

Inspection of Ilm Nursery

163 Gerrard Street, Lozells, Birmingham B19 2AH

Inspection date: 25 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Staff warmly welcome children and their parents and sensitively escort children to their rooms and help them settle. Children have close relationships with staff, feel safe and enjoy their interactions. Children are happy, behave well and easily adapt to changes in the routine. For example, children quickly get ready for their snack and wait their turn as they serve their own fruit and drinks.

All children, including boys, show an interest in early writing activities. They enjoy writing with brushes in salt and mix water and food colouring into flour to make marks as they play. Staff skilfully promote children's language. For example, children confidently talk about their home lives, what they are doing and share their ideas with staff and each other. Children show a keen interest in number, shape and problem solving. For example, children consider the features of two- and three-dimensional shapes and enjoy counting as they play.

Staff share books daily with children and place a strong focus on increasing children's language skills. For example, even the youngest children show sustained levels of interest during stories as they learn new words and concepts. Children enjoy being outdoors and begin to show an interest in the natural world as they notice the insects as they dig.

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

- Good progress has been made to address the actions and recommendations raised at the last inspection. The manager is knowledgeable. She has made extremely good use of a wealth of research and training to help construct a curriculum that is ambitious. Staff are confident and use children's assessment information sharply, to help close gaps in children's learning. Consequently, all children, including the youngest and the most disadvantaged, make good progress from their starting points.
- The staff are passionate. They report they are extremely happy and value the support they receive from leaders. They state they are keen to embed what they have learned to extend their practice even further. The manager places a high priority on monitoring staff and ensuring they constantly reflect on practice, to drive improvement. Professional development remains an area of continued focus to help support staff, including the newly employed staff and apprentices, in order to sustain the good practice achieved.
- The manager reports the nursery was closed for six months as a result of the COVID-19 pandemic and building works. Consequently, many of the children fell behind in their personal, social and emotional development, communication and language and their physical development. Staff have worked extremely closely with parents to help close these gaps and, as a result, all children are making

good progress.

- Staff swiftly identify any children with special educational needs and/or disabilities and children who speak English as an additional language. They place a high priority on supporting these children to settle and promote their development of communication and language skills. These children make good progress, enjoy the routine and make the most of what is on offer.
- Parents state they are extremely happy with the changes and improvements since the last inspection. They are delighted with the regular, detailed information they receive about their children's progress and how they can support their learning at home. They value the advice and support they receive on issues, such as managing their children's behaviour, toilet training and supporting their language skills.
- Staff give parents and their children clear messages about living a healthy lifestyle. For example, staff work hard to educate parents about the importance of outdoor play to support children's well-being and physical development. Children confidently use a range of physical play equipment to test and extend their physical skills. They learn about their bodies and its functions and about the benefits of exercise and a healthy diet.
- Staff know the children well. They encourage them to value the various languages spoken and to respect their differences. They help children learn about their own and other's cultures, the natural world and living things. However, on occasions, staff do not consider children's limited prior knowledge and experience of what is being taught. Consequently, on these occasions, children do not always understand and show an interest in the activity provided and what is being taught.

Safeguarding

The arrangements for safeguarding are effective.

There are robust recruitment, vetting and induction procedures in place to ensure all staff are suitable to work with children. Staff have good understanding of child protection and the procedures in place to keep children safe. The manager ensures all child absences are swiftly followed up to keep children safe. During the pandemic, staff made regular calls to parents to check how they were coping and spoke to children to ensure they were happy, safe and well. Staff work closely with other professionals working with children to support their learning and welfare. There are stringent cleaning systems in place to help limit the spread of infection and staff diligently ensure the environment is safe.

What does the setting need to do to improve?

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

- continue to build on staff professional development opportunities, in particular

for new staff and apprentices, to help sustain and build on the good quality practice that is already achieved

- support staff to help children gain a deeper understanding of what is being taught. This relates to providing a richer range of meaningful experiences to help them learn about people, living things and the natural world.

Setting details

Unique reference number	EY559749
Local authority	Birmingham
Inspection number	10130588
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	50
Number of children on roll	41
Name of registered person	Ilm Early Years Ltd
Registered person unique reference number	RP554789
Telephone number	0121 2413938
Date of previous inspection	22 October 2019

Information about this early years setting

Ilm Nursery registered in 2018. The nursery is based in the Lozells area of Birmingham. It operates throughout the year, Monday to Friday from 8am until 5pm. The nursery provides funded early education for two-, three- and four-year-old children. It employs seven members of childcare staff. Of these, one holds an early years qualification at level 5, four hold a qualification at level 3 and two are apprentices.

Information about this inspection

Inspector

Parm Sansoyer

Inspection activities

- This was the first inspection the nursery received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in the evaluation of the nursery.
- The manager and the inspector completed a learning walk together to check the safety of the premises and to gather information about the curriculum provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out two joint observations with the manager.
- The inspector held a meeting with the manager, deputy manager and one of the registered persons. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to and took account of the views of staff, children and parents at appropriate times during the inspection.

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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