

Inspection of Newtown Buttercups Ltd

318 Summer Lane, BIRMINGHAM B19 3RH

Inspection date: 16 March 2022

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

The provision is inadequate

The provider does not ensure staff give children a solid foundation on which to grow and learn. The provider has not supported the manager effectively, for example to recruit a qualified workforce. The manager has identified areas of the environment that are not safe and suitable for children. However, the provider has failed to act on this. Due to significant weaknesses in the leadership of the setting, the curriculum, environment and teaching do not support children to become curious, confident learners.

Some key persons do not have the knowledge and skills to carry out their roles effectively. They do not successfully plan to provide experiences tailored to meet all children's individual needs. As a result, some children appear bored and spend much of their time wandering around. This does not support children to have a positive attitude to learning. Staff do not support babies and toddlers to understand their emotions, and develop strategies to regulate their own behaviour. Children become distressed when their peers take toys from them. Consequently, children cry for long periods and staff fail to identify strategies to comfort them and calm them down.

Staff do not consistently join in with children's play to facilitate their learning. They do not provide an ambitious curriculum, that is interesting, enjoyable and stimulating to build on what children know and can do. This is particularly noticeable for the youngest children and those who speak English as an additional language. For example, staff teach young children letter sounds, numerals and shapes. However, some children have not yet developed the skills needed beforehand, to secure their learning. Staff frequently choose the most confident and knowledgeable children to answer questions. As a result, children who do not yet have the language, knowledge or confidence to answer are often left out. This puts them at risk of being left behind their peers. In addition, when children do not answer correctly, staff and peers are very quick to tell them they are wrong. This does not support the development of children's self-confidence.

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

- The provider has an extremely poor oversight of the nursery. This has led to several breaches in the safeguarding and welfare and learning and development requirements. The manager's and staff's well-being is not being considered. The provider has not put in place effective supervision arrangements to support the manager and staff. The quality of teaching is weak and, therefore, staff do not act as positive role models for those who are training. Some staff, including apprentices, have a poor understanding of the early years foundation stage, which is fundamental to their practice with children. This means children do not

receive good quality experiences that meet their individual needs.

- Children are not able to fully explore all areas of the environment, due to ongoing safety issues. In addition, some outdoor spaces they do use are unsafe. For example, there are holes in flooring and uneven surfaces that staff have failed to identify. This poses a number of tripping hazards, particularly in areas where babies and toddlers play. In addition, staff have not identified the choking risk of children eating whole grapes. As a result, children are put at potential risk of harm.
- Staff do not support children's personal social and emotional development well. At times, staff do not act as appropriate role models and help children to behave positively. They often use abrupt tones and tell children 'no', without explaining sensitively what they want children to do. Younger children scream at times and make noises to show they are unhappy with other children during their play. However, staff fail to support children to resolve these conflicts appropriately. Consequently, children are not developing a secure foundation for their future learning.
- Staff do not assess children's learning and development effectively, to plan a curriculum that is sequenced to support children's progress. They do not identify where there are gaps in children's learning. For example, staff encourage children to trace dots and write their names before they have gained muscle control and mastered the skill of holding a pencil. They teach babies and toddlers the alphabet and letter sounds before they have gained the ability to say any words. Staff ask toddlers to hop before they have gained core strength, balance, and coordination. Consequently, children are not supported to develop fundamental skills to help them gain the confidence for future learning.
- Not all children's communication and language development is prioritised. Staff do not have sufficient understanding of how to support those children who speak English as an additional language. There are no opportunities for children to use their own language in their play. Staff do not encourage children to interact with one another. They leave children for long periods to engage in solitary play, with no adult or peer interaction. When children show an interest in their peers' play, adults do not support them to join in. This means some children are not supported to develop their understanding, vocabulary and confidence to talk.
- Staff are providing children with activities based on the topic of 'space' because children have shown an interest in planets. Children prepare paper-mâché balls ready to make planets for their solar system. However, staff fail to give children any knowledge on the subject, such as talking to children about space and planets. There is very little conversation, and many children sit in silence, adding glue to paper to stick on the ball. Many children quickly lose interest and become bored.
- The staffing arrangements do not meet the needs of children. Due to the low numbers of staff, apprentices, who are also key persons, are often left on their own with groups of children. However, apprentices do not know what staff want children to learn. They struggle to engage children in activities and spend much of the time merely supervising.
- Children have lots of opportunities for fresh air and develop some physical skills

as they run around the garden. However, staff do not plan for what they want children to learn outside. Resources are limited and do not capture children's interests. Younger children often wander around and staff fail to ignite their curiosity to engage them in any purposeful learning.

- Staff gain some information from parents when their children first start. However, they do not use this information to plan accordingly for children's next steps in their learning.
- Children develop some independence with putting on their coats and pouring their drinks. Staff encourage older children to use their manners.

Safeguarding

The arrangements for safeguarding are not effective.

Staff are aware of the setting's safeguarding policy and know who to report concerns to. Most staff are alert to some concerns that would suggest a child is suffering from abuse. However, some staff demonstrate a poor understanding of the 'Prevent' duty. They are unsure of what signs would alert them to safeguarding factors, such as if a child was at risk from female genital mutilation, or their families being drawn into radicalisation or extremism. Staff do not complete robust risk assessments to ensure all areas of the premises are safe. Consequently, children's safety is not prioritised to ensure they are not at risk from harm. Recruitment and suitability checks are completed to ensure staff are suitable to work with children.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure there is effective provider oversight of the setting, so that children consistently benefit from a quality learning experience in a safe environment	01/04/2022
ensure all staff, including apprentices, have up-to-date knowledge of safeguarding concerns, and are able to identify when a child may be at risk of harm	01/04/2022

ensure all staff, including apprentices, are provided with the training, mentoring and support to gain a better understanding of child development and the educational programmes, including the different ways children learn	01/04/2022
ensure the indoor and outdoor environments are fit for purpose and are safe, suitable and stimulating for children to explore and play safely in	01/04/2022
ensure all risks to children are identified and take all reasonable steps to minimise these risks and keep children safe at all times	01/04/2022
ensure staffing arrangements consistently meet the needs of all children attending	01/04/2022
ensure key persons use information gained from parents to plan experiences that are tailored to meet children's individual needs and support their emotional security.	01/04/2022

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure babies and young children are supported to manage their emotions, develop a positive sense of themselves and implement strategies to help them to wait for what they want	29/04/2022
use assessment effectively and ensure all children benefit from a curriculum that is sequenced and successfully planned to help all children to gain a secure foundation for learning	29/04/2022

prioritise children's communication and language development and support children who are learning to speak English as an additional language to use their home language in their play.	29/04/2022
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Setting details

Unique reference number	EY466301
Local authority	Birmingham
Inspection number	10231238
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	52
Number of children on roll	22
Name of registered person	Newtown Buttercups Ltd
Registered person unique reference number	RP900930
Telephone number	0121 359 4872
Date of previous inspection	21 October 2016

Information about this early years setting

Newtown Buttercups Ltd registered in 2013. The nursery employs five members of childcare staff. Of these, one holds an appropriate early years qualifications at level 6, two at level 3 and two are working towards their level 3 qualification as part of an apprenticeship. 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.

Information about this inspection

Inspector

Emma McCabe

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children and parents during the inspection and gained their views about their experiences of the provision.
- Staff and the deputy manager held discussions with the inspector throughout the inspection.
- The inspector carried out a joint observation with the deputy manager and assessed the quality of education.
- The inspector viewed documents relating to the suitability of staff working in the nursery.

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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