

Nishkam Nursery

1 Soho Road, Handsworth, Birmingham, West Midlands, B21 9SN

Inspection date	10/10/2013
Previous inspection date	01/03/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The management team and staff have a clear understanding of child protection procedures to be followed if they have concerns about children in their care.
- Staff provide a wide range of interesting and highly stimulating activities that promote children's learning effectively. Consequently, they make consistently good progress from their starting points.
- Children are happy in the nursery because of the way transitions, into and within the nursery, are managed. Children form attachments to staff who praise them consistently. Therefore, they are well behaved.
- Partnership working with parents and other professionals ensure children get the support they need for their learning and care.

It is not yet good because

- Procedures for managing some staff conduct issues in the nursery are not always implemented at the earliest opportunity to address aspects of ongoing suitability.
- Children's good health is not always rigorously promoted to prevent or minimise the spread of infection.
- Toddlers are not always encouraged to develop their independence skills during routine activities, for example, by serving themselves at all mealtimes.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector held discussions with the manager and a deputy manager.
- The inspector spoke with staff and children.
- The inspector spoke with parents on the day.
- The inspector carried out a joint observation with a deputy manager.
- The inspector reviewed documentation, including policies and children's records.
- The inspector conducted a tour of the premises.
- The inspector carried out observations in base rooms and during outside play activities.

Inspector

Adelaide Griffith

Full Report

Information about the setting

Nishkam Nursery was registered in 2009 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in refurbished premises in the Handsworth area of Birmingham. The nursery serves the local and surrounding area and is accessible to all children. It operates from five rooms and there is an enclosed area available for outside play.

The nursery employs 18 members of childcare staff. All hold appropriate early years qualifications at level 2 and above, including four with Qualified Teacher Status. Of these, there are three with Early Years Professional Status.

The nursery opens from 8am to 6pm, Monday to Friday, all year round, except two weeks at Christmas. Children attend for a variety of sessions. There are currently 108 children attending, who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure systems to review the procedures relating to the suitability of staff are sufficiently robust and implemented promptly in relation to conduct issues
- ensure procedures for promoting children's good health are rigorously implemented with regard to serving of snacks and for wiping children's runny noses, to minimise the possible spread of infection.

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

- develop children's independence skills further by encouraging more able toddlers to serve themselves during routine activities, such as dinnertime.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a good understanding of promoting children's learning through a wide variety of stimulating activities. They give clear explanations of what they propose to do, thereby promoting children's understanding and listening skills well. For example, staff ask children to choose songs they can sing and agree on a selection before starting. Staff supervise children effectively during outside activities. They encourage children, aged under two years, to play with a wide range of equipment, including hoops. Staff praise children for exploring resources set out within reach, such as rattles, which they shake. Staff promote language skills well by naming rattles and encouraging children to repeat words. Consequently, the prime areas of learning are promoted effectively for children in this age group.

All staff plan activities based on children's interests and by taking account of information from parents. They observe what children do to deliver learning experiences across all areas. For instance, staff work with children during free play sessions to build on what they already know. They follow children's lead with activities to extend their colour recognition skills. As children talk about footprints and their outings to the shops, staff skilfully interweave questions. These encourage thinking as children recount their experiences. Therefore, children are learning to listen carefully while enjoying activities.

Children's enthusiasm for learning is well promoted through fun activities, such as physical indoor play with a range of media. As pre-school children listen to music and follow the actions projected on to the interactive white board, they giggle constantly. They follow instructions by jumping, twisting and wriggling their bodies while developing skills to move in different ways. Staff are good role models as they join in enthusiastically and support children's learning effectively. Planned activities are well balanced with child-led play to ensure they develop appropriate skills in learning actively. For example, toddlers take control of their play by choosing from a selection of books for quiet sessions after dinner.

Observations of children during play and focus activities, reflect what they can do or know. All staff use the information gathered during observations to plan interesting learning experiences for children in their key groups. The management team review the planning and monitor the quality of teaching consistently. They support staff to make accurate assessments of children's progress, ensuring that support is targeted to children's individual needs. Consequently, children make consistently good progress over time. Children who speak English as an additional language receive effective support because staff speak community languages. Consequently, they can communicate with children in at least two languages. Therefore, children quickly develop the vocabulary to build their skills in speaking English fluently. For instance, pre-school children sing bi-lingual songs with ease, reflecting their abilities to use languages appropriately.

Staff work well with parents to support children's development. Parents have opportunities at parents' evening to discuss detailed information about children's development. For instance, staff share what children can do as reflected in the progress check at two years. They discuss the next steps, such as activities to extend children's languages skills in the home. The vast variety of high quality resources and the welcoming environment support children's learning positively across all areas.

