

Inspection of Nishkam Nursery Leeds

Nishkam Nursery Leeds, 94 Lady Pit Lane, Leeds LS11 6DP

Inspection date: 21 March 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children receive a warm welcome when they arrive at this bright and spacious nursery. They giggle with delight during an energetic movement activity first thing in the morning. They listen carefully and follow the instructions, as staff support the younger children to join in. Children benefit from a stimulating learning environment indoors and outside. Most children demonstrate concentration as they engage in a wide variety of activities. In the pre-school room, children persevere as they carefully pour water into containers of different sizes. Children clearly enjoy learning outside. Here, they race around on various ride-on toys and balance on tyres and planks. In the construction area, they scoop up gravel into wheelbarrows, demonstrating good teamwork. These activities promote their physical skills and provide good opportunities for children of all ages to socialise together.

Children show that they have developed strong bonds with the established staff team. However, despite many attempts to recruit permanent staff, the nursery often relies on agency staff and volunteers. On the day of inspection, the children in the toddler room did not know the staff working there. When children became upset or unsettled, staff made every effort to cuddle and reassure them. However, this was not always successful. As a result, children's emotional well-being is not fully supported. After a decision was made to bring all the children together in one space, this created a much calmer and more-purposeful atmosphere.

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

- The manager has a clear vision of what she wants children to learn. This has been guided by her reflection on the impact that the COVID-19 pandemic has had on the children. Emphasis is placed on supporting children's learning in speech and communication, social and emotional development, and promoting their physical skills. The activities provided are well matched to these areas of learning.
- Although there are sufficient staff to meet the statutory ratio requirements, there are times when children's needs are compromised. This is often because staff need to carry out routine tasks, such as food preparation, which takes them out of the playrooms. As a result, the remaining staff are not always able to support children's emotional and learning needs in a timely enough manner.
- Staff use their knowledge of children's development to identify their next steps in learning. In the pre-school room, skilful questioning helps individual children to learn about shapes, numbers and colours. In the toddler room, the activities available are not always matched as well to children's ages and stages of development. For example, younger children lose interest when they are asked to colour in a picture and identify numerals.
- Good support is provided to children with special educational needs and/or

disabilities. Staff liaise with other professionals and parents to ensure that effective strategies are put in place to support children's progress. Additional funding is targeted appropriately to meet children's needs.

- Children regularly come together to listen to stories and join in with rhymes. This includes singing in different languages. Children who speak English as an additional language are further supported when staff sometimes speak to them in their home language. The nursery celebrates cultural diversity, with many opportunities to learn about the community in which they live.
- The nursery has established appropriate strategies to promote children's good behaviour. Staff generally help children to learn how to play alongside their friends, for example, by promoting sharing and taking turns. However, there are inconsistencies in practice. Not all those working with children employ the same approach. This leads to children becoming upset.
- There is a good understanding by the permanent staff of the importance of promoting children's independence. They encourage children to serve their own food and to wash their own hands. However, at times, agency staff and volunteers do things for children without letting them try for themselves.
- Partnerships with parents are a strength of the nursery. Parents report that they are delighted with the way their children are cared for by the nurturing staff. When children arrive or are picked up, detailed information is exchanged between parents and staff. Parents also welcome the regular communication that they receive via the nursery app.
- The manager demonstrates a commitment and determination to making the improvements needed. She provides effective support to her small staff team and works hard to support their well-being. She is well supported by the wider management team of other nurseries that are run by the same organisation. They continue to make every effort to recruit additional staff.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong commitment to safeguarding within the nursery. The manager displays a thorough knowledge and understanding of her role in keeping children safe. She can confidently explain the signs that may indicate a child is at risk of harm. Her awareness of how to report any concerns is exemplary. This includes knowing what to do if there is an allegation against an adult working with children. Agency staff receive an appropriate induction so that they know what to do should they have any concerns about children. There are rigorous checks in place to ensure that all those working with children are suitable to do so.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that the deployment of staff consistently meets the needs of all children	07/04/2023
improve induction arrangements for volunteers and agency staff so that they understand their role in supporting children's learning and behaviour.	07/04/2023

Setting details

Unique reference number	2651312
Local authority	Leeds
Inspection number	10277909
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 3
Total number of places	56
Number of children on roll	15
Name of registered person	Guru Nanak Nishkam Education Trust
Registered person unique reference number	RP529298
Telephone number	01215153665
Date of previous inspection	Not applicable

Information about this early years setting

Nishkam Nursery Leeds registered in 2021. The nursery employs two members of staff. Of these, one holds early years teacher status and the other holds an appropriate qualification at level 3. The nursery opens from Monday to Friday for 50 weeks of the year. Sessions are from 8am to 6pm. The nursery offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Batchelor

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager discussed the nursery curriculum with the inspector and what they want children to learn.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the nursery with the inspector.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023