

# Inspection of Ilm Nursery

163 Gerrard Street, Lozells, Birmingham B19 2AH

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Inspection date:

22 October 2019

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children are happy and are well settled in the nursery. They form strong bonds with their key persons and other staff. They show that they feel safe and secure as they sit beside staff for a cuddle when they are tired or upset. Staff provide a range of activities for children to take part in. However, staff do not always make the most of the opportunities available to build on and extend children's learning. The newly appointed manager is ambitious. She has a clear vision for what she wants children to achieve. She intends to support staff to develop their skills and abilities further. However, she has not yet had time to embed the changes. Children enjoy listening to stories and are keen to talk about what is happening in the pictures. Older children play well together and learn to develop friendships with their peers. Staff support children to share and take turns. Children respond well to guidance from staff and show positive behaviours. The nursery is bright and spacious. Children select from a range of toys and resources that are accessible to them. However, the youngest children spend time in rooms that are equipped for older children during the day. This does not fully promote their learning experiences.

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

- Staff make regular assessments of children's progress and share this information with parents. However, planning is not consistent to ensure that children's individual next steps in learning are promoted through the range of activities provided.
- Teaching is variable. Children enjoy making autumn pictures with tissue paper and paint. They talk about the colours they are using and are proud of their achievements. However, there are times when staff miss opportunities to engage with children and extend and challenge their overall learning experiences.
- Staff do not always make the most of opportunities to extend teaching and promote good-quality experiences throughout the nursery. That said, all children, including those who speak English as an additional language and those who receive funding, are gaining most of the skills they need to move on to their next stages in learning and eventual move on to school.
- Children enjoy play outdoors. They use a range of tools for mark making outdoors. However, there are limited activities and experiences for children to develop their physical skills in the garden.
- The play environment is clean, bright and attractive. There is a range of low-level storage which children choose toys from. Children delight in creating and knocking down structures with large-scale construction toys. Younger children build towers with smaller construction toys. This helps them to develop their smaller hand muscles and use their problem-solving skills.

- There are times during the day when the youngest children play in an environment suitable for older children. This does not ensure that children access equipment that helps to promote their learning.
- The manager uses a range of methods to evaluate the provision. She consults with parents and considers their views when making plans to develop the nursery. Parents speak highly of the nursery and staff. They say that they enjoy attending the workshops and talk about a recent event about mark making at home. They say that they find the staff to be friendly and talk about the support they have received.
- The manager has ambitious plans to raise the quality of teaching so that it is consistent across the nursery. She has identified the steps she will take to provide support and coaching to staff. She has considered staff's workload and reduced the paperwork they are required to complete, giving more time for them to spend with children. However, she has not yet had time to put these plans into action and make improvements.
- Children learn about a range of cultural celebrations. They learn about the similarities and differences in our diverse communities. This helps them to develop an acceptance and understanding of the people around them.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a clear understanding of their duty and responsibilities to safeguard children. They use a range of policies and documentation to promote the well-being of children attending. Staff have a good understanding of the procedures that must be followed in the event of a concern about a child or a concern about an adult working with children. They have a good knowledge of the wider child protection issues that may arise and how to report these concerns. Recruitment procedures are robust and there are regular checks to ensure the ongoing suitability of all staff and leaders.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
improve the quality of teaching, to ensure that staff consistently engage children and provide good-quality interactions that extend and challenge their overall learning	24/01/2020

improve planning further to ensure that children's individual next steps in learning are continually promoted through the range of activities provided	24/01/2020
review the existing arrangements so that the youngest children play in an environment that is safe and has toys and equipment which better support their learning experiences.	01/11/2019

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

- improve the range of outdoor activities and experiences to interest and engage children, and provide sufficient challenge to support their physical development effectively
- continue to provide staff with support and coaching to help them to raise the quality of their teaching skills.

## Setting details

<b>Unique reference number</b>	EY559749
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10127950
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Ilm Early Years Ltd
<b>Registered person unique reference number</b>	RP554789
<b>Telephone number</b>	0121 2413938
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Ilm Nursery registered in 2018. The nursery is based in the Lozells area of Birmingham and operates from 8am to 5.30pm, Monday to Friday. The nursery has seven staff, all of whom hold appropriate early years qualifications from level 6 to level 2. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Suzanne Taylor

## Inspection activities

- A learning walk took place in all areas of the nursery to understand how the nursery is arranged and the curriculum is organised.
- The inspector conducted a joint observation and evaluation of an activity with the manager.
- The inspector observed teaching throughout the inspection and considered the impact of this on the children.
- The inspector held discussions with staff and spoke to children at appropriate times during the inspection.
- The inspector spoke to parents at appropriate times during the inspection and took account of their views.

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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