

Nishkam Nursery

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

Inspection date	15/11/2013
Previous inspection date	01/03/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 requires improvement

- Children make good progress in their learning and development because staff provide them with an interesting and stimulating range of activities both indoors and outside.
- Bi-lingual staff support children's communication and language through a range of activities, which include stories, songs and discussions, both in English and in the community languages.
- Effective procedures are in place to support children's emotional development, which helps them prepare well for their move within the setting and to school. Children become familiar with school staff and older children as they have lunch in the dining room with the primary school children.
- Staff have a suitable understanding of safeguarding procedures and this enables them to promote children's well-being and keep them safe from harm.

It is not yet good because

- Children's safety is not fully assured because some risk assessment arrangements are not fully effective. This is with specific regard to identified hazards in the toddler room and procedures for the safe arrival of children.
- Some procedures to support children's good health and welfare are not fully effective. This is with regard to hand washing routines and sleep procedures.
- Self-evaluation and review is yet to be fully developed to ensure all required areas for improvement are identified, prioritised and planned for.

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 observed activities in the four playrooms and the outside learning environment.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held a meeting with the manager, deputy and talked to both children and staff during the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of staffs' suitability and a range of policies and record keeping procedures.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation form.

Inspector

Kashma Patel

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. Of these eight hold an early years qualification at level 3 and two staff have a qualification at level 2. Four staff have Qualified Teacher Status, of whom three have the Early Years Professional Status. There is one apprentice working towards a level 3 qualification.

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 and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- ensure identified risks are minimised in a timely way and review and improve risk assessments in relation to children's arrival at the setting: this is with specific regard to parents understanding of appropriate practice
- ensure procedures for promoting children's good health and welfare are more rigorously implemented; this is with regard to hand washing practices to minimise the possible spread of infection and procedures for sleep to ensure they are tailored to meet the needs of individual children.

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

- review methods for self-evaluation to ensure it clearly identifies the strengths of the provision and any required improvements to tackle areas of weakness.

Inspection judgements

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

Children make good progress in their learning and development because staff provide them with an interesting and stimulating range of activities both indoors and outside. Staff carry out regular observations and assessments on children to help identify the next stage in children's learning. This informs weekly planning, which covers the seven areas of learning, as well the characteristics of effective learning, which helps to ensure that children make good progress both in the prime and specific areas of learning and their different learning styles are considered. Staff provide good levels of support for children with special educational needs and/or disabilities. For example, through one-to-one interaction with key staff and activities delivered in small groups children progress well towards the early learning goals. There is a high number of children who speak an additional language, such as Punjabi or Hindi at home. Bi-lingual staff talk to children in both their home language and in English to support their language and communication. For example, staff support children's development as they praise and give encouragement in Punjabi to a toddler who takes a few steps. Staff complete the 'progress check at age two' with parents, which helps to plan for the next stage in children's learning and also identifies areas which may require further support.

During circle time staff provide good opportunities to help support children's listening and attention where they share their views and discuss the weather. They learn about colours as they sing the 'Rainbow' song and staff help to reinforce their home language as they also name them in Punjabi. Staff provide a range of messy play, such as, paint, dough and water to support children's creativity. They extend activities according to children's interests. For example, children show interest in bubbles when they wash their hands, so staff provide a bowl of water for children to play in and blow bubbles to extend their enjoyment. Older children make cards with a range of textures, such as sequins to celebrate Guru Nanak's birthday. This supports their awareness of special events in their community. A music teacher helps children to explore different sounds as they learn how to play Indian instruments, such as the tabla and harmonium.

Staff use good methods to help children learn and make progress. For example, they use open-ended questions and follow children's lead in their play. They give children freedom to follow their own interests and provide them with a good balance of activities, both indoors and outside. This encourages children's natural curiosity to learn and helps them to develop key skills to support them in their future learning. Good use is made of the outdoor area to support children's balance and coordination skills. Children use the rope bridge, stepping stones and a range of equipment, such as tricycles and wheeled toys to support their physical development. Staff provide information and activities, such as writing patterns to support children's learning at home. As a result, children are able to continue their learning at home with their parents, which helps them prepare for the next stage in their learning.

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

Children are happy and confident and enjoy spending time with familiar and trusted staff. They settle quickly and feel secure because staff are kind and caring and there is a warm, homely and welcoming atmosphere in the nursery. Each child is assigned a key person who helps them settle and maintains regular two-way communication with their parents. Bi-lingual staff speak to children in their home language to help reassure and support their learning. Staff obtain clear information from parents about their children's requirements, including details of their routines, individual needs, language spoken at home and interests. Consequently, staff are suitably informed to provide consistent and supportive care for children.

