

Nishkam Nursery

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

Inspection date	26/03/2014
Previous inspection date	15/11/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 Requires Improvement
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		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Teaching is effective because staff engage with children well. They use observations effectively to ensure activities are shaped to the individual needs of each child.
- Children demonstrate through their positive body language, communications with staff, visitors and each other that they are happy, confident and feel safe.
- Staff provide good role models in promoting the caring and nurturing ethos of the nursery. As a result, children show kindness and consideration towards each other and people's feelings.
- Staff continue to work hard at establishing positive relationships with parents so that they can share their views and help to shape the ongoing improvements to the nursery.

It is not yet outstanding because

- While communication with parents is much improved handover information at the end of the day, particularly in the baby room, is not as effective and consistent as it could be.
- The outdoor environment is not yet used to its full potential, in order to consistently promote all areas of children's learning.

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 a range of activities, including those chosen by children themselves, activities led by adults and in small group sessions led by staff members.
- The inspector observed children having meals, snacks and observed hygiene practices.
- The inspector had ongoing meetings with the manager, deputy manager and discussions with other staff members. The inspector met with two members of the governing body.
- The inspector had discussions with eight parents.
- The inspector looked at children's development folders and discussed their progress with staff.
- The inspector carried out a joint observation with the deputy manager as a member of staff read a story to a group of pre-school children.
- The inspector looked at a sample of the nursery's policies, procedures, staff and children's details, recruitment procedures, suitability checks and risk assessments.

Inspector

Sally Smith

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 Handsworth, 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 16 members of childcare staff, all of whom hold an early years qualification at level 2 or 3. Two staff have Qualified Teacher Status, Early Years Professional Status and a degree in early years. One member of staff has a degree in early years with five further members of staff working towards a degree. Two staff are working towards a level 3 qualification. The manager and one deputy manager are working towards a masters degree. The nursery opens from 8am to 6pm, Monday to Friday, all year round, except for 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 children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance the systems for sharing information at the end of the day, so that parents consistently receive more detailed information about their children's learning
- enrich children's learning while playing outdoors by, for example, using signs and labels, parking bays with numbers and flexible resources that can be used in many different ways to facilitate exploration.

Inspection judgements

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

Children generally thrive and enjoy their time at this welcoming nursery. Staff have a sound understanding of the Early Years Foundation Stage learning and development requirements and use a flexible approach to planning. Regular observations, both formal and spontaneous, determines children's interests and provides the basis for their activities. As their ideas flourish and grow, planning evolves through the use of mind maps. Staff work with parents and ideas from home and outside the nursery contribute to the direction in which an activity may go. Planning is displayed highlighting how activities are adapted according to children's individual learning priorities. This enables all staff to deliver the educational programmes consistently with a clear focus on how they can build on the next steps for children's learning. This is helped in that children are known and valued as individuals. Most children attending speak English as an additional language.

They are well supported by staff, so that they make good progress in speaking and understanding English, while also valuing their home languages. Many staff are bi-lingual so support children most effectively in all areas of their communication and this is a key factor in the progress children make. The layout of nursery rooms helps to promote children's independence as they can easily access most of the resources available to them. As a result, they are able to make decisions about their play, what they would like to do and how they will go about it. This helps to promote active learning as children are able to select resources that they are interested in and therefore, maintain their interest for extended periods of time. Staff also plan the learning environment ensuring that the continual provision of specific resources enables children to develop and extend their ideas based on their individual interests.

Staff engage with children well, getting down to their level so that they have eye contact and children can clearly see and hear what is being said to them. This continues to support the strong drive to promote children's speech and language development. Good use of questioning tests children's knowledge and understanding in all areas of their play. Children are increasingly able to show that they are gaining in confidence as learners as a result of good teaching. For example, during story time pre-school children offer their ideas when asked questions about what is happening in the story. Good use of recall is used to check what children have learnt and can remember. All children keenly participate, eager to show what they know. Staff skilfully ensure that all children have a turn at speaking, while other children listen courteously. This helps to promote effective communication skills and help to prepare children for their transfer to school. Staff continually respond to children's interests. For example, after the story has finished staff say that children can listen to it again on the compact disc player the following day. Several children say 'but why can't we listen now?' Staff agree and instantly respond to their request. Children sit quietly and attentively as the story unfolds. Children are learning to write numbers and letters and some are beginning to write their names. Regular opportunities enable children to practice their early writing skills in different ways, such as, playing with paints, manipulating dough and engaging in a range of other sensory experiences. For example, young babies and children have great fun as they play with shredded paper, throwing it in the air, grasping it with their hands and scrunching it together. Some children use a pincer grip to separate the paper and study it closely in their hands. This helps to develop the small muscles in young children's hands. Activities on the interactive whiteboard or with toys that can be programmed help to establish the skills they need to use information and communication technology confidently.

Children learn about the world around them, their local community and people who help them. For example, visits from the fire service and police raise their awareness of safety. They learn about growth as they look at photographs of their development over a period of time. In line with this theme they grow cress seeds and vegetables, learning how to care for them and what makes them thrive. Height is explored in a spontaneous way as children see their shadows during outdoor play. Staff encourage children to compare who is the smallest and tallest, helping to develop their understanding of size. Children enjoy learning about the life cycles of frogs and part of the next process for their learning is to acquire some frog spawn so that children can see this for themselves, bringing their learning alive. Children have access to a well-equipped outdoor play area with a variety of resources to test their balance and coordination skills. They show good independence and

control, moving confidently and safely as they use all the equipment available to them. However, there is further potential to expand on children's learning outdoors, particularly with regards to their exploratory play. Nevertheless, children settle happily and eagerly participate in all of the activities provided for them. Overall, the nursery provides children with a positive start to their learning and provides them with the necessary skills to support their ongoing development.

