

Newtown Buttercups

318 Summer Lane, Birmingham, B19 3RH

Inspection date	21/10/2014
Previous inspection date	28/04/2014

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children are happy and settled. They form close attachments with staff and enjoy exploring their surroundings, which are now safe, secure, more inviting and better equipped.
- The directors have positive strategies for working with parents regarding their children's health and care and to encourage their views about the nursery's future development.
- Everyone working with the children has a better understanding of safeguarding procedures, as a result of more effective guidance for staff and regular opportunities to discuss and review child protection policies.

It is not yet good because

- Monitoring of documentation is not sufficiently rigorous to ensure required medication and attendance records meet regulations and fully promote children's well-being.
- Some aspects of children's learning are less well planned for and some activities lack challenge, especially for more able children. Not enough adult-led activities reflect the individual needs, interests and stage of development of each child.
- The quality of staff's interactions with children varies, so they are not consistently promoting and extending their independence, understanding, language and skills.
- Staff do not consistently provide parents with information about their children's learning and development and ideas about how they can continue their learning at home.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspectors observed activities in the two playrooms and the outside learning environment.
- The inspectors held meetings with the directors, who include the provider and manager and spoke to children and staff throughout the inspection.
- The inspectors looked at and discussed children's assessment records and planning documentation and a sample of records and policies relating to their welfare, health and safety.
- An inspector checked evidence of the suitability and qualifications of staff working with the children and looked at and discussed the provider's self-evaluation form and plans for improvement.
- The inspectors took account of the views of parents and carers spoken to on the day of inspection and expressed in recorded messages.

Inspector

Rachel Wyatt and Victoria Mulholland

Full report

Information about the setting

Newtown Buttercups was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by Newtown Buttercups Limited. It operates from a designated area of a business premises in Newtown, Birmingham. Children are looked after on the ground floor and there is a first floor staff room accessed by stairs from within the nursery suite. The nursery serves the local area. There are enclosed areas available for outdoor play. The nursery employs 11 members of staff, who work directly with the children, including the manager. Of whom, 10 staff have appropriate early years qualifications to at least level 2 or 3. The manager has a BA (Honours) degree in Childhood, Family and Education Studies and a member of staff has a foundation degree in Early Years. The nursery also employs an administrator and several receptionists and cleaners. It opens Monday to Friday from 7.30am until 6pm during term time and sessions during school holidays are offered subject to demand. There are currently 35 children on roll, who are all in the early years age range. Children attend for a variety of sessions. The nursery provides funded early education for three- and four-year-old children. It supports a number of children, who speak English as an additional language. The nursery receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the planning of activities and staff's teaching consistently follow up children's next steps for learning, offer them sufficient challenges and interact well with them, in order to fully promote their independence, develop their understanding and to foster their expressive language and critical thinking
- maintain a written record of medicines administered to children, which contains sufficient detail about the medicine and dosage and demonstrate that parents are informed about this on the day or as soon as reasonably practicable
- maintain an accurate record of children's hours of attendance.

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

- create more opportunities for staff and parents to agree children's next steps for learning and to plan together how these are to be followed up at home and at nursery to ensure a consistent approach towards helping children to make good progress
- improve the monitoring of the content of required documentation and support for staff in completing records that are accurate and contain sufficient information.

Inspection judgements**How well the early years provision meets the needs of the range of children who attend**

Since the last inspection, the directors have taken steps to improve the provision for children's learning and development. Overall, the manager and staff now have a satisfactory knowledge of the learning and development requirements and the seven areas of learning. They are currently implementing an appropriate system for observing and assessing children's progress. Children have better access to resources in their base rooms and in a new art room. The directors are further developing other facilities to enhance children's learning, such as the nature area and a computer room. However, all of these measures are recent and are not fully embedded or consistently applied. Although, staff accurately assess children's starting points and generally identify appropriate next steps for their future learning, they are not yet consistently planning activities, which enable them to fully promote these learning priorities. In addition, the quality of teaching is variable. Staff do not consistently interact effectively with children or make the most of resources, in order to fully develop their ideas and extend their skills and understanding. Therefore, the quality of teaching and children's learning requires improvement, in order

to be good and to ensure that all of them gain a broad enough range of skills to support their future learning.

Overall, staff support children in making satisfactory progress and in acquiring the basic skills and confidence they need for the next stage in their learning, including going to school. This includes helping the many children, who speak English as an additional language to understand and speak English. Children are also keen to take part in activities and generally enjoy themselves. Some staff in pre-school are more confident than others about engaging children in purposeful play and learning. For example, during a dressing-up and role-play activity, a member of staff stimulates children's ideas about how to make her better when she pretends to be ill. She then extends their discussions to talk about other people, who help in the community. However, in other instances staff working with older and more able children do not always extend their independent skills, speech and vocabulary or critical thinking. For example, during snack and mealtimes, children are not involved in preparing snacks or serving their food and drinks. At these times and during other activities, there is limited social conversation and staff do not always follow up children's questions. Staff are not confident about using open-ended questions or explanations to build on children's understanding, to encourage their predictions about what might happen while they are exploring resources or to promote their expressive language when describing feelings and events.