Children gain self-esteem and independence as they make decisions about how they wish to spend their time. Children behave well. They display good manners and know that they must take turns in their play. Staff are kind and considerate and provide children with positive role models to follow. They encourage children to express their feelings and to consider the impact of their actions on the feelings and well-being of others. Children are motivated to co-operate because staff promptly praise their good behaviour, efforts and achievements. Babies receive individual attention from staff, who spend their time holding, talking and playing with them to support their emotional development.

Staff prepare children well for the next stage in their learning. For example, during circle and focus activities children learn to build their concentration. The nursery dining hall links to the primary school, which provides opportunities for children to have their meals together and become familiar with the teachers. Further procedures to support the move up to school include discussions and attending assemblies. Overall, children maintain a healthy lifestyle. The nursery provides a wide range of healthy and nutritious meals, which includes a selection of both English and Indian meals. These are freshly cooked on the premises each day. Children enjoy familiar meals which consist of 'daal' and 'roti', which supports their cultural requirements and individual preferences. Staff support children's faith and spirituality well. For example, children join in the 'Ardas', which is a prayer said before children have food which is practiced by Sikhs. This provides an important link to their home and helps to provide familiarity, creating a homely environment. Staff wash some children's hands when they return from the garden. However, prior to lunch some children are not consistently encouraged to wash their hands. This does not support them to learn about the importance of consistent good personal hygiene and how to promote their own good health. Suitable sleep procedures are in place for some children, however, these are not always tailored to meet the needs of individual children to fully support their welfare. Children enjoy daily walks and outings in the local community where they benefit from the fresh air. They enjoy walks to the local Gurdwara and the church where they learn about different places of worship, which supports their knowledge of the wider world.

Staff promote children's security through suitable arrangements. For example, an intercom system is in place and external doors which lead into the nursery have a key fob entry. Older children learn about being safe as they practice and discuss road safety. They carefully use the stairs to go up and down, which helps them take responsibility for their

own safety. Younger children demonstrate their security as they crawl around and explore their environment. They are beginning to take small risks as they climb the three steps to the top of the slide and go down independently.

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

This inspection was carried out following concerns raised about staff members own children attending the setting. Through discussions with staff and the manager, it was highlighted that on some occasions staff bring their children into the nursery but they are not allowed into the playrooms without supervision. As a result of the concerns, the management team have made arrangements with the primary school regarding the care of staff's own children. Consequently, positive steps are taken to promote the nursery children's welfare and safeguard them. Detailed safeguarding policies and procedures are in place and are fully understood by all staff working within the nursery. They are also routinely available for parents and visitors to view, which ensures they are informed of the action that would be taken in the event of a concern about a child attending. The manager and staff have a suitable knowledge of child protection referral procedures and also of the known indicators of abuse. Upon arrival at the nursery, visitors are immediately asked to sign into the visitor record. Daily risk assessments are in place for all areas in the setting to help keep children safe, however, staff do not always take prompt action to remove some identified hazards, such as damaged equipment in the toddler room. In addition to this, the procedure for the safe arrival of children is not fully effective because parents do not fully understand the procedures. This means that on occasions they leave their younger children under the supervision of their older children. Although, staff take prompt action to address this, this does not fully support children's well-being through effective implementation of agreed procedures.

In other respects, the nursery's policies and procedures are effectively implemented by staff. Relationships with parents are open and friendly and staff provide them with daily verbal feedback about their children's progress and welfare. Regular parent's evenings provide information about children's learning and development. Parents speak highly of staff and the nursery. They state they like the homely atmosphere and the strong links between nursery, home and the community. Parents are satisfied with the information and care they receive for their children, who are happy, settled and enjoy their time at the nursery. Overall, leaders and managers follow effective procedures for recruitment, induction and vetting, which ensures all staff are suitable to work with children. Staff receive adequate support through the appraisal and supervision process and this helps them to identify some of their training needs and contributes towards their professional development. Regular meetings also take place between leaders, managers and staff to review nursery practice. However, the setting has not had enough time to fully implement recent actions and some areas of weaknesses found at inspection have been overlooked. This demonstrates that self-evaluation is not fully effective across all aspects of the provision. Nevertheless, good attention has been paid to the monitoring of the learning and development requirements to ensure that all children make good progress from their starting points and through an interesting and stimulating educational programme.

Managers and staff are well aware of the benefits of working in partnership with parents and other professionals. They recognise that these help to provide a quality service, support children's transitions and promote consistency of care. Noticeboards provide parents with detailed information about events and experiences provided and planned for their children. This means that parents are better placed to support their children's learning at home and in the nursery.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that all necessary measures are taken to minimise any identified risks to children (compulsory part of the Childcare Register).

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	942920
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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