

# Newtown ButtercupsLtd

318 Summer Lane, Birmingham, B19 3RH



## Inspection date

21 October 2016

Previous inspection date

19 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the 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

- Since the last inspection the management team has worked very hard to raise the standards. The team has worked closely with the local authority to improve practice. Children's welfare, safety and learning are now effectively promoted.
- The premises have recently undergone some refurbishments. The environment is clean, safe and secure. Comprehensive risk assessments and daily safety checks help to ensure children are kept safe from harm.
- The nursery is welcoming and well resourced. Children have access to a wide range of activities and experiences. They are consistently motivated to play, explore and learn.
- Children make good progress in their learning. Staff assess children's learning and make use of the information obtained to provide children with suitable challenges.
- Staff are kind, caring and very friendly. They get to know children and their families well from the outset. Children develop positive relationships with staff. They swiftly become happy and demonstrate that they enjoy attending.

### It is not yet outstanding because:

- Older children are not always provided with enough opportunities to think deeply and solve problems. Staff do not promote their critical-thinking skills at the highest level.
- The management team does not yet reflect carefully on the progress of different groups of children. They are unable to identify if any group of children is particularly advantaged or disadvantaged, to promote children's attainment at the highest level.
- Partnerships with parents are not yet highly successful. Staff do not consistently share detailed information with all parents about their children's learning. Children do not benefit from excellent continuity in their education between the setting and home.

## What the setting needs to do to improve further

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

- provide more consistent opportunities for older children to think deeply and solve problems to promote their critical-thinking skills at the highest level
- reflect more carefully on the progress of different groups of children and use the information to promote children's attainment as far as possible
- strengthen partnerships with parents to promote excellent continuity in children's education between the setting and home.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager of the nursery.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's policies, procedures, self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Josephine Heath

## Inspection findings

### Effectiveness of the leadership and management is good

The management team fully understands its roles and responsibilities. The team is passionate about equipping staff with the skills they need to continually promote children's care and education at a good level. Most staff are well qualified. Staff are supervised and they continually benefit from professional development opportunities to build on their knowledge. The arrangements for safeguarding are effective. Managers and staff have a sound understanding of child protection issues. They know how to act appropriately should they have any concerns about a child's well-being. The nursery's self-evaluation is strong and includes the views of staff, parents and children. The management team reflects closely on the quality of the provision. Clear targets for future development are set. This has a positive impact on the outcomes for children.

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

Staff are good teachers who skilfully adapt activities to meet children's individual needs. For example, babies delight in music sessions. Staff encourage them to join in with familiar songs and rhymes. Toddlers spend time playing with pretend farm animals. Staff help children to name the animals and copy the sounds they make. Older children enjoy sharing books. Staff ask some simple questions and encourage children to talk about the events of the story using the pictures. Throughout the nursery, children's communication skills are developing well. The nursery manager is the special educational needs coordinator. She ensures that children requiring additional help and support benefit from what they need to continually progress well.

### Personal development, behaviour and welfare are good

Children learn about healthy lifestyles. Staff ensure children adopt good hygiene routines. They teach children about the importance of keeping their faces and hands clean to prevent the spread of germs. Children take part in activities involving food. For example, they make bread and spend time cutting up autumn vegetables. Staff talk to them about the importance of good nutrition and eating well. Children enjoy outdoor play. Staff encourage exercise. Children climb and balance successfully on the low-level apparatus. Children's emotional well-being is promoted. Staff find out about their cultures, languages and home lives. These are explored and valued within the setting. Staff are positive and encouraging. Children's efforts are praised and their achievements are celebrated.

### Outcomes for children are good

Children become successful learners. They are inquisitive and develop a desire to know more. Children are independent. They learn to manage their care needs when they are ready and select activities and resources that they want to play with. Children behave well. They share, take turns and play well with others. Children listen to staff and follow the simple behaviour boundaries that are set. Children's mathematical and literacy skills are developing well. They can count, measure quantities and experiment with shapes. They are beginning to understand that print in the environment has a meaning and enjoy using different media to make marks. Children acquire all of the key skills they need for the move on to school.

## Setting details

<b>Unique reference number</b>	EY466301
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1033256
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	52
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Newtown Buttercups Ltd
<b>Registered person unique reference number</b>	RP900930
<b>Date of previous inspection</b>	19 November 2015
<b>Telephone number</b>	0121 359 4872

Newtown ButtercupsLtd was registered in 2013. The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 or above. The nursery operates term time only. Sessions are available Monday to Friday, from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs or disabilities and children who speak English as an additional language.

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). 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 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](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 website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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

© Crown copyright 2016

