

ILM Day Nurseries

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

Inspection date

09/01/2013

Previous inspection date

20/10/2010

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Staff develop positive relationships with parents and children. This means children are happy and settled and parents are well informed of their children's progress.
- Homework books for pre-school children provide guidance for parents in how they can contribute and support their children's learning. A range of ideas which are fun help parents to consolidate their children's knowledge across all areas of learning.
- Linguistic diversity is valued within the nursery. Bi-lingual support ensures that most children build on their vocabulary while supporting their developing understanding of English.

It is not yet good because

- Babies do not have access to a wide range of resources to fully support their learning and development consistently; their communication and language is not always promoted through positive responses or consistent engagement from staff.
- There are a lack of positive images to reflect all people who make up the nursery and community so that children's understanding of diversity is promoted.
- The outdoor environment is not used effectively to provide a stimulating, challenging and inviting area for children to play and promote all areas of their learning.
- Performance management and supervision is not effectively used to support all staff and to identify where areas for development are needed with regard to the quality of teaching and continued improvement of the setting.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had discussions with the manager, deputy manager and staff.
- The inspector had a tour of the nursery.
- The inspector observed children and activities. The inspector spoke to staff and interacted with children throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's records, policies and procedures, Criminal Records Bureau checks and a sample of children's progress records.
- The inspector had discussions with parents and children.

Inspector

Sally Smith

Full Report

Information about the setting

ILM Day Nursery opened in 2010 and operates from four rooms in converted premises. The two baby rooms are located on the first floor. The nursery is situated in the Perry Barr area of Birmingham. It is open each weekday from 8am to 6pm during term time. The

nursery also opens during school holidays, depending on the demand for the service. It is closed for Bank Holidays. Children have access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 70 children on roll. The nursery is able to support children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 12 members of staff including the manager, all of whom hold appropriate early years qualifications at level 3. One member of staff has a degree in early childhood studies. The nursery receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the programme for communication and language by responding more readily to babies' attempts at making sounds and tuning in to the different messages they attempt to convey, and encouraging staff to consistently stimulate children's interests through shared attention and positive interaction and using repeated sounds, words and phrases, so babies hear the names of objects clearly
- establish enabling conditions for rich, meaningful play through enhanced and increased provision of resources in the baby room which can be used flexibly to support their learning and development appropriately.

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

- improve the systems of performance management to monitor and support staff to improve their knowledge, understanding and practice, for example, through supervision and appraisals
- develop further the outdoor environment to provide a more stimulating, challenging and inviting area for children to play and promote all areas of their learning
- increase displays to reflect all the children, families and staff who make up the community of the nursery, the languages spoken and aspects of their culture so that diversity is fully promoted and valued.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a suitable knowledge and understanding across all areas of learning. Children's starting points are discussed with parents, and staff use this information to plan a range of activities built on children's interests. Staff make accurate observations of what children do and assess the learning taking place. They generally use information gathered through assessment effectively to plan activities and experiences that are suitably based on children's next steps in development. Staff regularly suggest ways in which parents can support their children at home, following on from an activity at nursery. A 'homework' diary is sent home daily with suggestions, for example, children are learning about numbers in their environment so parents are asked to help children observe numbers around them. Parents comment that children see numbers on their mobile phones, remote controls and on their front doors. This helps to consolidate children's development while giving parents a regular insight into their children's learning and progress.

Young children play with toys that have simple mechanisms, knobs and flaps. They learn to twist, turn and lift to achieve different effects, for example, various sounds or images. Planned activities encourage children to explore their senses as they play with paint, water and sand. Staff engage with children, talking about what they can feel and discussing the marks they make. However, resources for babies and very young children in one of the base rooms are more limited. Some of these do not have batteries which means that children cannot use them as intended. This means that at times they become disinterested and bored. Some staff lack confidence in communicating with babies and do not always respond to their babbles and the noises they make. Staff do not always talk about what they or the babies are doing. Therefore, they do not consistently extend children's language because they miss opportunities to respond to children's attempts to communicate. Older children make better progress in their communication skills as staff support children by using open-ended questioning during adult-led and child-led play to encourage children's language and thinking. Linguistic diversity is valued within the nursery and staff provide opportunities for children to develop their home language while playing. Bi-lingual support ensures that children can use their home language to encourage communication and make sense of what is happening and going on around them. Staff build on their vocabulary while supporting their developing understanding of English so that children associate words and make connections in their learning.

