

# Inspection of ILM Day Nurseries

54 Davey Road, Perry Barr, Birmingham B20 3DR

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Inspection date: 26 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children enjoy their time at this welcoming and inclusive nursery, where staff establish warm and affectionate bonds with the them. Children understand how to share and take turns. They are confident and develop positive attitudes towards learning. Children approach visitors with confidence and invite them into their play. Staff know each child's individual character and personality well. For example, they provide a rich and exciting environment for children who prefer to learn outdoors. Staff have high expectations for children's learning. They use their good teaching skills to build on what children already know and can do. They encourage children's independence and self-care skills well. For example, children are responsible for looking after their own belongings, such as hanging up their bags and coats on arrival. Staff provide opportunities for children to learn additional languages, such as Urdu. Children have great fun as they manipulate dough by squashing, squeezing, patting and rolling it. This helps to build their small muscles in readiness for developing further skills, such as scissor and pencil control. Children develop their mathematical skills as staff discuss with them the length and thickness of the dough required to make their 'crocodile'.

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

- Staff help children to learn about the importance of good health. They talk to children about the importance of having clean teeth and regular dental visits. Children have fun as they chat to staff while fully engaged in cleaning model teeth using toothbrushes and toothpaste.
- Children's behaviour is managed well. Staff are consistent in their approach and speak to children in a calm and sensitive manner. Children use good manners and behave well.
- Children develop high levels of self-esteem. They take pride in their achievements and proudly show visitors and staff their completed work.
- Staff observe children and complete accurate assessments of their progress. Staff know the children very well and can talk in detail about what their key children know and can do. However, staff do not always take account of the ages and abilities of children during group activities. As a result, some children become restless and do not fully engage in their learning.
- The manager and the provider have identified the need to focus on communication and language development, particularly in the two- to three-year-old children. Overall, this is well promoted. Children are encouraged to sing along to nursery rhymes and listen to staff when spoken to. However, occasionally, children are distracted from listening to and concentrating on adult-led activities due to other activities taking place in the same vicinity simultaneously.
- Children enjoy looking at books alone and together with the staff. Staff reinforce

children's learning with follow-up activities linked to the story. For example, children use a variety of creative resources to make characters from a recent story that they enjoyed about the jungle.

- At the beginning of the session, children arrive eager to find their name card in order to self-register. They are keen to practise writing their name and staff support them well to develop their knowledge of letters and sounds.
- Outdoors children enjoy high-energy play in the fresh air. They develop their physical skills as they climb, balance and happily take part in chasing games.
- The manager and the provider have high expectations for the setting. They include the views of parents, children and staff as they continually evaluate the provision in order to help maintain high quality of care and learning for children.
- The manager supervises staff performance regularly and provides a focused programme of training to develop their knowledge and refresh their skills.
- Staff share regular detailed information with parents about children's progress and provide ideas about how learning can be further enhanced at home.
- Partnerships with parents are extremely successful. Staff involve parents in their children's learning effectively. For example, parents are currently involved in a joint project with the nursery to develop an area for children to help to grow fruit and vegetables. This supports children to learn about healthy eating, growth and changes over time.

## Safeguarding

The arrangements for safeguarding are effective.

All staff have a secure knowledge of the possible signs, symptoms and indicators of abuse and neglect. They know the correct referral procedures to follow in the event of a concern they may have about a child's welfare. Leaders ensure that staff have up-to-date knowledge with regard to safeguarding children. Recruitment, vetting and ongoing suitability checks are robust to make sure all staff are suitable to work with children. Staff use risk assessment effectively to ensure that children are not exposed to hazards. Children are well supervised as they move between the indoor and outdoor environments.

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

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

- take more account of the different ages and abilities of children so that all children can be fully involved during group activities
- enable children to listen and concentrate without distraction during adult-led activities, for example by reviewing the organisation of other activities that take place simultaneously.

## Setting details

<b>Unique reference number</b>	EY408021
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10074454
<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>	1 to 4
<b>Total number of places</b>	67
<b>Number of children on roll</b>	104
<b>Name of registered person</b>	Amin, Alia
<b>Registered person unique reference number</b>	RP515036
<b>Telephone number</b>	01213568833
<b>Date of previous inspection</b>	7 January 2016

## Information about this early years setting

ILM Day Nurseries registered in 2010. The nursery employs 17 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 and above, including one with qualified teacher status. The nursery opens Monday to Friday, from 8am to 6pm, during term time. It provides funded early education for two-, three- and four-year-olds.

## Information about this inspection

**Inspector**  
Karen Laycock

## Inspection activities

- The inspector and the manager completed a tour around the nursery. The inspector spoke to the manager about how she organises the nursery and the curriculum.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the manager and the provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents 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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