

Inspection of Newtown Buttercups Ltd

318 Summer Lane, BIRMINGHAM B19 3RH

Inspection date:

6 February 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children arrive happily. They leave their parents with ease. Staff are warm and caring, and children form secure attachments. Children are imaginative. They fill teapots with sand and pour it out as they pretend to make tea for their friends. Children begin to learn about size and shape as they play and build with construction bricks.

Children develop some independence. They sweep up sand and tidy away toys when they have finished playing with them. However, children do not receive consistent support to help them to learn to behave well. Not all staff provide guidance to children when they run around the room or take toys from their friends.

Children enjoy physical activities. Toddlers enjoy jumping and clapping along to action songs. Children of all ages make marks. The youngest children use their hands and sponges to print with paint. Older children use paint brushes and pencils to create pictures. Outside, children develop their large-muscle skills as they use climbing equipment. Children enjoy looking at books and retelling stories to their friends. However, the range of activities available for older children lacks inspiration and does not fully motivate children to play and learn.

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

- There is a basic educational programme in place, and the manager understands what children of different ages and abilities need to learn. However, children aged over two years do not benefit from a wide enough range of activities and experiences to fully support their learning. Some activities are prolonged, and children lose interest. This means that children become restless and wander around the room.
- Staff working with babies and younger children are more successful at engaging them in play. Children benefit from a range of activities. They enjoy exploring toys and resources around the room, and staff encourage them to explore paint, water and sand freely.
- The manager provides some support and supervision to develop staff's practice. Staff join children as they play and interact well to provide some support for their learning. For example, children learn about colours as staff encourage them to add paint to sand and talk about what they see.
- The manager monitors children's learning and understands what children need to learn next. However, not all staff have a good enough understanding of how to use assessment information to focus their planning on what individual children need to learn next. Staff do not have a good enough understanding about what children already know and what they need to learn next. This means

that teaching and planning is too incidental, and children do not make the progress of which they are capable.

- Staff promote communication and language skills well. They encourage children to join in singing songs and rhymes. Staff talk to children as they play, modelling words and language and asking children questions to engage them in conversation. They use strategies including picture cards to help develop communication skills for children who speak English as an additional language.
- The approach to managing children's behaviour is not consistent. Some staff reinforce expectations well and explain behavioural expectations to children. However, not all staff support children to follow the simple nursery rules. Although there is a 'walking feet' rule, children run around at times without any support from staff. Some staff tell children they must wear aprons for painting, while other staff say children can choose whether to wear an apron or not. At times, staff ignore children who snatch toys from their friends. As a result, children do not learn what is expected of them.
- Parent partnerships are sound. Staff share regular information with parents. For example, they talk to parents when they pick children up and tell them about their child's day. Parents can access electronic information about their children's learning. They share information with staff about what their children enjoy doing at home. Parents comment that their children enjoy attending.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibilities to keep children safe. Risk assessment is effective and ensures that premises and environments for children are kept clean, safe and secure. The manager and staff complete regular safeguarding training. They demonstrate a sound knowledge of child protection issues and know how to respond promptly and appropriately when concerns arise about the welfare of a child in their care. The provider ensures that the recruitment process is suitable and that all staff are deemed suitable to work with children. Effective staff deployment means that all children are well supervised and cared for.

What does the setting need to do to improve?

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

	Due date
support staff to use observations and assessments of children's learning to plan for what individual children need to learn next	10/03/2023

improve the range of activities and resources available for older children, to consistently motivate, engage and stimulate children through fun and purposeful play	10/03/2023
ensure staff are consistent in their approach to addressing children's behaviour and helping children to learn what is expected of them.	10/03/2023

Setting details

Unique reference number	EY466301
Local authority	Birmingham
Inspection number	10257929
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	31
Name of registered person	Newtown Buttercups Ltd
Registered person unique reference number	RP900930
Telephone number	0121 359 4872
Date of previous inspection	8 September 2022

Information about this early years setting

Newtown Buttercups Ltd registered in 2013. The nursery employs eight members of childcare staff. Of these, one holds an appropriate early years qualifications at level 6, four hold qualifications at level 3 and one holds a qualification at level 2. The nursery operates term time only. Sessions are available Monday to Friday, from 8am until 6pm.

Information about this inspection

Inspector

Trisha Turney

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 conducted a leadership and management meeting with the nursery manager.
- 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 where they evaluated the quality of teaching and practice together.

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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