

# Inspection of ILM Day Nurseries

54 Davey Road, Perry Barr, Birmingham B20 3DR

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Inspection date: 23 June 2023

<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 are eager to enter the setting. They rush in excitedly and are happy to separate from their parents and see their friends. Children feel safe and secure. Staff are extremely kind and nurturing. Children behave well. Staff support them to manage their own feelings and resolve their conflicts with friends. Staff use positive reinforcement and praise. This helps children with their self-esteem. Children engage well and sustain long periods of time at their chosen activities. They enjoy listening to stories and singing songs. Staff use props to help younger children learn action songs. Children develop a love of reading. Older children have recreated the story of 'Little Red Riding Hood'. They confidently talk about the story and which parts they made for the wall display. They can recall past knowledge and apply this by sequencing the pictures of the story.

Outdoors, children use a climbing frame or ride on wheeled toys. This helps them to practise their large muscles. Children enjoy digging in soil or experimenting making their own gloopy mixture with cornflour and water. They talk about it being solid and how it turns to a liquid. They use their fingers to squish the mixture and make marks. This helps to strengthen their small muscles ready for pencil control. Older children learn about recycling. They make their own paper and talk about how important trees are, and that they make oxygen for us to breathe.

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

- The provider, manager and her staff team are extremely good role models. They know the children well and plan and implement a curriculum designed to give children the knowledge and skills required for their next stage of learning, and eventual move to school. All children make good progress in their learning, and for some the progress is exceptional.
- The provider links with other settings to share best practice. Staff visit and watch activities and share ideas about the delivery of the curriculum. Observations of staff practice are completed by the manager. At times, other managers from other settings will visit and observe. The manager completes regular supervisions and appraisals. This ensures that quality of teaching is consistently good and at times outstanding.
- Staff have access to training to support them in their professional development. They attend specific training to support children with their communication and language skills. All children are screened using a speech-screening tool. Targets are set which are designed to swiftly close any gaps in learning. Bilingual staff support children who speak English as an additional language. They also use pictures of what happens next to further embed the nursery routines. Consequently, children become confident and effective communicators.
- Partnerships with parents are exceptional. Parents speak extremely highly of the

setting. They say the manager and staff are amazing, and go above and beyond to support them and their children. Communication about their children's learning is shared regularly. If the manager or staff have concerns about a child's development, this is shared with parents. Swift referrals are made to any external agencies if required. This ensures that no child is left behind, and that they still make the best possible progress.

- Children learn the importance of a healthy lifestyle. They practise cleaning pretend teeth. Staff talk to them about the effects sugar has on their body and their teeth. Children learn how it makes their teeth decay. Recently, the older children learnt about the heart and how it works. They talked about the effects exercise has and how to keep themselves healthy. Children wash their hands regularly and eat healthy snacks provided by the setting.
- A strong focus is placed on children learning literacy and mathematics. Children learn the letter names, and regular phonics lessons help children learn the sounds. They enjoy finding objects around the room which begin with the same letter sound. Children can confidently count to 20 and learn concepts, such as 'big' or 'small'. Homework books provided support children with their handwriting skills at home. Some children are already able to successfully write their own names.
- Children independently choose the activities they want to play with. Staff skilfully interact with them, and staff deployment is effective in ensuring that all children's need are met. However, on occasion, children's interest in an activity is not always well catered for. The continuous provision the manager and staff want to provide is not always as successful as it can be. This means some children can not do want they want and lose interest.

## **Safeguarding**

The arrangements for safeguarding are effective.

Children's safety is paramount. The provider is diligent in her duty to ensure children's well-being and safety is given the upmost priority. The manager and staff team regularly undertake fire evacuation drills and speak to children about fire safety. The premises are suitable and effective risk assessments ensure they are safe for children. All staff have a robust knowledge of safeguarding. They all attend face-to-face safeguarding training. Staff know the signs and symptoms which may indicate a child is at risk of harm. They know the procedures to follow to report any concerns about children in their care or any concerns about staff. Every member of staff has an appropriate paediatric first-aid qualification.

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

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

- review the continuous provision to provide children with opportunities when they

arise to keep them fully engaged.

## Setting details

<b>Unique reference number</b>	EY408021
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10299960
<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 at time of inspection</b>	2 to 4
<b>Total number of places</b>	67
<b>Number of children on roll</b>	116
<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>	26 February 2020

## Information about this early years setting

ILM Day Nurseries registered in 2010. The nursery is situated in Perry Barr, Birmingham. The nursery employs 14 members of childcare staff. Of these, 11 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**  
Johanna Holt

## Inspection activities

- This was the first routine inspection the nursery 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 setting.
- The provider, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- Staff spoke to the inspector during the inspection.
- 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 inspector carried out joint observations of group activities with the manager.
- Parents and grandparents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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