

Inspection of Newtown Buttercups Ltd

318 Summer Lane, BIRMINGHAM B19 3RH

Inspection date:

8 September 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

Children are exposed to risks and hazards within the environment because leaders, managers and staff have a poor understanding of risk assessments. Staff completing daily risk assessments are not aware of a leak on the first floor of the building because they do not routinely check this area. This could impact the safety of the ground floor where children play. In addition to this, staff completing risk assessments before children arrive tick to say that the environment is safe and that sufficient supplies are available in the children's toilets, despite this not being true.

The quality of education children receive is poor. A lack of planned, purposeful learning opportunities means that children do not engage fully in the activities on offer. Children are not developing a positive attitude to learning. They become bored and show challenging behaviour because staff do not motivate them to learn. Staff do not manage this challenging behaviour well. They manoeuvre children around the nursery by holding their arms and moving them to the place they want the children to be. They do this without talking to children or explaining what they want children to do. This means that children are not learning what is expected of them.

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

- The procedure for completing risk assessments is not effective. Staff completing daily risk assessments do not check the entire premises. They also fail to identify dangers in the areas that are checked, such as fire doors that are wedged open. This compromises children's health and safety.
- Children are not supervised sufficiently to keep them safe. During mealtimes, staff encourage children to eat their food quickly to see who will win. This means that children are at risk of choking. Other staff allow children to crawl down the stairs on their stomach without intervening or explaining that this is dangerous. Children are not learning how to keep themselves safe. Children take play dough away from the table, put pieces in their mouth and run around the room. Staff merely remove this from children's mouths but then allow them to continue to run around the room while holding the dough in their hand.
- Staff do not manage children's behaviour well. For example, some staff simply say, 'stop that' or 'don't do that' without giving explanations. This does not help children to learn the rules of good behaviour. In addition to this, staff frequently use physical intervention when managing children's behaviour. This impacts adversely on children's personal, social and emotional development.
- Children's health is not supported because staff do not follow good hygiene routines. Children's and staff's toilets lack sufficient supplies of toilet paper and hand-drying facilities. Staff use a torn changing mat to change children's nappies. This is unhygienic and increases the risk of cross-infection.

- An accurate record of the times of children's attendance is not maintained. This means that it is unclear which children are present at any given time. This does not effectively safeguard children in the event of an emergency or a safeguarding concern.
- Staff do not effectively plan for children's learning. They do not provide enough opportunities and experiences that meet children's needs. As a result, children become bored and wander around the room aimlessly. Children are not supported to make good progress in their learning.
- Activities that are provided are poorly planned and lack focus and direction. For example, staff plan an activity to encourage children to talk about and create a picture that reflects the home they live in. Children are given a printed template picture of a house and different resources to stick on to it. However, the resources given to the children to choose from include glittery wool, strands of coloured paper and plastic bottle lids. This experience and these resources do nothing to ignite or reinforce the discussion about what living in their house is like. As a result, children disengage and leave the activity.

Safeguarding

The arrangements for safeguarding are not effective.

The provider fails to ensure that effective daily and ongoing risk assessments are carried out to ensure the safety of the children within the nursery. This puts children at risk of harm. Other significant weaknesses in relation to the supervision of children and poor attendance record keeping also fail to safeguard children. Staff do, however, have a suitable understanding of how to report any allegations made against other staff members. They can identify the possible signs and symptoms of abuse and neglect. Staff have an appropriate understanding of who to report safeguarding concerns to both within the setting and beyond. The manager carries out effective recruitment procedures to ensure that new staff are checked for their suitability 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 effective risk assessments are completed to identify all potential hazards and to remove or minimise those hazards	26/09/2022

ensure children are appropriately supervised, including while eating, to ensure their safety	26/09/2022
ensure staff manage children's behaviour in an appropriate manner and that physical intervention is only used if absolutely necessary or to avert immediate danger	26/09/2022
ensure staff manage children's behaviour effectively and provide clear messages to help children to understand what is expected of them	26/09/2022
improve hygiene practices to minimise the risk of cross infection and promote the good health of children	26/09/2022
maintain an accurate daily record of the names of every child being cared for and their hours of attendance.	26/09/2022

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

	Due date
improve the use of planning, so that children are provided with enjoyable and challenging experiences, which take account of their individual needs to help them to stay motivated in their learning.	20/10/2022

Setting details

Unique reference number	EY466301
Local authority	Birmingham
Inspection number	10237132
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 3
Total number of places	52
Number of children on roll	24
Name of registered person	Newtown Buttercups Ltd
Registered person unique reference number	RP900930
Telephone number	0121 359 4872
Date of previous inspection	16 March 2022

Information about this early years setting

Newtown Buttercups Ltd registered in 2013. The nursery employs six members of childcare staff. Of these, one holds an appropriate early years qualifications at level 6, one holds a qualification at level 5, three hold qualifications at level 3 and one is 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
Amanda Tompkin

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the manager and has taken that into account in their evaluation of the provider.
- The inspector and the manager completed a learning walk to understand how the setting operates and how the curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection. She spoke to a parent during the inspection and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the setting.

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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