books and reading.
- Some staff are effective communicators, but this is not consistent across the nursery. At times, interactions between staff and children offer limited support for children to develop their early communication skills. For example, unqualified staff working in the baby room do not respond to children's sounds or words they say. This results in children not being supported to develop early conversation skills.
- Older children receive regular access to the garden during their time in the nursery. However, systems are not in place to ensure that the youngest children have daily access to fresh air. This does not support the youngest children's physical development and well-being.

- Staff sing prayers with children before they eat their meal at lunchtime. However, during snack and mealtimes, staff working with older children serve their food for them and pour their drinks into their cups. They do not take the opportunity to develop children's independence or talk to children about the fruit they are eating and foods that are healthy.
- Children join in a music session enthusiastically with staff. During this activity, there is no clear learning intention and the organisation of this session does not account for children who prefer to engage in quieter activities. At this time, some children's behaviour is impacted because staff do not set clear expectations of how to use the instruments safely.
- Staff work with local schools to support children's transition to the next stage in their education. Information is shared and additional support is in place for children with special educational needs and/or disabilities (SEND). Staff regularly meet with outside agencies to carry out reviews for children with SEND to support children and their families.
- Leaders arrange regular opportunities for parents to come into the nursery to join their children for 'parent breakfasts'. Staff host an annual 'we miss you party', where they invite the families of past and present children to join them for a celebration afternoon. Termly meetings are offered for parents to discuss their child's progress with their key person.
- Staff report that they receive regular supervision meetings. However, leaders fail to address weaknesses in the quality of teaching and interactions of staff working in the nursery. They do not ensure that staff receive adequate training in order to improve practice.

## Safeguarding

The arrangements for safeguarding are not effective.

Children's safety and welfare are compromised. Leaders do not ensure that staff working with children have the appropriate childcare qualifications. In addition, although staff attend safeguarding training, not all staff who regularly work in the nursery understand the correct procedures to report a concern about an adult working in the nursery. Staff complete paperwork to indicate they carry out regular checks of the safety of the spaces used by children. However, these checks fail to identify potential risks. This results in very young children having access to broken equipment and hygiene standards not being maintained. Staff do not always communicate safe practices and the setting's policies with parents. Leaders do ensure that all staff working in the nursery have suitability checks in place and staff complete appropriate first-aid training.

## 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:**

	<b>Due date</b>
improve staff understanding of safeguarding policy and procedures. In particular, that all staff have up to date knowledge of the process to report any safeguarding concerns	10/10/2023
ensure there are sufficient qualified members of staff to meet the needs of children at all times	10/10/2023
ensure that all staff consistently manage children's behaviour in an appropriate way	10/10/2023
ensure that all equipment, including that for nappy changing, is fit for purpose and can be effectively cleaned	10/10/2023
improve risk assessments so that the equipment and spaces are safe	10/10/2023
implement and monitor training and professional development to improve the quality of teaching.	10/10/2023

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

- develop staff engagement so that children experience high-quality interactions to support their early language and communication skills
- monitor more closely that staff have consistently high expectations of how to support children's independence skills
- provide more opportunities for children to hear books read to them by staff to support their early reading skills and develop a love of books.

## Setting details

<b>Unique reference number</b>	EY471760
<b>Local authority</b>	Haringey
<b>Inspection number</b>	10300292
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Eagle Nursery Ltd
<b>Registered person unique reference number</b>	RP906916
<b>Telephone number</b>	02088013646
<b>Date of previous inspection</b>	13 April 2018

## Information about this early years setting

Eagle Nursery Roundway registered in 2014. The nursery is situated in Tottenham, in the London Borough of Haringey. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. There are 11 members of staff. Of these, five hold appropriate early years qualifications at level 3 or above. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kathryn Irvine

## 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 provider.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- Staff spoke to the inspector at appropriate times during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The deputy manager and the inspector carried out a joint observation during snack time.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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