

ILM Day Nurseries

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



Inspection date

7 January 2016

Previous inspection date

9 January 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The provider/manager has taken positive action to improve policy and practice since the last inspection. Well-focused improvement plans are in place and good professional development arrangements for practitioners ensure continuous improvement. The provider/manager has a good understanding of all legal requirements.
- The quality of teaching is good. Practitioners know children well and assessments are used effectively to identify any gaps in children's learning. Practitioners regularly share information with parents who are provided with a clear picture of their child's progress.
- Partnerships with parents work well and they are encouraged to be involved in their child's learning at home. Parents speak positively about the provision. They are pleased with the progress children make, particularly their developing confidence and communication skills.
- Children who speak English as an additional language are particularly well supported with their language development. Some practitioners are bilingual and they help children to understand what is happening so that they can fully participate in activities and routines.

It is not yet outstanding because:

- Practitioners do not give children enough opportunities to build on their interest in technology or to learn about how things work.

What the setting needs to do to improve further

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

- provide more opportunities for children to develop their interest in technology and to explore how things work.

Inspection activities

- The inspector had a tour of the nursery with the deputy manager. First floor rooms and the toddler outdoor play area were not in use on the day of the inspection.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the provider/manager and deputy manager and looked at a sample of policies, children's learning and development records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children and the nursery's self-evaluation.
- The inspector took account of the views of practitioners, parents and carers spoken to on the day of the inspection.

Inspector

Jackie Nation

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All practitioners undertake safeguarding training. They demonstrate with confidence their knowledge of the procedures to follow in the event of a concern about a child. Practitioners are committed and enthusiastic about their role. They supervise children well. Improvements since the last inspection have helped strengthen children's understanding of diversity and improved their learning experiences in the outdoor area. Supervision arrangements work effectively and have improved the quality of teaching and learning overall. Training linked to promoting children's speech and language skills involves both parents and practitioners. This has proved to be very beneficial in securing additional support for some children. Practitioners effectively use what they have learnt from the workshop in their day-to-day practice and during interactions with all children.

Quality of teaching, learning and assessment is good

Children are happy, confident and enjoy their learning. Practitioners have good interactions with children and place a strong focus on developing children's communication and language skills. They give children time to think about their response and encourage children to explore ideas and have fun. New vocabulary is introduced during play and older children talk about a stethoscope during role play. Well-planned activities have a positive impact on children's personal development, as well as their mathematical knowledge. For example, when older children are making play dough they are encouraged to measure the ingredients and talk about quantities. Printing activities also help children to develop their knowledge of patterns, shapes and counting. Younger children confidently explore their environment. They enjoy playing in sand, filling and emptying containers and make marks using crayons and paint. Younger children love to sing action songs and work together to build a big tower.

Personal development, behaviour and welfare are good

Children play and learn in a welcoming and friendly environment where their emotional well-being is supported successfully. Key persons have a good knowledge of children's individual needs and parents' preferences. Children are given time to settle and practitioners take time to make sure each child feels comfortable in the nursery. This means that children grow in confidence and get the most from their play and learning experiences. Children are praised for their achievements and their behaviour is very good. Practitioners help children to learn about good behaviours, such as sharing, taking turns and using good manners. Children learn how to keep themselves safe and practitioners remind them to be careful during their play and interactions with other children. Mealtimes are a sociable occasion. Practitioners encourage children to eat their lunchtime meal or packed lunch from home.

Outcomes for children are good

All children make good progress given their individual starting points and develop the skills needed for their next stage in learning.

Setting details

Unique reference number	EY408021
Local authority	Birmingham
Inspection number	1027998
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 4
Total number of places	53
Number of children on roll	105
Name of provider	Alia Amin
Date of previous inspection	9 January 2013
Telephone number	01213568833

ILM Day Nurseries was registered in 2010. The nursery employs 20 members of childcare staff, including the provider/manager. One member of staff holds Early Years Professional status, one has a degree and 13 other staff hold appropriate early years qualifications between levels 2 and 5. The nursery opens from Monday to Friday, during term time. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language, disabled children and those with special educational needs.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 4234, 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 www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

