

Inspection of Hockley Buttercups

288 Camden Street, Hockley, Birmingham B18 7PW

Inspection date: 10 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Requires improvement
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What is it like to attend this early years setting?

The provision is good

The enthusiastic management team and staff have worked hard and made significant improvements since the last inspection. For instance, staff now receive regular supervision and training, which has improved the quality of their knowledge and teaching. As a result, teaching is now consistently good across the nursery. All children make good progress from their various starting points and develop a wide range of knowledge, understanding and skills. Staff know the children well. They provide focused activities that target children's specific learning needs. They are skilful in their questioning to assess children's understanding, and to challenge and move children's learning on to the next stage. Children behave well. They share and happily take turns. They develop strong bonds with the staff who care for them. This enables them to confidently explore the environment as their emotional well-being is very well supported. Children's attendance is monitored to support their welfare and personal development. They wash their hands, open their lunch box and peel their fruit independently as they become skilful in managing their own personal needs. This helps to build their confidence, particularly in preparation for school. Children are motivated, keen learners.

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

- Staff are deployed effectively to help keep children safe. Accidents are recorded and promptly reported to parents.
- Staff use effective strategies to help children to manage their own behaviour and keep themselves safe. Children listen and respond to instructions promptly.
- Staff work effectively to develop children's communication skills. For example, they model language well, introduce new words, use repetition and help children to build sentences.
- Children have opportunities to develop their own ideas and interests through the broad range of resources and activities available in the environment. However, staff do not consistently provide opportunities for children to develop an understanding of non-gender stereotypes.
- Staff provide a good balance of child-initiated experiences and adult-led opportunities. They are skilful at identifying when to leave children to become deeply absorbed in their play or when it is appropriate to intervene in order to develop their learning further.
- Staff support children's mathematical development well. They teach children to use mathematical language in an appropriate and relevant context. Children understand the concept of 'full' and 'empty' as they tip sand out of pots and count the empty ones. They recognise simple shapes when building with blocks, naming squares and circles confidently. Most-able children are highly motivated and keen as staff ask them to solve simple addition and subtraction calculations. Children join in enthusiastically with familiar number songs and rhymes.

- Children develop a good understanding of the importance of healthy lifestyles. They have daily opportunities to be active, indoors and outdoors, and learn about the benefits of good hygiene and healthy eating. However, the lunchtime routine does not always work well in practice, as children sometimes sit and wait for too long unoccupied before lunch.
- Children learn how to manipulate small tools safely, such as scissors, as they cut out shapes to use in their collages. They move nimbly, demonstrating good levels of balance and control, as they negotiate an obstacle course. They concentrate, show good levels of perseverance and keep trying until they succeed.
- The manager has a strong knowledge of the nursery's strengths and areas for development. She includes staff's, parents' and children's views in her self-evaluation.
- Managers closely monitor the progress children make. This helps staff to target areas where children require further support. Children with special educational needs and/or disabilities are well supported through effective partnerships between parents and external agencies.
- Parents comment that they are very happy with the progress their children make as result of the care and education that they receive in the nursery. They appreciate the regular updates they receive about their children's progress and ideas to extend their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a secure knowledge of how to safeguard children. They know how to recognise the possible indicators of abuse and neglect. They are confident in how they would report any concerns to the relevant agencies. Consistent risk assessments are completed during the day. Staff carry out regular checks on the premises to ensure the nursery is safe. Recruitment, vetting and ongoing suitability checks are robust to make sure all staff are suitable to work with children. Staff reinforce policies that prohibit the use of personal mobile phones and cameras in the nursery.

What does the setting need to do to improve?

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

- develop children's understanding of non-gender stereotypes to build on their understanding of the world
- review the organisation of lunchtime routines so that children do not have to wait unnecessarily.

Setting details

Unique reference number	EY557158
Local authority	Birmingham
Inspection number	10099802
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	2 to 4
Total number of places	30
Number of children on roll	29
Name of registered person	Newtown Buttercups Ltd
Registered person unique reference number	RP900930
Telephone number	07566883221
Date of previous inspection	28 February 2019

Information about this early years setting

Hockley Buttercups registered in 2018. The nursery employs six members of childcare staff. Of these, four hold early years qualifications at level 2 or above. The nursery opens from Monday to Friday during term time only. Sessions are from 8am to 6pm.

Information about this inspection

Inspector

Karen Laycock

Inspection activities

- The inspector and the manager completed a learning walk across all areas of the nursery to understand how the curriculum is organised.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the management team. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

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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