The contribution of the early years provision to the well-being of children

Children form strong relationships because key persons interact warmly and talk constantly during activities and care routines. For each child, induction is arranged with parents who stay in the nursery to support the settling-in phase. Staff follow guidance relating to children's care needs, including preferences recorded on the 'all about me' forms. When children move to new base rooms summaries of their development are shared between key persons. Consequently, staff in the new base rooms have a clear understanding of children's learning and care needs. Therefore, all children experience a smooth transition, into and within, the nursery.

Staff speak calmly to children and encourage a range of social skills, for example, sharing and taking turns at using resources. This means that children learn the boundaries of behaviour and are well behaved. They are growing in confidence as they settle and develop in the nursery. For example, they access resources independently and initiate play of their own accord. Children benefit from daily outside play, thus gaining an understanding of the effects of exercise on their bodies. Children learn about the benefits of healthy eating, including reasons for drinking milk, which pre-school children explain 'make you strong'. Freshly-cooked meals, prepared on the premises, include a selection of English and Indian dishes. As a result, children learn to eat a range of foods, which they enjoy. Their self-care is effectively promoted as staff encourage children to maintain their personal hygiene, unaided or with minimal assistance. However, this is not always followed through at dinnertime to mirror the practice when snack is served. Consequently, more able toddlers are not routinely encouraged to serve themselves, which does not fully support children to develop independence skills appropriately. On the whole, care arrangements are addressed competently but some aspects of practice are not rigorous. For instance, the chances of preventing cross-infection are not ensured due to procedures used for wiping children's runny noses. This does not fully support children's good health.

Priorities given to children's safety are ensured due to close supervision throughout all activities. For example, during free play in the toddler room staff remind children not to climb on to tables. This means that young children learn to keep themselves safe. Children take sensible risks by accessing play equipment. For instance, babies access low steps to the top of the climbing frame in their room while staff are nearby. There is controlled entry to the premises through an intercom system that links visitors to care rooms. External doors are fitted with a fob and this arrangement contributes positively to the security of children in the nursery.

Staff prepare children well for the next stage in their learning at school. A structured timetable ensures pre-school children learn to maintain concentration during focus activities. They join reception children in the school for meals daily and also share some assemblies. Transition documents are completed and transferred required. Consequently, transition into school is a good experience for children.

The effectiveness of the leadership and management of the early years provision

The arrangements for safeguarding children are satisfactory. The management team have taken appropriate steps to address some conduct issues of staff, although, the promptness of intervention was not sufficiently early. Consequently, children's well-being is potentially compromised. This inspection was brought forward due to concerns about child protection issues and around ratios not being met. It was found that appropriate procedures had been followed to notify the relevant Children's Services of concerns. Ratios of adults to children are maintained consistently and often exceed the numbers required in the Early Years Foundation Stage. However, Ofsted has previously served Notices to Improve with regard to risk assessments and ensuring records are maintained to reflect the implementation of some procedures. These have all been addressed effectively. For instance, staff carry out daily checks in line with risk assessments, ensuring children's safety is promoted competently. All required records are now available for the running of the nursery.

The management and staff have a clear understanding of the procedures to be followed if there are concerns about children in their care. Robust recruitment procedures ensure that adults are suitable to work with children and an induction programme prepares staff for their roles. These procedures contribute to the protection of children. There is an established programme of professional development. For instance, the nursery has two well-trained and experienced members of staff, who have designated roles as special educational needs co-ordinators. Regular supervision ensures staff have opportunities to discuss a range of issues, including their key person roles and further development. All staff undertake training regularly to enhance their skills and knowledge, resulting in effective support for children's learning and care. Monthly team meetings provide opportunities for staff to discuss all aspects of the nursery, including the monitoring of the educational programme. Staff are encouraged to discuss changes relating to the learning and care needs of children. For instance, there are plans to involve parents more in their children's learning. Self-evaluation is used appropriately and the management team are responsive to suggestions from parents. For example, they have been actively involved in the refurbishment of the outside play space.

Partnership working is a strength of the nursery. The management team provide a wide range of information for parents, including a welcome pack when children first start. Parents are encouraged to be involved in a range of events, such as coffee mornings, which provide a relaxed atmosphere for discussions. There are well established links with external agencies to ensure information is shared appropriately for the benefit of children. The management team and staff provide a welcoming environment in which children are happy and make consistently good progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY400283
Local authority	Birmingham
Inspection number	936838
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	71
Number of children on roll	108
Name of provider	Guru Nanak Niskam Education Trust
Date of previous inspection	01/03/2010
Telephone number	07944 486 371

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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