

Inspection of Nishkam Nursery

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

Inspection date: 7 June 2023

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children make rapid progress in all areas of their development. The nursery is a calm, welcoming and nurturing environment for children to attend. There is a settled and highly qualified staff team who have a wealth of experience. The nursery prepares children exceptionally well for their next stage of learning and their transition to school.

There is an extensive range of exciting activities for children to enjoy. Children show high levels of curiosity and an eagerness to learn. Babies have lots of fun as they use their hands to mix paint on large pieces of paper. They use their fingers to make marks and tracks through the paint. Staff support them to recognise colours and shapes. Toddlers explore clay with a range of different tools. Staff ask questions, such as 'do you want to roll or cut the clay?' Children then experiment with the cutter or the rolling pin. They show great satisfaction as they try to manage the tools independently. As they play, staff help children to practise new words, such as 'hard' and 'soft', as they explore the clay.

Older children experiment with felt-tip pens and water on paper. They show high levels of focus as they use water from spray bottles to create patterns and mix colours. They confidently explain that they are making 'stars and zig zag patterns' as they make different shapes. Staff consistently offer different challenges to children. For example, some children need support to squeeze the bottle and spray. This helps them to develop muscle control. Other children try to predict what colours they will make as they test out their ideas. As children experiment, they develop the confidence to talk about what they are doing.

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

- Leaders and managers have a clear vision and high aspirations for the nursery. The staff are passionate about their roles. Leaders and managers are highly motivated. They strive to provide the very best education and care. They also have strong relationships with staff. Leaders and managers value the team and provide high-quality training and personal development support.
- Staff consistently demonstrate high-quality teaching. Their interactions with children encourage children to explore as they play. As children play in the imaginary veterinary surgery, they comment that their animals feel 'hot' and 'need to see the vet'. Staff model words, such as 'thermometer' and 'temperature'. They use this opportunity to extend discussions about pets being unwell. This helps children to increase their vocabulary and understand new words.
- All staff support children's communication and language development exceptionally well. They enjoy singing songs and rhymes in the baby room as

children play. Older children learn about letters and the sounds that they represent. They excitedly find the letters in their name hidden in shaving foam. In the pre-school, each child chooses a book to take home and share with their parents. This helps to prepare children for early reading and starting school.

- Parents comment on the incredible support that they receive from the nursery. Staff gather a wealth of information from parents during settling-in sessions. Staff work closely with parents to provide excellent care for babies as they settle. This includes following their routines from home. Children form strong attachments with staff, especially their key person. This helps to support children's emotional well-being and builds their confidence.
- Children with special educational needs and/or disabilities make rapid progress. Staff make sure that all children have the same opportunities. They work in partnership with a wide range of outside agencies and parents to agree and share targets. The nursery provides continuity of care. They communicate with schools in readiness for children's next stage of learning.
- All children demonstrate high levels of independence, including the youngest babies. They learn to manage their own care needs and enjoy the responsibility of small tasks as they learn. For example, after nappy changes, they learn to wash and dry their hands with support. They also learn to use cutlery and put their tissues in the bin. Older children manage their own clothing and pour drinks. Staff continually offer praise and encouragement. Children show persistence and a desire to be independent.
- Children's behaviour is exemplary. They play extremely well together and show respect for their friends and the staff. Children use excellent manners, saying 'please' and 'thank you' without reminders. They show an exceptional understanding of the need to share and take turns. The nursery's 'values' encourage respect between staff and children.
- Children enjoy lots of physical play. They ride bicycles to develop their core strength. They learn about directions as they follow the arrows on the soft-play road. Children develop number recognition as they park next to a given number. Babies develop their movement as they explore soft play. They move around large blocks and develop their core strength as they climb up and down.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are given the highest priority by both the managers and staff. Leaders and managers have an excellent understanding of all safeguarding areas. They understand the possible signs of abuse and the procedures to follow if they have any concerns. Safeguarding documentation is clearly visible throughout the nursery. Children are extremely well supervised. The deployment of staff is highly effective. Leaders and managers are vigilant and ensure that the environment is safe and secure. They carry out thorough daily risk assessments to ensure that the premises are safe. Recruitment procedures are robust and the ongoing suitability of staff is checked.

Setting details

Unique reference number	EY400283
Local authority	Birmingham
Inspection number	10279795
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	71
Number of children on roll	113
Name of registered person	Guru Nanak Nishkam Education Trust
Registered person unique reference number	RP529298
Telephone number	07944 486 371
Date of previous inspection	5 September 2017

Information about this early years setting

Nishkam Nursery registered in 2009 and is in Handsworth. The nursery employs 20 members of staff. Of these, three hold qualified teacher status and 16 have appropriate early years qualifications from level 3 to level 7. The nursery opens from Monday to Friday, for 50 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Walton

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual, the manager and deputy manager about the leadership and management of the nursery.
- 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 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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