Children show growing independence as they learn to do things for themselves, such as serving their own fruit at snack time and putting on their apron when choosing to paint. Generally, children are encouraged to make choices about their play with opportunities to choose resources from the low-level units. Staff use various scenarios to develop children's imagination, for example, children use building blocks and other props to rescue their animals from a cliff. Children use other farm animals and a fire-engine to come and help with the rescue, making connections in their learning with regards to people who help, such as the fire-service.

Children develop an interest in early writing as they use a variety of writing materials, such as pencils, crayons, chalk and paper and envelopes. Older children understand that print has meaning as they look at books and listen to stories. Their knowledge is further

enhanced as they discuss the role of the author and illustrator. New equipment is planned for and introduced to children prior to using, for example, a hole puncher and stapler. They consider why, when and how these may be used before trying them out for themselves. They draw pictures, write letters and numbers to make a book, using the hole puncher and thread to assemble together. Children give meanings to the marks they make, for example, a child draws a shape and says 'this is a heart'. She makes connections in her learning as she informs staff that hearts mean love. They are proud of what they have done and are praised for their attempts, choosing to take their book home to share with their parents. This helps children to gain a sense of pride and achievement, while also developing their skills in using one-handed tools and equipment.

Children practise copying the letters of their own names and sounding out letters in words. They sit and listen quietly at group times, taking turns to speak and share their ideas. Children learn the rules of playing together, working out solutions and helping each other with tasks. Overall, most children are generally beginning to learn the skills they require to support their future learning.

Children have access to an outdoor area where they can run around and use equipment to develop their physical skills. They play with wheeled toys, balls, tyres and slides to develop their balance and coordination. Older children discuss different types of exercise, although they are less aware of why it is important and, therefore, staff have identified this as a future learning priority. However, planning is not precise enough to guide staff and ensure this key area is given sufficient attention to provide children with a suitable range of challenges. The quality of planning for outdoor play is not as good as the planning of activities indoors. This means that children and babies have more limited opportunities to take full advantage of the potential learning opportunities that the outdoor environment provides.

The contribution of the early years provision to the well-being of children

Generally the nursery is warm and welcoming and staff are keen for children to be happy while in their care. Staff acknowledge children often make close attachments with a particular member of staff. They respond to this by encouraging children to make choices, for example, expressing their preference for a key person. This helps children to feel safe and secure and builds a firm foundation for developing their confidence and independence. Key persons work well with parents to help children settle; for example, staff complete daily diaries for babies which they share with parents. These include information about the day's routines and care arrangements. Parents spoken to during the inspection confirm that their key person regularly informs them of their child's progress and they are able to view their children's learning and development records. They speak positively about the care and learning their children receive.

Staff build familiar routines and also provide a visual timeline, helping all children, particularly those not yet competent in their English, to gain a sense of order and know what is happening next. In addition, children learn about boundaries and expectations. For example, children know that they wash their hands before lunch and sit at the table to eat. Children quickly take on responsibilities, tidying away their toys when they have

finished, and older children clear away their plates and cutlery after eating. Staff understand their responsibilities to keep children safe. They identify and minimise potential risks to children through use of an annual risk assessment and daily checks of the premises. Children receive gentle reminders from staff about how to keep themselves safe, for example, handling scissors carefully when cutting out pictures from a magazine.