In the baby room, the range of activities and staff's teaching are more tailored to each child's stage of development. They offer them good quality, age-appropriate resources, which encourage younger children's exploration and discovery. Staff are more confident about following up babies' and toddlers' next steps for learning in activities, such as supporting their interactions with other children and their emergent walking and language. Staff model English and repeat words back to babies and toddlers, in order to acknowledge and support their attempts to communicate. In the nursery, staff are increasingly successful in supporting all children to learn English in readiness for school. Most of the home languages spoken by children's families are spoken or understood by various members of staff. Consequently, there is usually someone available, who can communicate with children and their families in their home language. Staff speak English most of the time in the nursery and where appropriate, support children's understanding of English by communicating with them in their home language. They also encourage parents wherever possible to talk to their children in English at home.

Parents are welcomed into nursery and when their children start, they are encouraged to tell staff about their child's background, likes and interests. Staff working with babies and toddlers obtain some information about children's abilities. In pre-school, staff are not routinely asking parents for their views about their children's developmental starting points. On a daily basis, although, some staff talk to parents about their children's activities, information sharing focusses less on their achievements and staff's plans for their future learning. Some guidance is given to some parents about following up their children's learning at home, for example, to support their learning English or toilet training, but this is not happening consistently for all children.

The contribution of the early years provision to the well-being of children

While children's health, care and dietary needs are understood by staff, as a result of their information sharing with parents, some aspects of children's well-being and safety are not fully promoted. In particular, staff do not always record enough information about medication given to children to demonstrate that they have administered the correct dosage and safely complied with parents' wishes. In addition, staff do not consistently record children's times of departure, which means that some required attendance records are inaccurate. Other aspects of children's health and safety are fostered. For instance, children are well nourished, enjoying fruit and toast at snack times and recently introduced cooked lunches. Water is readily available for children to drink. Staff encourage children's understanding of good hygiene during toileting and hand washing routines and promote their comfort and safety during nappy changes and sleep times. Children take part in regular outdoor play and enjoy being active, for example, as they act out part of a popular story. Staff help children to develop confidence and control when they use climbing equipment or wheeled toys.

Children's health and safety have been enhanced by improvements to the maintenance, safety and security of indoor and outdoor areas. Play and learning areas are also better organised and more inviting. This encourages children's choices and exploration as they help themselves to toys and equipment from containers and low-level storage. The directors have recently set up a small art room and obtained other new equipment to further promote children's creativity, imagination and physical skills. Staff help children to have some understanding of how to behave safely and sensibly. For instance, they teach them that it is important to sit down when eating or having a drink. Children are encouraged to use toys and equipment correctly and older children line up and walk around the premises.

The new key-person system has had a positive impact on staff's relationships with children and parents. Opportunities to provide information about their children's backgrounds and interests helps parents to get to know their child's key person, who in turn provides toys and activities they enjoy. Most children settle well and develop close attachments to their key person. Staff are receptive to children, who need additional support and calmly try to reassure them. Children are helped to develop their confidence and some social skills in readiness for moving within the nursery or going to school. For example, two-year-old children enjoy spending time playing in their new base room, so they are already familiar with the resources, layout and routines in readiness for the forthcoming change of rooms. Children generally behave well as staff give some explanations of expected behaviour and calmly manage any misbehaviour. This includes, at times, moving a child away from an activity for a short time, in order to calm down. Children understand and explain the reasons for this 'time-out', for example, 'because I don't listen'. They play cooperatively and staff support them in sharing, for instance, when babies and toddlers take turns while using different colours of paint during an activity. Children usually listen to and follow staff's instructions and they are keen to help with small tasks, such as collecting some resources for a member of staff or assisting with tidying away toys. Staff support some aspects of children's independence, for example, during toileting, hand washing and when getting dressed for outside play. During snack and mealtimes, children are usually encouraged to feed themselves. However, there are few opportunities for children to help prepare snacks or serve their own drinks and food to build on their independence skills.

The effectiveness of the leadership and management of the early years provision

Since the last inspection, the directors have developed their and the staff's understanding of regulations and improved arrangements for protecting children's welfare and promoting their good health and safety. They have improved the security, safety and maintenance of the indoor and outside areas used by children and staff. The provider has notified Ofsted of further changes to the registered person and he and the other directors have improved recruitment, suitability checking and induction procedures. Recently, the manager has introduced more effective observation, assessment and planning procedures and more robust monitoring of staff's performance and planning for their professional development. However, these initiatives are at an early stage and not yet fully embedded. Currently, the quality of staff's planning and teaching is not yet good enough to enable children to make better than satisfactory progress. In addition, during the inspection, weaknesses were identified with regards to some of the required record keeping, which impacts on children's well-being and safety. Some medication dosage records lack sufficient detail and some records of children's attendance are incomplete. As a result, some of the legal requirements of the Early Years Foundation Stage and of the Childcare Register are not met.

