

# Mucky Pups

Inspection report for early years provision

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**Unique reference number**

EY316938

**Inspection date**

23/03/2009

**Inspector**

Janette Elaina Lockwood

**Setting address**

The Scout Hut, Magnolia Road, Ashingdon, Rochford,  
Essex, SS4 3AD

**Telephone number**

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**Email**

**Type of setting**

Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## **Description of the setting**

Mucky Pups Pre-School opened in 2004. The setting operates from a Scout Hut in Rochford in Essex.

A maximum of 26 children may attend the setting at any one time. The provision is open Monday to Friday from 09.15 to 11.45 and on a Thursday afternoon from 12.15 until 14.45. The setting is open term time only.

The setting is registered on the Early Years Register and there are currently 50 children aged between two and five years attending. Children from the local community and surrounding areas attend for a variety of sessions.

The setting employs 11 members of staff. Of these, nine hold appropriate early years qualifications. There are currently four members of staff who are undertaking further professional development.

## **Overall effectiveness of the early years provision**

The overall effectiveness of the early years provision is good. Children have worthwhile opportunities to learn and develop at their own pace, because the staff find out each child's starting point to build on and help them progress whilst effectively meeting their welfare needs. Inclusion is an intrinsic part of the setting's practices with staff being mindful of children's individual requirements and establishing ways to help them feel valued and develop their self-esteem and confidence.

The setting is aware of the importance of maintaining continuous improvement by constantly reviewing their practices and addressing weaknesses in the provision. There is strong motivation and commitment to keep up-to-date with current thinking in childcare to offer a good quality service.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- take reasonable steps to ensure that hazards to children in relation to the use of drawing pins, are kept to a minimum
- further develop planning to ensure it has clear learning intentions for children to develop an understanding of purposeful mark-making.

## **The leadership and management of the early years provision**

Good leadership and management helps this provision meet the requirements of the Early Years Foundation Stage (EYFS) ensuring staff are included in training and meetings so they can contribute their ideas and initiatives. Staff are aware of what

their role entails and work well together, showing motivation and enthusiasm in their work, giving children a worthwhile pre-school experience.

Self-evaluation is strong as the setting recognises where improvements need to be made and there are areas already identified through the self-assessment process in areas where they wish to improve. The management team share the responsibilities of taking their initiatives forward to get the best results for children but recognise the importance of including staff in the processes so that new practices are agreed and fully implemented in a consistent manner so children receive the benefits. The setting also recognises how far they have progressed and take pride in their achievements.

Strong partnerships with parents have been forged with valuable initiatives in place to promote partnership with parents. For example, a recent questionnaire was prepared and distributed to parents and the results examined and given priority leading to changes in practice. Now short reports on children's progress are prepared and given to parents so they can see how their children are learning and developing on a regular basis.

Partnerships with other settings who care for the same children are currently being established and are recognised as being an important part of the Early Years Foundation Stage to help staff find out about and address any further needs children may have as part of a wider team.

Up-to-date policies are available helping staff to keep abreast of their responsibilities which are shared with parents so they know how their children are being cared for. Some staff have attended safeguarding training, there is a designated officer for child protection and staff understand their responsibilities and the procedures to follow. Information such as telephone numbers for referral or advice are readily available together with Local Safeguarding Children Board procedures. As a result of these measures, children are safeguarded in the setting.

## **The quality and standards of the early years provision**

Children are helped to learn and develop well through the Early Years Foundation Stage (EYFS). They have valuable and worthwhile support from staff that plan exciting activities which encompass all the areas of learning. For example, children were shown how to launch 'rockets' in the garden. They line up patiently and wait their turn, use size and positional language and talk about safety. Staff cleverly encourage children to learn spontaneously through continuous provision, bringing in worthwhile opportunities for problem solving, reasoning and numeracy and language development, for example. Although there are opportunities for children to practise their mark-making skills as specific activities, there is not enough encouragement for children to attempt an identifiable mark on their work or to use mark-making tools within non-related activities such as role play.

Staff skilfully use everyday routines such as snack time, to help children increase their learning, for example, discussing where foods come from. These worthwhile conversations are initiated by looking at laminated picture cards placed on the

tables and really do help children to ask relevant questions and make connections. Staff value what they say and encourage their language for thinking.

The planning is influenced by the observations undertaken, which show what children can do and what they need to do next to progress. The planning is detailed enough to help staff provide good quality learning activities and identify and evaluate what children are learning.

The welfare of children in the EYFS is promoted well taking account of the general and specific welfare requirements with effective practices to help keep them stay safe and learn about safety for themselves. There are clearly written risk assessments for outings and regular risk assessments are carried out on the premises identifying potential safety issues, although the hazards related to the use of drawing pins have not been minimised.

There are good systems in place to ensure children who are ill or have an accident have their needs met promptly and safely with staff holding current first aid qualifications. Parents are aware of the health and safety policies and how these are followed in order to safeguard children's welfare. A very nutritious diet with plenty of fresh fruit as well as more sustaining energy foods are offered to children on a daily basis helping them to stay healthy. Children have access to fresh drinking water which they can pour themselves and they learn the benefits of healthy practices to help them begin to understand how to take care of themselves. For example, children are reminded to wash their hands before eating and after visiting the toilet to minimise the spread of germs and there are plenty of opportunities for exercise and fresh air everyday.

Planning for festivals and celebrations helps children to learn about other people's cultures and beliefs and the use of good quality multicultural resources together with regular opportunities for children to talk about their homes and families fosters a better understanding of how others live.

Children are encouraged to develop strong skills in numeracy and communication and have regular opportunities to experience technology and learn about its usefulness. A strong emphasis on personal, social and emotional development builds children's confidence and all together these skills give children a good grounding that will help contribute to their future economic well-being.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.