Children are reminded to help themselves to tissues when they have a runny nose and then dispose of the tissue in the bin provided. Appropriate routines are in place to maintain health and hygiene, for example, hand-to-mouth toys in the baby rooms are regularly sterilised to minimise the spread of germs. Staff wear disposable aprons and gloves when changing children's nappies and when serving their food. Tables are wiped prior to and after eating and any food spillages are cleaned from the floor. This helps to maintain a clean, hygienic environment. Children are provided with a healthy range of snacks and meals and begin to learn which food is healthier to eat. Children can access water at any time of day and are provided with milk as an alternative at snack time. Staff in the baby room follow children's routines ensuring they have plenty to eat and drink and stay hydrated.

The nursery is clean and generally well maintained. Resources are stored at the children's level so that they can make choices regarding their play. Generally, these are sufficient and varied to meet the needs of most children. However, resources in one of the baby rooms are limited, which means that children are not consistently stimulated and challenged. Children have plenty of space to move around in each of the rooms and do so confidently. Babies often express their choices through their actions, for example, moving a table away from the door so that they can get to the other room. At times, staff provide free access to both rooms so that babies can develop their exploratory instinct while also engaging with other children and forming relationships.

In general, there is an appropriate commitment to promoting diversity through discussion, books and other resources. Children learn to be respectful of each other and accept differences of views and opinions. A number of celebrations and festivals are enjoyed by the children to promote their awareness of different cultures and customs. However, there are few displays of people's differences or to reflect the rich, cultural diversity of children and families using the nursery. This means that a positive sense of belonging to the community is not actively promoted or to show that the nursery fully embraces inclusion.

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

Staff have a satisfactory understanding and knowledge of safeguarding procedures. This has been identified as an area for improvement by the local authority and the manager as utmost priority. A recent staff meeting specifically focusing on safeguarding has been used to discuss these changes and staff demonstrate a clear understanding of who to contact with any concerns. As part of staff's continued understanding, the manager plans to meet with each member of staff individually to ensure their knowledge is robust and secure. Policies, procedures, and other documentation are implemented consistently to successfully promote children's welfare.

Visitors to the setting are routinely requested to produce identification and to sign in and out of the building. Visual safety checks and risk assessments successfully minimise potential risks to children, so that they are cared for in a safe and secure environment. Recruitment and vetting procedures ensure children are cared for by adults who are appropriately skilled, qualified and suitable to work with children.

The manager holds an adequate overview of the provision and, in general, suitable reflective practice takes place. The manager and staff have been working towards improvement with an action plan for each room. This has resulted, for instance, in improved organisation and access to resources for children in the pre-school room. The development of the garden is a work in progress and staff are currently gathering ideas and suggestions amongst themselves and through discussions with children to take this forward. However, it is acknowledged that further development is required to drive ongoing improvement, in particular planning and resourcing the baby room. Regular staff meetings are held where the sharing of information and discussions about the provision take place. However, the arrangements for staff supervision and appraisals are not yet robust and therefore the manager has not addressed weaknesses in all areas of practice or the impact of these on children, for example, the limited interaction between staff and babies.

Training has not been accurately targeted to support all staff in their professional development. The manager and deputy have recently completed training to support them in coaching and mentoring staff effectively. As a result, the manager is completing a 'professional biography' questionnaire for each member of staff to complete an audit trail of training undertaken, their skills and interests. This will enable her to clearly identify strengths and areas for development and target training accurately based on the individual needs of staff and for the nursery as a whole. The manager is working closely with the local authority to identify and make improvements, particularly with regard to the learning and development requirements so that observation, assessment and planning is secure.

The partnerships with parents and other practitioners involved in providing care and support for children are well established. The staff have developed positive partnerships with external agencies and show a sound awareness of support mechanisms should the need arise. As a result, suitable systems are in place to ensure that children receive appropriate interventions and support, such as those with special educational needs and/or disabilities. Sound transition procedures are in place to ensure continuity of care and learning for all children. Staff share transitional documents with local schools so that continuity and consistency of care for children is promoted.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY408021
Local authority	Birmingham
Inspection number	896768

Type of provision

Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	53
Number of children on roll	70
Name of provider	Alia Amin
Date of previous inspection	20/10/2010
Telephone number	01213568833

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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M1 2WD

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