

Inspection of Karmand Nursery

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

Inspection date: 5 January 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy at the setting and form secure bonds with staff. Most children separate easily and confidently from their parents. However, after a three week break over the Christmas period, a small number of children are upset when they arrive. They receive excellent and sensitive support from staff and quickly settle.

The key-person system is effective and children receive good support and attention. Staff know the children in their care well. This enables them to effectively plan for the next steps for each child's learning and development. Pre-school children talk about what they like to do at the setting, such as 'cutting and gluing' and playing with their friends.

Staff have high expectations for children's behaviour and learning. All children, including those with additional needs or who speak English as an additional language, are well supported by staff. As a result, all children at the setting make good progress in their learning and development.

Children are busy and occupied throughout the day and enjoy the wide range of stimulating resources and activities. However, not all children's large physical development is promoted during the morning session as not all children have access to the outdoor play area.

Children behave well and have a positive attitude to learning. Staff consistently support children to form good relationships with peers and to play cooperatively. For example, they patiently wait and take turns to spin the rotas of a toy helicopter.

What does the early years setting do well and what does it need to do better?

- Staff implement a well-designed curriculum, which supports children to make good progress in all areas of learning. Staff adapt activities to take account of children's individual needs and next steps. Staff also provide a stimulating and accessible environment that promotes independent learning and exploration. For example, children use their imagination to select and add additional items to their play dough models.
- Children show high levels of interest and skill, such as when cutting paper into small square pieces. Staff take children's interests into account and provide a range of activities that include dinosaurs. For example, children use small-muscle skills to manipulate play dough into dinosaur shapes. They demonstrate an understanding of different characteristics by adding feathers to their models when making dinosaur birds.
- Children have access to some natural materials indoors, such as water, sand,

branches, leaves and feathers. However, there are limited regular opportunities for children to explore and learn more about the natural world outdoors.

- Staff help to consolidate learning by asking children appropriate questions. For example, when young children use animal names in the sensory room, staff extend this by asking what noises different animals make. Staff support younger children's early counting skills well. They introduce numbers and count, before blowing bubbles for the children to catch. Older children learn about shapes when cutting squares during a craft activity, which also promotes their small-muscle skills.
- Children's language and communication are well promoted across the setting. Children participate in lots of singing and story time routines, such as singing songs about fish and ducks when playing in the water. In addition, staff talk and sing to children during daily care routines, such as at nappy changing times. This helps to promote children's speech development.
- Staff work extremely well in partnership with parents and carers to ensure they are kept well informed of their child's development and progress. Parents comment that their children have made very good progress since starting at the setting, particularly in their language and social development.
- Parents were not entering the setting during the COVID-19 pandemic. However, they do now enter their child's playroom, where staff inform them about their child's day and learning. Parents are supported to help their child's learning at home through a book-lending scheme. Books are also available in dual languages.
- Staff work well with other professionals in order to ensure that children with additional language and communication needs receive the support they need. Staff ensure they help children to understand instructions and directions by using visual support, such as gestures, signs, pictures and objects. Staff also support children well with transitions within the setting. The key person visits the pre-school room with children until they are comfortable to move up independently.
- Staff benefit from an appraisal process and have access to ongoing training and development courses, such as safeguarding children.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a sound knowledge and understanding of how to keep children safe. They are able to recognise and identify the signs and symptoms of possible abuse and neglect, and know how to act promptly to safeguard children. Staff demonstrate that they would be confident to challenge any incidents of possible poor practice within the setting. They talk about the whistle-blowing procedure in place and know what to do should they have concerns about a colleague or about a child's welfare. Staff also risk assess the indoor and outdoor environments to ensure children's safety and security.

What does the setting need to do to improve?

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

- ensure that all children have opportunities for outdoor play on a daily basis, or physical play indoors when that is not possible, for example, due to unsafe weather conditions
- provide regular opportunities for children to learn about the natural world outdoors.

Setting details

Unique reference number	EY400438
Local authority	Bradford
Inspection number	10216270
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	60
Number of children on roll	44
Name of registered person	Karmand Community Association Committee
Registered person unique reference number	RP521277
Telephone number	01274669593
Date of previous inspection	11 January 2017

Information about this early years setting

Karmand Nursery registered in 2016. The nursery employs 13 members of childcare staff. Of these, one member of staff has a degree level qualification and the manager has a level 4 qualification. There are 10 members of staff who have an appropriate early years qualification at level 3 and one member of staff with a level 2 qualification. 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.

Information about this inspection

Inspector

Elaine McDonnell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided indoors and assessed the impact that this was having on children's learning.
- Pre-school children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector observed the interactions between staff and children and carried out a joint observation of an activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection 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.

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