

Nishkam Nursery

Inspection report for early years provision

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Inspector Jennifer Turner

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Nishkam Nursery was registered in 2009. It is a privately owned nursery and operates from a traditional two-storey premises in the Handsworth area of Birmingham. There is a fully enclosed play area available for outdoor play. There are several steps leading to the front door.

A maximum of 58 children may attend the setting of any one time. There 37 children on the register of whom 13 are registered to receive nursery education funding. The setting also offers care to children aged over five years to eight years during school holidays. This provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. The nursery supports children with special educational needs and/or disabilities and who speak English as an additional language.

The nursery is opens five days a week all year round. Sessions are from 8.00am until 6.00pm Children are able to attend for a variety of sessions. There are seven staff employed to work with the children all of whom hold an early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a warm and welcoming environment where they participate in a wide range of stimulating activities. Staff implement the Early Years Foundation Stage well and provide children with many opportunities to make independent play choices to support their learning. Practice is inclusive, all children are valued and treated with equal concern. Any specific requirements are shared openly with the individual needs of children being recognised and acknowledged. Documentation, procedures and records are largely in place and mostly support children's care and welfare. The management team demonstrate commitment to continual improvement and have systems in place to review and evaluate the provision.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop planning to show clearly the learning intentions and next steps in children individual development
- review risk assessments to cover anything with which a child may come into contact with regards to outings
- further develop activities to challenge children in their learning and development clearly showing differentiation for the more able and less able children.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of how to protect children and are vigilant and aware of signs and symptoms of possible abuse. They know the appropriate procedures to follow should they have a concern about a child and ensure that written procedures are shared with parents. There is a named person responsible for ensuring that any child protection concerns are dealt with promptly and appropriately. Robust vetting procedures are in place to ensure that children are cared for by suitable people and all staff have an up-to-date understanding of safeguarding issues. Children are secure because the key worker grouping is effective and the small groups enable staff to build effective relationships and to get to know individual children well and help ensure children feel secure and confident. Staff allow the children to instigate their own play and learning as they follow children's interest. They have a good understanding of the Early Years Foundation Stage, but do not challenge children sufficiently through exploiting the learning opportunities presented from activities or ensure activities are differentiated for the more able or less able children. The planning for children is flexible as key workers respond to individual learning needs and children's interest and use their assessment to inform planning on a daily and week by week basis. However, planning does not show clearly the learning intentions and next steps for individual children.

Most of the relevant documents policies and procedures are in place to ensure the effective management of the nursery. Staff carry out daily checks of the premises both indoors and outdoor to ensure children are safe, however, the risk assessments are not robust in their identification of hazards to children when on outings. Systems for monitoring and self-assessment are developing. The provider and staff team are working together effectively to ensure that the service provided is reviewed in order to plan for future improvements. Staff follow the 24 spiritual and moral dispositions sharing values of the Sikh faith which are creativity, compassion, choice, community, commitment and contemplation and they teach children to follow their cultural and religious traditions.

The setting has developed strong systems for joint working with parents to support children's inclusion. Daily diaries keep parents well informed about their child's day within the setting including routines, care and activities children have been involved in. Parents are aware that they can see children's profiles detailing their progress within the setting and they have opportunity to make comment, and observe their children at play using the CCTV system. This provides new parents with an opportunity to see that their children have settled. Parents evenings, newsletters, questionnaires and a parents room are all systems that support consultation with parents. Parents say that they find the staff friendly, approachable and welcoming and that their children are happy within the nursery. The setting has also established systems for working in partnership with other provisions. For example, links with the local Sure Start children's centre and speech and language therapists have been established to ensure children get the support they need.

The quality and standards of the early years provision and outcomes for children

Children are provided with good opportunities to help them to make progress across all areas of learning and development. They are confident, inquisitive and eager to learn as they engage in a range of interesting activities. Children are helped to consider and value diversity and cultural differences through a range of toys, resources and planned topics. Children regularly say their prayers and they greet, parents and each other with the customary greeting. They engage in activities to celebrate special days such as Valentines Day and they celebrate festivals such as the Jewish Passover, Hindu festivals, Divali, Buddhist festivals, Thanks Giving Day and Christmas. They visited the Gurdwara, a local church and explore various foods from around the world during visits to the local multicultural supermarkets in the area. The nursery promotes inclusion for all children ensuring all are able to participate fully because activities are carefully adapted to meet their needs.

Children experience regular outdoor play where they are able to ride bikes and play ball games. The children also engage in indoor physical exercises which help children develop bodily control, gain large physical skills and become aware of the benefits of physical exercise as they access a ball pool and bouncy castle. Children also go on visits to the local park facilities where they access large climbing equipment. Children's creativity is enhanced as they draw, paint and explore the effect of mixing different coloured paints for their Hola Mahalla festival of colour display. Children sing songs, such as the 'Rainbow' song, 'The wheels on the bus' and 'The farmers in the den'. They have access to books and enjoy listening to stories. Children take home books to read to the parents and they have opportunities to talk about things that interest them such as what they did at the weekend. Their mathematical development is developing as children count and recognise numbers up to 10. Children respond to music and explore different sounds as they listen to a range of classical and ethnic music and use instruments, such as traditional Indian drums.

Children learn to keep themselves healthy as they have daily opportunities for outdoor play activities and enjoy healthy and nutritious meals that are freshly cooked on the premises each day. Children's independence and self-help skills are actively encouraged and children show a good understanding of nursery routines, such as helping to hand out plates and cutlery at dinner time. They wash their hands competently after toileting and before meals, whilst younger children are well supported by staff. Good nappy changing routines provide young children with individual attention to meet their personal care needs. Children are treated with equal concern, they form positive relationships with staff and relationships are good. Babies receive individual attention from staff who spend their time holding, talking and playing with them to support their learning and development. Children understand about their own safety as they practise the fire drills and know that they must hold on to the rail when on the stairs. Children's behaviour is good and they understand what is expected of them. They are encouraged to apologise to each other and use their manners.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met