

# Inspection of Eagle Nursery Roundway

Morris House, Waltheof Gardens, LONDON N17 7HS

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Inspection date: 1 March 2024

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

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

### **The provision is inadequate**

Leaders have not effectively monitored all staff's safeguarding knowledge to ensure that they can identify potential signs of abuse and understand the appropriate reporting arrangements. Some staff that hold paediatric first-aid certificates do not know how to apply this training in practice. Staff sometimes leave children unattended for short periods of time. These breaches of requirements have an impact on the safety and well-being of children.

Leaders share the core values of the setting but have failed to design a curriculum which ensures that children make progress over time. Staff do not demonstrate a good understanding of the curriculum intent or how young children learn. They often put children of mixed ages together, but activities are not differentiated to meet the different needs of children and their stages of development. Staff do not provide engaging activities that reflect the interests of children. As such, children stand around looking bored and staff fail to engage them back into purposeful play.

Leaders and staff demonstrate a poor understanding of how to manage children's behaviour. They use inappropriate language to reprimand children. Leaders physically ensure that children cannot leave the chair they have been placed on for 'thinking time'. This leads to children getting distressed. Staff firmly say 'stop that' or 'no thank you' but fail to explain what children are doing wrong. As such, children do not learn to respect boundaries and there are frequent incidents of children not showing respect to each other.

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

- Since the last inspection, the manager has organised safeguarding training and has discussed safeguarding issues with staff. However, she is unaware that some staff still have significant gaps in their safeguarding knowledge. In addition, some staff who have completed paediatric first-aid training fail to apply this training in practice. For example, staff do not administer the required first aid when children sustain head injuries, and accidents are not recorded. These breaches do not assure the safety of children.
- Staff do not effectively communicate with each other and this impacts on the supervision of children. For example, staff leave a room and do not realise they have left children unattended with scissors. Staff in the baby room have their backs to children learning to self-feed while they complete routine tasks. This compromises children's safety.
- Staff do not work together to deliver consistent routines and behaviour expectations. As such, children do not know what is expected of them and this results in some negative behaviours. Staff often choose to ignore these behaviours or fail to discuss the rules and explain the consequences of children's

actions. As such, children do not make progress with their behaviour and are not suitably prepared for their next stage of learning.

- Relationships between staff and children are not secure and lack warmth. Staff often stand and observe children, or complete routine tasks, but do not engage with children in any meaningful way. As such, when staff give instructions or attempt to lead an activity, children often ignore them or walk away. However, there are moments of stronger interactions. For example, staff encourage children to join them on a bug hunt in the garden and are enthusiastic when they find one.
- Some staff are not strong models of spoken English and there is limited modelling of new language. For example, at lunchtime, staff comment that food is 'yummy' but do not model or promote conversation beyond this. Staff fail to engage children during carpet time, or to interest them in a shared story. As such, children do not make the progress that they are capable of in their language development.
- Staff work with parents to support children with special educational needs and/or disabilities. However, most staff are not aware of children's individual targets, which compromises the progress children make. Leaders share that they have introduced picture cards to support children with speech and language difficulties to communicate their needs. However, this is not remotely embedded yet, despite leaders sharing that there is a real need for this.
- Parent partnerships are a strength. The manager offers 'lunch and learn' sessions to share her knowledge with families during their lunch hour, via online platforms. Parents comment that their children are happy at this nursery and they feel that the communication from the manager and staff is helpful.
- Leaders have made some attempts to improve. They have met some of the actions set at previous inspections, such as improving risk assessments. Leaders and staff are receiving weekly support and training from external professionals to improve their practice. However, this has been largely ineffective thus far, as leaders show an inability to implement and embed the training, or to sustain improvements over time.

## **Safeguarding**

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

## **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>
ensure that all staff understand local safeguarding procedures and have an up-to-date knowledge of how to recognise children who may be at risk of, or suffering from, harm	18/03/2024
improve staff's understanding and practice in how to manage children's behaviour in an appropriate way	18/03/2024
take prompt action to ensure that all staff understand and implement the policy for managing and recording accidents and injuries to children	18/03/2024
improve staff supervision arrangements to ensure that staff receive the coaching, support and training they need to improve their personal effectiveness and promote the interests of children	18/03/2024
ensure that staff are deployed effectively so that children are appropriately supervised at all times to prioritise their safety and well-being.	18/03/2024

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

	<b>Due date</b>
develop staff engagement so that children experience high-quality interactions to support their early language and communication skills	26/03/2024
implement and embed strategies so that children with language delays are able to communicate their needs	23/08/2024
ensure that rules and routines are embedded so that children understand what is expected of them.	23/08/2024

## Setting details

<b>Unique reference number</b>	EY471760
<b>Local authority</b>	Haringey
<b>Inspection number</b>	10313918
<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>	0 to 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	20
<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>	19 September 2023

## 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 seven members of staff. Of these, four hold appropriate early years qualifications at level 3 or above.

## Information about this inspection

### Inspector

Nicola Baker

## 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection.
- 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 inspector spoke to several parents during the inspection and took account of their views.
- 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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