

Inspection of Eagle Nursery

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

Inspection date: 18 October 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children generally behave well in the nursery. Although staff make behaviour expectations clear, this is not consistently applied to support all children. That said, children appear to be happy in the nursery. They have warm relationships with staff. Babies will seek out their key person to give them a hug when they need reassurance.

The manager is developing a curriculum with support from the local authority. However, this is not yet fully embedded by all staff. This results in inconsistencies in the quality of interactions across the nursery. Where teaching is effective, staff provide activities to support the different areas of the curriculum. When working with older children, a member of staff supports their early mathematical skills by engaging in activities that encourage counting. When children play with the water tray, staff introduce new language to do with measuring, such as 'full' and 'empty'. They help children to try to work out how many scoops will fill the containers. This supports children to start to understand capacity. Staff repeat the new vocabulary with children when they tip out the containers that they have filled to further embed these words and understand their meaning.

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

- Some staff who work with older children are very effective at supporting children's early language and communication skills. They repeat the words that children say with the correct pronunciation. For example, when a child mispronounces the word 'banana', the member of staff repeats it back to them. These staff also introduce new language to children and encourage them to pronounce these words. However, this good-quality practice is not consistent across the nursery and interactions for younger children are limited. This does not support children's developing skills in communication, language and literacy.
- Leaders have implemented a more effective key-person system, where staff focus on supporting their key children's learning each week. Staff have an idea of the general areas of learning and what they expect of children. However, they do not use assessment well enough to identify the next steps for children's learning and development. This impacts on the quality of teaching and learning experiences that children receive.
- The manager and staff have worked closely to address the actions from the previous inspection. Staff comment that there have been a lot of improvements and they work better as a team. However, the system for staff supervision does not address areas of weakness with individuals in a timely manner, to improve the quality further.
- Although most children behave well, children with special educational needs and/or disabilities are not always supported by staff to play cooperatively with

their peers. This impacts on other children's experiences and attitudes towards learning.

- Children's independence skills are promoted by staff. Children are encouraged to put on their coats and fasten zips for themselves, and beam with pride when they achieve this. At mealtimes, they use forks or spoons to feed themselves. Older children serve their own food from a large bowl. When staff notice that children have a runny nose, they encourage them to get a tissue and blow it for themselves.
- Children enjoy spending time in the nursery garden, where they have access to a range of activities that support their physical health. This includes digging for potatoes, using bikes, scooters and slides, and engaging in water play and mark making. Staff position themselves so that they can see children in this area and are close by to support the less-mobile children to be able to access all areas of learning.
- Children's care routines are managed well by staff. Staff sing children's favourite songs when it is time to change their nappy, and children giggle as they sing together. Staff provide a safe place for children to sleep and a member of staff stays in the room to monitor sleeping children.

Safeguarding

The arrangements for safeguarding are effective.

Staff attend safeguarding training. They describe the signs that may indicate that a child may be being abused. Staff are alert to the behaviour of adults who care for children that may cause them to be concerned about their suitability. Staff describe the process to report a concern about a colleague working in the nursery and can talk about the other agencies who should be contacted if there was a safeguarding concern. Staff attend appropriate first-aid training to ensure that they are able to manage any accidents or injuries that may occur in the nursery.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that the curriculum for language and communication is consistently high quality throughout the nursery, particularly for the youngest children	08/11/2023

further support staff to use assessment to identify clear and measurable next steps for children's learning and development to enhance the quality of teaching	08/11/2023
implement and maintain a regular programme of effective arrangements for supervision to impact on the quality of practice.	08/11/2023

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

- review how to better implement support for children with special educational needs and/or disabilities to help them to understand the expectations for behaviour and consider the impact on other children in the nursery.

Setting details

Unique reference number	EY382538
Local authority	Haringey
Inspection number	10303592
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	17
Name of registered person	Eagle Nursery Ltd
Registered person unique reference number	RP906916
Telephone number	07939877865
Date of previous inspection	23 June 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 seven staff, of whom most hold appropriate early years qualifications at level 2 and above.

Information about this inspection

Inspector

Kathryn Irvine

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator, who is also the manager, spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 manager and the inspector carried out a joint observation during a group activity.
- Parents shared their views of the nursery 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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