

Inspection of Nishkam Nursery Leeds

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

Inspection date: 8 March 2024

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

What is it like to attend this early years setting?

The provision is good

Staff are friendly and enthusiastic and greet children on arrival at this welcoming setting. Children are happy to leave their parents and carers and are eager to start their learning. Staff value the diverse families and children that attend this unique and nurturing setting. Newly appointed and dedicated staff recognise the importance of getting to know children's individual learning styles, personalities, cultures and family backgrounds. Children develop a strong bond with their key person. This helps children to feel safe and secure.

Children behave well and are familiar with the rules and routines. Staff in the toddler room support children to share and take turns with their peers. For example, they help children to solve minor conflicts and give them time and space to regulate their feelings. As a result, children learn to be kind and caring to each other and to manage their own behaviour.

Staff give children's communication and language a high priority. They use sign language, body language, facial expressions and understand each child's cues to communicate their needs and wants. Children who speak English as an additional language develop their understanding of the English language quickly. With the attentive support of bilingual staff, children begin to extend their interactions with others using spoken English.

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

- Children develop very good independence skills. Staff encourage children to have some responsibility. For example, children pour their own water, serve themselves and wash up after their snack. Children take pride in doing things for themselves.
- Staff encourage parents to provide information about what their children already know and can do when they first attend. They use this information, and their own observations, to decide how to help all children, including those with special educational needs and/or disabilities (SEND). Staff work collaboratively with families and professionals to implement detailed plans and interventions. All children, including those with SEND, make good progress from their starting points in development.
- Staff ensure that all children benefit from daily activities outdoors to exercise their large muscles. This includes rolling tyres and learning to pedal bicycles. Children take part in daily dance and yoga sessions, where they practise different yoga poses and dance styles from different cultures. Children talk to staff about how this makes them feel. They learn about healthy lifestyles.
- Staff recognise the value of singing rhymes and reading stories in order to help children acquire and use words and vocabulary. Singing can be heard throughout

the setting. Toddlers and pre-school children sing with confidence. Children listen intently as staff read familiar stories to them. Staff encourage children to choose books that interest them and take time to sit with children and read stories. Children develop a love of reading and enjoy sharing books at home from the library.

- Parents speak very highly of the setting and are extremely happy with the support they receive. Managers and staff work closely with parents and are available to talk to at drop-off and pick-up times. There is a good level of communication between staff and the parents via online systems, parents' meetings and newsletters. Parents said that they feel confident to speak to the manager if they have any concerns and share that staff are kind and caring. They comment on the exciting activity packs which staff send home to support their children's learning and development.
- Since the last inspection, the management team has evaluated practice to ensure that the systems for key working and expectations for children's learning are shared across the setting. New staff have robust vetting and induction to ensure their suitability. Staff are supported with regular supervision sessions and ongoing professional development through training. Managers use peer-on-peer observations to evaluate the impact of training. Staff share how they enjoy their work, as they feel valued and part of the team.
- Staff plan exciting activities based on the children's interests and what they want children to learn next. However, occasionally, during adult-led activities, the learning intention is not clear. Sometimes, staff move quickly from subject to subject during activities and do not build further on what children know and can do.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen the planning and implementation for some adult-led activities, to further build on what children know and can do.

Setting details

Unique reference number	2651312
Local authority	Leeds
Inspection number	10286183
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 4
Total number of places	56
Number of children on roll	19
Name of registered person	Guru Nanak Nishkam Education Trust
Registered person unique reference number	RP529298
Telephone number	01215153665
Date of previous inspection	21 March 2023

Information about this early years setting

Nishkam Nursery Leeds registered in 2021 and is located in Leeds. The nursery employs four members of staff. Of these, one member of staff holds early years teacher status and three staff hold appropriate qualifications at level 3. The nursery opens from Monday to Friday, during term time. Sessions are from 9am to 6pm. The nursery offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Dent

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the setting
- The manager took the inspector on a learning walk around the setting to share what staff provide and how this assists children in their learning and development.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke with management, staff, parents and children at appropriate times throughout the inspection.
- The manager carried out joint observations with the inspector.
- The inspector held a meeting with the management team. She looked at relevant documentation and evidence of the suitability of staff.

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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