

Inspection of Hikmat Nursery

Indian Muslim Welfare Society, Al-Hikmah Centre, 28 Track Road, Batley, Yorkshire
WF17 7AA

Inspection date: 14 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are warmly greeted by staff at this caring and inclusive nursery. They receive cuddles from the staff after saying goodbye to their parents at the door. Staff ask the children how they are feeling, and they are attentive to children's needs as soon as they arrive. As a result, children settle quickly.

There are high expectations for all children. Staff provide a broad range of learning experiences to meet the needs and interests of all children. As a result, children become engaged in their learning and make good progress. The programme of activities and experiences is carefully thought out. For example, children revisit stories that they have previously heard. Children talk about books that they know and name the characters. They learn to enjoy stories. Children make cups of tea in the role play area after reading 'The Tiger who came to Tea'. Their mathematical skills grow as they fill and empty containers or count the cups of tea.

Children behave well in the nursery. They take part in activities that promote their listening skills. For example, children eagerly wait for instructions from staff as they play a parachute game together. They delight in hiding under the parachute when it is their turn.

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

- Staff broaden children's experiences by taking them on outings into the local area. For example, children enjoy visits to the dentist, the bakery and library. They regularly visit the local residential home for older people. Children play games and build friendships with the residents. They develop an understanding of their community. Children learn about the differences that they have with others.
- Children have many opportunities to play imaginatively and widen their vocabulary. For example, they pretend to cook in the outdoor play kitchen. Staff play alongside them and engage children in conversation. They speak clearly to children, and emphasise key words that they want children to learn. However, much of children's play is often led and guided by adults. This limits the opportunities that children have to develop their independent thinking skills and their ability to solve problems.
- Staff act as excellent role models for children. They teach children good manners and support them in learning how to share. Staff talk about emotions with children. This helps children learn to understand and manage their own feelings and behaviour.
- Children receive daily opportunities to be physically active. There is a well-resourced outdoor area in the grounds of the nursery. However, children's time outdoors is limited to short periods. On occasion, staff interrupt children's

learning and play, due to the routines of the nursery. Consequently, children do not have enough time to build on their learning during independent play.

- Parent partnerships are highly effective. Parents receive newsletters from the nursery. They receive information about their children's progress through an online app. Parents are able to attend regular meetings with their children's key person to discuss their development. Staff provide activity packs for parents to complete with their children. Parents are well supported in helping their children to continue their learning at home. They say that staff are friendly and approachable.
- Children with special educational needs and/or disabilities (SEND) receive good levels of support from staff. Staff know children well. They regularly assess their progress. This allows children who need additional help to be quickly identified. Managers and staff successfully work with outside agencies and parents. They plan targeted activities that meet the specific needs of children. Staff have specialist training to help them support children with SEND.
- Managers have a clear oversight of the setting. Staff take part in regular supervision sessions. This allows them to discuss and plan for children's next steps in learning. Staff work towards personalised targets to help them further improve their teaching skills. Managers work with an adviser from the local authority as part of their continuous plans for improvement.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff take their safeguarding responsibilities seriously. Staff know many signs and symptoms of abuse and neglect. They clearly understand the procedures that they must follow if they feel a child is at risk of harm. Staff understand the importance of whistle-blowing if they have concerns about other staff members or managers. Staff practise regular fire evacuation drills with children. They carry out headcounts of children when moving from indoors to outdoors and vice versa. Staff carry out detailed risk assessments for the nursery and for outings. This ensures children's safety in the nursery and when on trips out of the setting.

What does the setting need to do to improve?

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

- provide learning opportunities that challenge children further and allow them to develop their ability to think about and solve problems
- review the use of daily routines, to provide children with more time to explore activities of their own choosing and to strengthen their learning.

Setting details

Unique reference number	2538877
Local authority	Kirklees
Inspection number	10208641
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	36
Number of children on roll	36
Name of registered person	Pandor, Safira
Registered person unique reference number	RP910594
Telephone number	07850762391
Date of previous inspection	Not applicable

Information about this early years setting

Hikmat Nursery registered in 2019 and is located in Batley, West Yorkshire. It employs 14 members of staff. Of these, four hold a relevant early years qualification at level 2, five hold a qualification at level 3, two hold a qualification at level 5, and one has early years teacher status. The nursery opens term time only, from 8.30am to 11.30am and from 12.15pm to 3.15pm, Monday to Friday. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Samantha Lambert

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 provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection, and took account of their views.
- The inspector spoke with managers about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how the nursery supports children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a communication and language 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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