

Newtown Buttercups

318 Summer Lane, Birmingham, B19 3RH



Inspection date

19 November 2015

Previous inspection date

21 October 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The manager and deputy have not yet embedded the newly developed systems to enable them to monitor accurately all aspects of the provision. The supervision systems do not currently include a sharp focus on teaching practice or enable managers to tackle underperformance swiftly and make the necessary changes.
- The quality of teaching of communication and language is not consistently good, particularly for the younger children.
- Not all risks in the wild garden have been assessed or minimised. This has a minimum impact on children's safety because the area is only used occasionally and under close supervision.

It has the following strengths

- The newly appointed manager and staff team have worked hard to address the weaknesses identified at the previous inspection. The manager has introduced new systems and has revised policies and procedures. This has had a positive impact on the welfare and safety of the children.
- Staff spend time making sure that all children settle well. Children build secure relationships with each other and the warm, caring staff team. This effectively supports children's personal development and their emotional and physical well-being.
- Parents hold the nursery in high regard and comment positively about the stimulating and secure environment.

What the setting needs to do to improve further

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

	Due Date
■ strengthen the monitoring of staff's practice to identify weaknesses and ensure that appropriate action is taken to address these including deployment of staff, behaviour management and the progress of individual children and groups	29/01/2016
■ ensure all staff act as good role models and promote children's communication and language development effectively to support their developing vocabularies	29/01/2016
■ strengthen the risk assessment to ensure all aspects of the environment that need to be checked are identified; record when, and by whom, those aspects will be checked, and how the risk will be removed or minimised	14/12/2015
■ take all necessary measures to minimise any risks to the health or safety of the children (compulsory part of the Childcare Register)	14/12/2015
■ take all necessary measures to minimise any risks to the health or safety of the children (voluntary part of the Childcare Register).	14/12/2015

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

- implement fully the revised supervision process to include a sharp focus on staff's teaching practice so that there is a continual improvement in the quality of children's learning experiences.

Inspection activities

- The inspectors observed staff and children taking part in activities both inside and outside.
- The inspectors had discussions with the manager and members of staff about their practice and about children's learning and development.
- The inspectors spoke to parents and children during the inspection and took account of their views.
- The inspectors reviewed the improvements leaders have made since the last inspection and their plans for future improvement.
- The inspectors carried out 2 joint observations with the manager and one of the directors.
- The inspectors sampled paperwork, including staff records, children's files and policies and procedures.

Inspector

Susan Crawford Her Majesty's Inspector and Kamaljit Jandu Early Childhood Regulatory Inspector

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager and leaders are still developing more rigorous systems for self-evaluation and for effectively monitoring the impact of teaching on children's development. However, they are aware of their responsibility to meet the requirements and have a positive attitude towards making further improvements. The arrangements for safeguarding are effective. The manager has reviewed procedures for recruitment and induction, all staff are suitably vetted. Staff attend child protection training and understand the procedures to follow if they have concerns about a child. They have started to have regular supervision and appraisals as part of the performance management system. However, currently this does not involve the leaders' direct observations of teaching practice, to identify any need for improvements or training required; consequently weaknesses in teaching have yet to be addressed.

Quality of teaching, learning and assessment requires improvement

Staff have reviewed the way they observe and assess children's development and they have begun to implement changes. However, inconsistencies in assessments do not give a clear picture of children's progress, including for groups of children. Nonetheless, staff plan a variety of enjoyable activities for children based on their interests and needs. They guide children well and give them time to solve problems by themselves. For example, children had fun measuring how tall they were. Some staff promote children's communication and language skills by talking to them about what they are doing in their play, and asking questions to make them think. However, other staff are less skilled in this regard and do not develop children's vocabulary or their understanding. This slows the progress children make in their communication and language development.

Personal development, behaviour and welfare require improvement

Children are confident and settled due to an effective key person system. Staff offer them gentle guidance and praise, which helps them to mainly behave well. On occasions, staff deployment is not effective and some unwanted behaviour goes unnoticed and unchallenged. Children are encouraged to think about how to behave safely, such as not running inside. This helps them to develop their awareness of safety. Staff give children clear messages about healthy lifestyles. The daily routine provides opportunities for children to play outside where children develop and practise new physical skills, and have regular fresh air. Staff provide good settling-in sessions, which helps them to build positive relationships with parents and find out about children's preferences and dislikes. This in turn helps children settle quickly into nursery life.

Outcomes for children require improvement

Children make appropriate progress from their starting points. They develop some key skills to help prepare them for their next stage of learning and for school. However, monitoring systems are not fully established to ensure any gaps in children's progress are quickly identified and addressed. Consequently, not all children make good or better progress.

Setting details

Unique reference number	EY466301
Local authority	Birmingham
Inspection number	1031745
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	53
Number of children on roll	45
Name of provider	NEWTOWN BUTTERCUPS LTD
Date of previous inspection	21 October 2014
Telephone number	0121 359 4872

Newtown Buttercups was registered in 2013. 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 employs 12 members of staff, all have an appropriate early years qualification to at least level 2 or 3. The manager and one other member of staff have a BA (Honours) degree in Childhood, Family and Education Studies. Two members of staff have a foundation degree in Early Years. The nursery opens Monday to Friday from 8.00am until 5pm during term time and sessions during school holidays are offered subject to demand. 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.

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