

# Ilm Day Nursery

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



<b>Inspection date</b>	11 December 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of 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

- Leadership and management of the nursery are good. Effective monitoring of staff practice leads to sharply focused professional development opportunities. Staff use their knowledge to help raise outcomes for children.
- Children enter a bright, welcoming environment and staff greet them warmly. They enjoy a good variety of play and learning experiences. Staff plan activities that take into account children's interests and future learning needs. This supports children to make good progress.
- Overall, staff encourage parents' involvement in nursery life. They share ideas and encourage parents to continue their child's learning at home. Staff also provide opportunities to build parents ideas and understanding of issues, such as the benefits of playing outdoors.
- Children learn to respect and listen to what each other have to say. They behave well. Staff recognise children's efforts and achievements and give children lots of praise and encouragement.
- Overall, managers and staff seek and use the comments, views and opinions of parents and children to enhance the service they provide. They strive to provide the best care and learning opportunities, and use self-evaluation effectively to identify strengths in their practice and areas for development.
- Staff do not consistently gather information from parents at the start of their child's placement about what their child can already do.
- Information provided for parents of younger children, does not always clearly reflect how their child is progressing in their learning and development.

## What the setting needs to do to improve further

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

- build on the information currently gathered from parents at the start of their child's placement about what they can already do and use this to plan more effectively from the start
- consider reviewing practice for sharing information with some parents of younger children so that they have a clearer understanding of the progress their children are making.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to 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 provider and nursery manager and looked at relevant documentation. The inspector looked at evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Tracey Boland

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff are knowledgeable of the signs of harm and neglect. They understand the process for raising their concerns about a child in their care. Professional development opportunities ensure staff are aware of current early years practice and legislation. They use this to extend their awareness of areas, such as caring for children with special educational needs and/or disabilities (SEND). Security and the safety of children is paramount. Staff minimise potential hazards in the environment. They build children's awareness of their own safety through discussions and consistent practice, such as teaching children how to use cutlery and scissors safely. Parents are very happy with the care provided. They feel staff are very supportive and kind.

### Quality of teaching, learning and assessment is good

Children thrive in this nurturing environment. Staff know children well and have built close relationships with them. Children follow their interests and select resources for themselves and lead their play. Younger children pretend to care for the dolls. They enjoy feeding them and seek support from staff to help them to dress the dolls. Staff encourage children to recognise different numbers. They support children as they learn to count in sequence. Children manipulate malleable materials, such as dough. They make different sized balls to match the numbers they have identified. Children have many opportunities to problem solve. For example, staff encourage them to think about what they can add to the dry sand to enable them to make sandcastles.

### Personal development, behaviour and welfare are good

Children thoroughly enjoy being physically active. Staff encourage children as they learn to become independent and dress themselves in warm clothes before they go outdoors. Children explore the garden excitedly and use items, such as magnifying glasses to hunt for insects. They run and jump using their large-muscle skills. Staff provide many opportunities for children to be active. For example, climbing and developing their balance and coordination on large low-level crates. Freshly prepared food supports children's health and well-being and staff help build children's understanding of foods that are good for their bodies. Older children confidently serve their foods and make choices. They help themselves to drinks of fresh water. Parents provide packed lunches for their child if they prefer to. Staff support children well as they learn the importance of good hygiene routines. Children wash their hands at appropriate times throughout the day. Older children become self-sufficient in their personal care routines. Staff meet the individual care needs of younger children throughout the day.

### Outcomes for children are good

Children develop good skills for their future learning and in readiness for the move on to school. They readily explore resources that capture their interest and show high levels of concentration as they engage in activities. Young children begin to understand how to play and work together. They eagerly engage in role play and re-enact familiar experiences. Older children confidently recognise shapes and easily identify the difference between a square and a rectangle.

## Setting details

<b>Unique reference number</b>	EY537283
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10077270
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Ilmdc Ltd
<b>Registered person unique reference number</b>	RP901141
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01212415953

ILM Day Nursery registered in 2016. The nursery employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 2 to level 5. The nursery opens Monday to Friday, all year round. Sessions are from 8am to 6pm. The nursery is in receipt of funding for the provision of free early education for two-, three- and four-year-old children.

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.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto: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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email [enquiries@ofsted.gov.uk](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

