

# Karmand Nursery

Karmand Community Centre, Barkerend Road, BRADFORD, West Yorkshire, BD3 9EP



## Inspection date

11 January 2017

Previous inspection date

19 November 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager uses individual and appraisal meetings to help her monitor staff performance. These identify training programmes which improve outcomes for children.
- Children easily access a wide range of toys and resources that is based around their ages and individual interests. All activities are planned around the areas of learning and help children to progress well.
- Partnerships with other professionals are strong. They play a key part in how staff plan strategies and interventions to support children's unique needs.
- The manager and staff have effective assessment procedures in place and track children's progress effectively. This helps them to act swiftly to close any gaps in learning and to ensure all children develop well across the areas of learning.
- Children's behaviour is very good. Children are able to resolve issues and take turns with little support from staff. Staff give children lots of praise and are very good role models.

### It is not yet outstanding because:

- On occasions, children are not given enough time to think about and respond to questions and share their experiences.
- Although partnerships with parents are good overall, staff do not consistently gather precise information about children's ongoing learning at home, in order to better complement their learning in the nursery.

## What the setting needs to do to improve further

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

- enhance questioning skills and give children more time so they can share their knowledge, think through ideas and respond to questions
- enhance the opportunities for parents that help them to consistently share information in relation to their children's learning at home.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and looked at relevant documentation, including staff qualifications and their Disclosure and Barring Service checks. She also viewed the policies and procedures, including the safeguarding policy and children's learning records.
- The inspector spoke to a group of parents during the inspection and took account of their views.
- The inspector talked to staff and children throughout the inspection.

### Inspector

Jane O'Callaghan

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff know what to do if they have any concerns about a child's welfare, and the manager has a clear understanding of her responsibilities. Staff are vigilant and supervise the children well, ensuring that their safety and security are prioritised. The manager reflects on the quality of practice and actively involves staff, parents and children in this process. The manager and staff have a good, accurate view of the nursery's strengths and have clear plans in place for further development. The manager and staff work very well with other settings children attend to ensure children receive continuity in their care and learning. This is particularly effective for children who have special educational needs. Staff provide children with learning experiences that motivate them to take part. Funding is used very well to support all children, including those who speak English as an additional language.

### Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn. They provide a stimulating environment that promotes children's imagination and gives them plenty of choice. Staff teaching across the nursery is good. Staff get down to the children's level, helping them to play alongside each other. Overall, children share ideas and explore well together. Staff get to know children's needs well and use this information to build on their learning. Good partnerships support children through times of change as staff invite teachers in from the local school. Younger children love to play with the special sand and mould it with their hands. They use scoops well to pour the sand into the toy tractors and comment on how full it is. Older children get very excited as they wait to take turns on the computer. They move the mouse around as they make pictures, telling staff the different colours and showing them how they can change the colour.

### Personal development, behaviour and welfare are good

Staff have successfully created a very caring and secure environment where all children and their families are warmly welcomed and feel extremely well supported. Staff encourage children's independence. Children competently manage one-handed tools and independently serve themselves healthy and nutritious snacks and drinks. Staff place a good emphasis on teaching children about how to keep healthy and safe. Good, clear risk assessments are completed for all rooms and the outside area, along with daily safety checks before children arrive. Children know to walk when moving around the setting. Staff encourage children to develop their physical skills, both in the indoor hall and the well-resourced outdoor area. Children have lots of fun in the hall as they kick the ball to their friends and roll the hula hoops up and down.

### Outcomes for children are good

Children explore in the rich and stimulating environment. They have an array of opportunities to develop their communication and language skills and continually extend their vocabulary. All children make good progress from their individual starting points, including those who receive early years pupil premium funding. All children are developing excellent skills for future learning and in readiness for their move on to school.

## Setting details

<b>Unique reference number</b>	EY400438
<b>Local authority</b>	Bradford
<b>Inspection number</b>	1059857
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	120
<b>Number of children on roll</b>	69
<b>Name of registered person</b>	Karmand Community Association Committee
<b>Registered person unique reference number</b>	RP521277
<b>Date of previous inspection</b>	19 November 2012
<b>Telephone number</b>	01274669593

Karmand Nursery was registered in 2016. The nursery employs 10 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, two hold level two, one holds level 4 and the manager holds early years professional status. The nursery opens Monday to Friday during term time only. Sessions are from 8.45am until 11.45am and 12.30pm until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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