The directors now follow effective recruitment, vetting and induction procedures to ensure they appoint staff, who are suitable and where possible, have appropriate early years qualifications and experience. Many of the staff have been appointed since the last inspection and the manager has implemented regular staff meetings and training sessions, so they can review their work and develop their practice as a team. Most of the staff have attended in-house training on observations, assessments and planning. Some have completed a full paediatric first-aid course or training in emergency first aid and food safety and safeguarding training. The manager has recently completed supervision meetings with staff and identified relevant individual targets for improving their knowledge and/or practice. This includes continued support for some staff in completing observations, assessments and planning for their key children.

The directors have improved the security, safety and maintenance of the areas of the premises and of equipment used by children and staff. Internal doors to cupboards and areas not used by children are locked. Also, bolts and other security fittings have been added to internal and external gates to prevent children from opening them. The directors have decorated rooms and other areas, replaced flooring and carpets in some rooms and repaired ceiling tiles. Staff clean surfaces and toys regularly and the directors have employed cleaners to help maintain hygiene in all areas. The two outdoor areas, currently being used, are fenced and free from hazards. In the larger outdoor area, the directors have removed rubbish and hazardous materials from the area previously containing foam chippings. This is now set up for children's domestic role play. Other outdoor areas available to the nursery are currently not being used, although, the nature area is now fenced, has been cleared of foliage and other hazards and is regularly maintained. The directors are also taking action to improve the safety of the steps leading to this area. They have blocked off part of the wall on one side to prevent children from climbing on

the retaining wall and falling down a drop. The directors plan to use the nature area for children's outdoor learning once they have made the wall on the other side of the steps safe and removed a small pond.

The directors are keen to develop other aspects of the nursery. They are involving children, parents and staff in evaluating different aspects of the provision and in contributing to its development. For example, recent informal interviews with parents and other feedback from them, led to the recent introduction of cooked lunches. Parents came to a taster day to help to select menus and the manager is now asking for their and children's comments about the meals. The directors' own observations and parents' comments have led to the provision of a designated room for two-year-old children's care and learning. The manager has implemented appropriate systems for monitoring staff's teaching and aspects of children's care, learning and development. From her recent discussions with parents, the manager knows the key-person system has been welcomed by them and helped their children to settle. From her and the staff's initial accurate assessments of children's starting points, the manager knows which children may need additional support and those, who are developing within or above expected milestones. From her observations and recent supervision meetings with staff, the manager is aware that there are still inconsistencies in some of their planning and in their teaching. She is giving them further guidance and support. However, because identified weaknesses in staff's planning and teaching are still being addressed and because most children are new to the nursery, it is too early to measure the full impact of the manager's staff performance and development procedures on children's learning. The safety and security of the premises and the quality and condition of toys are monitored through daily checks. The manager updates overall risk assessments to take account of changes, such as plans to use the nature area. However, some aspects of evaluation and monitoring are not yet sufficiently robust, particularly relating to record keeping. For example, although, gaps in children's attendance records had already been highlighted, they are still incomplete. During the inspection, other minor omissions to required information were put right by the directors. This included the manager updating information about Ofsted to provide parents with details of the correct contact address, in accordance with the requirements of the Childcare Register.

Other aspects of children's welfare are now adequately safeguarded. The directors understand their responsibility to protect children from harm. The manager and the newly appointed deputy have lead responsibility for safeguarding. They and the staff complete relevant training and they are aware of the Local Safeguarding Children Board procedures and whom to contact if they have concerns about a child's welfare. The manager has created a display of safeguarding information for staff's and parents' reference and the nursery's safeguarding policy is displayed in each room. This policy is currently being discussed by the manager and staff as part of a new initiative to regularly review different nursery policies. The safeguarding policy includes procedures relating to making referrals, managing allegations against a member of staff and guidance on the use of mobile telephones and cameras. The directors now have effective systems for checking the suitability of everyone, who works at the nursery. This includes ensuring that each member of staff or volunteer completes a Disclosure and Barring Service check and that satisfactory references are obtained for each new recruit. The manager is also providing staff with regular opportunities to discuss any concerns about children's welfare and to

inform her or the other directors about any changes in their suitability.

The directors are developing positive relationships with parents and carers. They know their child's key person and are encouraged to tell them about their children's likes, interests, care needs and some aspects of their development. Parents' views about the nursery provision are welcomed and acted on and they have the opportunity to take part in some training sessions, such as a short emergency paediatric first-aid course. The nursery's links with a local children's centre and health visitors have enabled parents to access some services at nursery. For example, they can buy children's vitamin drops at nursery and helpful information is provided about healthy food options. The manager's contact with a local school has supported children's smooth transitions into full-time education.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- maintain an accurate record of any medicine administered to any child, who is cared for on the premises, including the date and circumstances and who administered it (compulsory part of the Childcare Register)
- maintain an accurate record of children's hours of attendance (compulsory part of the Childcare Register)
- maintain an accurate record of any medicine administered to any child, who is cared for on the premises, including the date and circumstances and who administered it (voluntary part of the Childcare Register)
- maintain an accurate record of children's hours of attendance (voluntary part of the Childcare Register).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY466301
Local authority	Birmingham
Inspection number	989846
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	53
Number of children on roll	35
Name of provider	NEWTOWN BUTTERCUPS LTD
Date of previous inspection	28/04/2014
Telephone number	07985249646

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