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

Staff are warm and welcoming and the management team ensure that they are available at the beginning of each day to greet parents and children personally. Staff are assigned the role of key person to a group of children and build a close bond with their family. Information is shared between the home and nursery so that there is generally consistency in the approach to all aspects of children's care, routines and ongoing development. This enables the key person to tune into and respond sensitively to children's feelings and individual needs. For example, staff ensure that any comforters that children use are available so that they can settle when they are tired. However, although communication with parents is much improved, handover information at the end of the day, particularly in the baby room is not as effective and consistent as it could be. Staff create a warm environment that is accepting of everyone and all children have the same opportunities to flourish individually and achieve well. As a result, children demonstrate a strong sense of belonging as they enter the nursery happily and confidently explore their surroundings. They willingly go to staff with outstretched arms and cuddles. Children settle well and often do not want to go home at the end of the day.

Relationships and children's behaviour are good. Staff take part in children's games as this helps children to see staff enjoy themselves too and helps children to feel safe and secure. Staff are very positive role models and everyone is treated with care and respect in the nursery. Staff communicate their expectations clearly and pay good attention to getting children to listen, contribute their ideas and try hard and consequently, children are well-motivated to learn. Children are extremely considerate of each other, valuing and celebrating each other's differences. They learn how to behave in different situations and therefore, understand what is socially acceptable. All staff have recently attended behaviour management training so that they are fully up to date with best practice. They offer regular praise and encouragement to promote children's confidence and self-esteem. This helps to ensure that children are well-prepared socially and emotionally for their transition to school.

All children get outside regularly so that they have plenty of fresh air. Regular discussions promote the importance of being active and the health benefits that exercise provides. Children are quickly learning appropriate hygiene routines and wash their hands at appropriate times. A healthy ethos is promoted at all times and children eat nutritious and balanced meals. These are prepared daily using fresh ingredients. Children are exposed to a wide range of textures and tastes to develop their burgeoning taste buds. They sit alongside each other to eat their food and chat, making it a socially engaging experience for all. They learn about foods that help them to grow and tell parents what they should

or should not eat. Parents relay this back to staff, showing that children are keen to share what they have learnt. Planting, growing and tasting their own vegetables helps to promote a positive attitude to eating and encourages children to make healthy choices. Children are shown how to use toys and equipment properly and to move around their environment in an appropriate manner. For example, they are reminded to sit on their chairs correctly. This helps them in beginning to understand how to keep themselves safe.

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

Staff's understanding of safeguarding is good. The nursery follows the Birmingham Safeguarding Children Board, 'Right Services Right Time' model in meeting children's needs. This provides a coordinated and universal approach to ensure that all agencies work together in supporting children and families and provide early intervention when required. This strong ethos of partnership working means that the quality of information sharing and decision making helps to reduce any potential risk to children and protect them from harm. All staff have received up-to-date training to ensure they are aware of the triggers that may alert them to any concerns. Training is updated every two years and safeguarding remains high on the agenda at staff meetings and supervision sessions so that it is given the utmost priority at all times. Procedures are visible in all areas of the nursery and act as a constant reminder to staff of what to do and who to report their concerns to should the need arise. Disclosure Barring Service checks and references are obtained for all staff working with children so that their suitability is ascertained from the start. Visitors to the setting are required to produce identification and sign in and out on arrival and departure. Staff are effectively deployed around the nursery to ensure correct ratios are maintained. Additionally, graduate staff and those near to completing degrees are based in different areas of the nursery so that their skills can be used effectively. Risk assessments are undertaken, which are thorough and regularly reviewed. Parents are involved in identifying and removing any hazards when they volunteer to help each Wednesday morning. They clean the grounds so that children can play and explore in safety. This ensures that appropriate action is taken and potential harm to children is minimised. Access to the setting is closely monitored so that no one is permitted entry, unless authorised to do so. This ensures that children's safety is effectively promoted.

The manager is supported well by all of the other practitioners in the nursery and everyone shares his determination to achieve better outcomes for children on a continual basis. They look carefully for ways to make the nursery even more effective. A detailed action plan has been devised since the last inspection, which ensures that everyone is clear about what they are working towards. Many of the targets are already in place ahead of schedule, but the nursery continually reflects and evaluates their practice to see what they can improve next. This, combined with appraisals and supervision sessions, provides opportunities to look at staff's general conduct, their strengths and determine where they can improve and refine their skills. Training is very much part of the continual programme for improvement and is seen as key to ensuring that the quality of the provision is consistently high. Staff are provided with regular opportunities to attend a variety of courses to address any weaknesses in their own practice and across the nursery

as a whole. Since the last inspection, all staff have undertaken training in infection control, behaviour management and assessment and planning for children's learning and development. Planning has been revised and staff feel much more confident in delivering the educational programmes. Teaching and staff practice is monitored regularly by the management team to ensure that staff meet the individual needs of each child and learning is engaging and fun.

Staff work extremely well with the local authority and other professionals, such as health visitors and speech therapists. The nursery fully embraces their suggestions to support all aspects of children's health, safety and general well-being. Good relationships are established with local schools to share information and pre-school attend the adjoining school to have their lunch. This helps to ensure that they become familiar with routines so that their move to school runs smoothly.

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	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	954963
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	15/11/2013
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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