

# ILM Day Nurseries

Inspection report for early years provision

---

**Unique reference number**

EY408021

**Inspection date**

20/10/2010

**Inspector**

Adelaide Griffith

**Setting address**

54 Davey Road, Perry Barr, Birmingham, B20 3DR

**Telephone number**

01213568833

**Email**

alia@ilmnurseries.co.uk

**Type of setting**

Childcare on non-domestic premises

---

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

The nursery meets the needs of children in the Early Years Foundation Stage adequately. Their welfare is generally safeguarded and, on the whole, their individual needs are met. Children enjoy their time at the nursery and are making satisfactory progress in their learning and development. The self-evaluation process is implemented to identify how the staff can improve aspects of practice. They have made changes that result in some positive outcomes for children. They are responsive to guidance from external agencies and make changes that support children's care and learning appropriately. The positive partnership with parents contributes appropriately to children's well-being.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery meets the needs of children in the Early Years Foundation Stage adequately. Their welfare is generally safeguarded and, on the whole, their individual needs are met. Children enjoy their time at the nursery and are making satisfactory progress in their learning and development. The self-evaluation process is implemented to identify how the staff can improve aspects of practice. There is a growing relationship with other agencies to support children's care and learning. The positive partnership with parents contributes appropriately to children's well-being.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- provide a policy for supporting children with special educational needs and/or disabilities (Safeguarding and welfare) 01/12/2010

To further improve the early years provision the registered person should:

- begin to plan for personalised learning by making learning plans for each child based on information gained from discussions with their parents, and from talking to and observing children
- review behaviour management strategies to ensure that children's behaviour is managed consistently and in a manner appropriate for their stage of development and particular individual needs
- review procedures to maintain a regular flow of information with all parents and between providers to provide continuity of care for all children.

## **The effectiveness of leadership and management of the early years provision**

Staff have a secure knowledge and understanding of the Early Years Foundation Stage and this supports children's care and learning soundly. The manager and staff are appropriately informed about their responsibility to protect children. Most policies are in place to safeguard children. Currently, there are no children with identified special educational needs and/or disabilities in the nursery. However, a policy is not available to underpin practice as required in regulation. The manager and staff give due regard to safety issues and risk assessments are consistently carried out.

The manager and staff strive to offer a service that is inclusive for all children and their families. They provide a welcoming environment that ensures children who speak English as an additional language feel at ease in the nursery. The supportive partnership with parents is underpinned by consistent communication. For example, detailed information about each child's developmental stage is obtained when they start at the nursery. Parents comment on children's emerging social skills. However, some parents are not sufficiently informed about the purpose of activities and the progress their child is making in the nursery. A newsletter is provided to keep parents informed about events in the nursery and they are encouraged to contribute items, such as, photographs, that support children's learning. The partnership with other agencies is developing. For example, the manager has made contact to obtain guidance to support children's care and development. She is aware of the importance of sharing information with other early years providers, but as yet, this is not implemented.

The manager is motivated to improve the provision. She is responsive to suggestions from external agencies and ensures that staff have opportunities to attend further training. The staff have contributed to the self-evaluation process which identifies some strengths in the nursery, for example, a cohesive team. They have accurately identified some areas for improvement, such as, the review of planning. However, some aspects of practice to promote consistently good outcomes for children are not yet addressed. The manager has plans to develop the outside area to provide a more challenging experience for children's play. She ensures that resources are used well. Staff are deployed effectively and all children can access resources which are stored within reach. The key worker system is effective and children demonstrate their feeling of security by waiting specifically for their key person to help them with certain procedures.

## **The quality and standards of the early years provision and outcomes for children**

Children are making steady progress in their learning and development because staff provide a variety of activities. The adults support children's learning by active involvement in their play. For example, they provide assistance to complete models of farm animals. There is reasonable balance between adult-led and child-led play.

Staff implement activities, such as, singing and children are encouraged to choose songs to sing. On the whole, children's language skills are promoted through listening to stories and staff interacting with children during activities, for example, they ask what garments should be worn before outside play. Children respond that coats are required and this realistically demonstrates their understanding of weather conditions.

Children's creative skills are developing due to painting and colouring activities. Most children enjoy play with cars and the spacious rooms provide scope to move around freely. Staff have asked parents to provide key words to promote communication with children who speak English as an additional language. To some extent, this helps their ability to communicate. Children's awareness of differences is generally raised, for example, there are visual programmes that focus on sign language. Their knowledge and understanding of the wider world is growing as they participate in themed activities that focus on farm animals. Children have the freedom to explore with a fair selection of materials and they spontaneously practise mark making on paper and white boards. The range of activities generally support children's skills for the future.

Staff understand the importance of promoting children's development through a selection of activities. For this reason they plan across all areas of learning. However, planning does not sufficiently take into consideration children individual learning needs. Observations are carried out regularly to note children's achievement and to assess the progress they are making. Staff demonstrate an understanding of providing acceptable challenges for children. For example, where children have achieved well-developed sticking skills, staff have considered how to include opportunities to promote their small muscle skills more effectively.

Children's good health is promoted due to established procedures. For example, the premises are clean throughout. Children demonstrate a good understanding of maintaining personal hygiene. Most wash their hands independently under the supervision of the adults. They have opportunities for outdoor play on a daily basis. Children are gaining awareness of making healthy choices as reflected in the contents of lunch boxes and drinking water is accessible throughout the session. Children's understanding of staying safe is basically promoted due to reminders not to climb on furniture but reasons are not consistently provided. They are learning to develop a caring attitude to their peers because staff remind children that they do not hit friends. The staff praise children consistently and this raises their self-esteem. Most children are well behaved but incidents of challenging behaviour recur. Strategies used to manage unacceptable behaviour are not always effective. This means that children's learning is at times disrupted. Overall, children make reasonable progress from their starting points.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met