

Hockley Buttercups

288 Camden Street, Hockley, Birmingham, Warwickshire B18 7PW



Inspection date	28 February 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of 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 is a provision that requires improvement

- Leaders and managers do not have a robust system embedded into practice to fully support staff with the coaching they need to develop their professional knowledge and skills. As a result, the quality of teaching is variable.
- Not all staff have a good understanding of how to provide a flexible learning environment so that children can concentrate on things that interest them. As a result, not all teaching focuses on how children learn and children do not make rapid enough progress.
- At times, staff do not give children enough time to think and too often they provide answers and stop activities before children are ready to move on. This means that children's thoughts and interests are not fully explored and their learning is hindered.

It has the following strengths

- Children arrive happy and settle quickly. Staff are kind and children build good relationships to support their emotional well-being. Children's growing independence in their own personal care is a high priority.
- Parents appreciate the care of their children. They comment on the friendliness of the staff and the support for the children's healthy eating and developing language skills. They are also pleased with activities that the children take home to support their learning.
- Well maintained records, policies and documentation support the safe management of the nursery and ensure that children's care needs are met.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
make sure that supervision and coaching focuses on staff's professional knowledge and skills, to ensure that teaching is consistently good	26/04/2019
improve the accuracy of planning and assessment to take account of the learning needs of all children and provide them with a range of experiences that focus on their next steps in learning.	26/04/2019

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

- review the routines and the organisation of the day and provide children with time for uninterrupted play and exploration.

Inspection activities

- The inspector observed the quality of teaching through activities and assessed the impact this has on children's learning.
- The inspector spoke to parents and reviewed written information to take account of their views.
- The inspector viewed all areas used for childcare.
- The inspector looked at a range of documentation, including records of progress, a sample of policies and evidence of suitability checks.
- The inspector conducted a joint observation with a member of the leadership team.
- The inspector spoke with staff and children and held a meeting with the nursery manager.

Inspector

Yvonne Johnson

Inspection findings

Effectiveness of leadership and management requires improvement

Leaders do not yet have sufficiently robust systems to support staff and ensure that teaching, assessment and planning are strong enough and that outcomes for all children are consistently good. That said, they are aware of this gap. Recent changes to the leadership have helped to identify areas for improvement and action is being taken to focus on the quality of teaching and learning. Staff receive regular supervision and arrangements for recruitment and induction are suitable. Arrangements for safeguarding are effective. Staff are familiar with the signs and symptoms that may indicate that a child is at risk of harm. They know the local procedures and their responsibilities to report any concerns.

Quality of teaching, learning and assessment requires improvement

Teaching is variable. Staff do not always follow children's interests or provide learning that is directed at their individual needs. Some activities move too quickly and do not give children time to engage effectively. Staff do not always pick up on what children know and tell them. For example, during water play young children point out 'orange' hair on a figure but staff talk about the figure as an astronaut, they fail to pick up what the child says and extend this learning. Staff initiate a music and movement session but it does not match children's stage of learning and they become quickly disengaged. That said, older children play well together and are learning to cooperate in their play. They share equipment and interact well, learning to respect how others feel. Older children learn the importance of books and how these can be used as a reference. For example, staff talk to children about pictures in a book that explain how their bodies and the right and left sides of the brain work. Children look at a baby in the book and take a vote on a name and make decisions through collaboration.

Personal development, behaviour and welfare require improvement

Children's personal, social and emotional well-being is a priority. Parents are happy with the care being provided and the nursery has a system for children to take activities home. Behaviour is generally good, although, sometimes the routines interrupt children's play and learning. Too often staff are taken away from children's direct care and without constant support children can lose focus and become bored. This results in behaviour that can be challenging. Children's physical development is supported and outdoors they learn to run and turn, exercising their bodies.

Outcomes for children require improvement

Weaknesses in teaching mean that not all children make the best possible progress. Children are not always sufficiently challenged in activities. However, they are gaining the basic skills they will need to prepare them for their next stage in learning. Children are learning about other communities in our diverse culture. They celebrate a range of different traditions, cultures and festivals to expand what they know about how families live alongside each other.

Setting details

Unique reference number	EY557158
Local authority	Birmingham
Inspection number	10094938
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	30
Number of children on roll	37
Name of registered person	Newtown Buttercups Ltd
Registered person unique reference number	RP900930
Date of previous inspection	Not applicable
Telephone number	07593815843

Hockley Buttercups is a limited company. It was registered in 2018. The nursery employs seven members of childcare staff, of whom six hold appropriate early years qualifications at level 6, 3 and 2. The nursery opens from Monday to Friday during term time. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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