

Inspection of Ilm Day Nursery

143-145 Albert Road, Handsworth, BIRMINGHAM B21 9LE

Inspection date: 29 April 2024

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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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

Staff provide children with a safe and stimulating environment. They focus on helping children to settle quickly and foster relationships with them and their families. This helps children to feel safe in their surroundings. The tailored settling-in arrangements help children to settle quickly in this calm environment. Children are happy and confident. They make choices in their play and welcome the positive interactions from staff.

The curriculum is ambitious for all children, including for those children who speak English as an additional language and for children with special educational needs and/or disabilities (SEND). Staff place a clear focus on supporting children's communication and language development. They make good use of stories and props to help develop children's language, understanding and listening skills. Staff focus on helping children to become independent learners. They encourage children to try things for themselves and offer praise and reassurance. Children have lots of opportunities to develop their physical skills. Staff encourage them to make marks in flour, sand and paint. They provide a range of tools for children to practise using. This helps to improve children's dexterity and helps them gain skills for early writing. Outdoors, children practise riding bicycles and delight in painting, using their large muscles as they paint the fence with large rollers.

Staff are positive role models. They offer gentle reminders to children and help them to understand the consequences of their actions. Staff talk to children about their emotions and use a range of activities to support children to manage their own feelings and behaviours.

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

- Leaders and managers are knowledgeable and dedicated to providing children with a good-quality provision. They know the local area and understand the needs of the children and families who attend the provision. They implement a sequenced curriculum that provides all children with opportunities to build on their prior experiences and gain skills for their future learning.
- Children have opportunities to freely explore the continuous provision. Staff plan activities based on children's interests. They assess children and identify their next steps in learning. However, some staff do not always use what they know about children, including using the information gained during the settling-in period, to consistently plan precisely to help children to fully embed new knowledge to help them make the best possible progress.
- The support for children with SEND is good. The special educational needs coordinator (SENCo) is very knowledgeable and passionate about providing children and families with the support they need. She is sensitive in her

approach to having conversations with parents when a special educational need is identified. The SENCo works with staff to implement targets swiftly to help close gaps in children's learning.

- Children who speak English as an additional language are supported well to reach a good standard of English. When children first start, staff gain lots of information to help them get to know the children. They complete language assessment tools to identify any delays in children's language. Many staff are bilingual, and they talk to children in English and repeat words in their home language. They speak clearly, use pictures and gestures and get down to the children's level.
- Children make their needs known when they want to use the toilet, and staff support and encourage them to develop confidence with managing their personal care needs. Children enjoy a free-flow snack time. Staff sit with children to aid communication and keep them safe while eating. Children know to wash their hands before sitting down to eat. Staff explain the routines to new children to help them learn what is happening now and next. Children chat away to staff and their peers as they enjoy their snack. They pour their own drinks, choose their fruit and have a go at spreading butter on their crackers.
- Children show a positive attitude to their learning. They form friendships and are beginning to negotiate with others and manage conflict. However, occasionally, some staff are not consistent with the messages they give to children. For example, when children are told there are too many children in the water and some need to wait their turn, they are then left to carry on playing in the water. At times, messages can be confusing, particularly for the newest children. This does not help all children to fully understand expectations and boundaries.
- Managers are proactive in identifying support and training for staff. Staff say they feel well supported, and their well-being is considered. They benefit from regular supervisions. Managers swiftly identify targets to continue to raise the quality of teaching and support staff's ongoing professional development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to provide consistent messages to help all children to fully understand expectations and boundaries
- support staff to use what they know about children, including information gained when children first start, to plan more precisely to help all children make

maximum progress in their learning.

Setting details

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| Unique reference number | EY537283 |
| Local authority | Birmingham |
| Inspection number | 10343598 |
| 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 | 2 to 4 |
| Total number of places | 60 |
| Number of children on roll | 64 |
| Name of registered person | Ilmdc Ltd |
| Registered person unique reference number | RP901141 |
| Telephone number | 01212415953 |
| Date of previous inspection | 11 December 2018 |

Information about this early years setting

ILM Day Nursery registered in 2016. The nursery employs nine members of childcare staff; of these, five hold appropriate early years qualifications at level 3 and one at level 5. The nursery opens Monday to Friday, all year round. Sessions are from 8.30am to 4pm. The nursery is in receipt of funding for the provision of free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma McCabe

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection and shared what they like to do.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The deputy manager and the inspector carried out joint observations during group activities.
- Parents shared their views of the setting with the inspector.
- The inspector spoke with the nominated individual, manager and deputy manager about the leadership and management of the setting.

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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