

# Mucky Pups Day Nursery

Inspection report for early years provision

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**Unique reference number** EY266483  
**Inspection date** 09/09/2009  
**Inspector** Karen Cooper

**Setting address** 140 Garretts Green Lane, Garretts Green, Birmingham,  
West Midlands, B26 2JN

**Telephone number** 0121 722 2500

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**Type of setting** Childcare on non-domestic premises

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## 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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Mucky Pups Day Nursery is one of two nurseries owned by the providers and was registered in 2004. The nursery operates from two playrooms on the ground floor of a converted shop building, in Garretts Green, Birmingham. Children also have access to an outdoor play area. There is a small step up to the main entrance of the nursery and several steps up to the outdoor play area. The nursery serves the surrounding area.

The nursery opens five days a week all year round, except for bank holidays, from 8am to 5.30pm. A maximum of 30 children may attend at any one time. There are currently 30 children on roll, all of whom are within the early years age range. Children attend a variety of sessions. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It provides funded early education for three and four-year-olds. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

The nursery employs six staff, all of whom hold an appropriate early years qualification. It receives support from the local early years advisory team.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's safety and welfare is suitably promoted through generally effective policies and procedures. Staff have developed knowledge of each child's needs and engage actively with all children to ensure they feel happy and settled. Children are making steady progress in their learning and development, although systems for planning activities and assessing children's progress require further improvement. The partnership with parents, local schools and other agencies are a key strength and are significant in making sure that the individual needs of all children are met. Strategies are in place for evaluating practice, to make sure that priorities for development are identified and acted on.

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

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

- develop further procedures with regards to planning and assessing children's progress and development to ensure all areas of the Early Years Foundation Stage are covered
- review the risk assessment with particular regard to the storage of outdoor toys
- ensure staff are aware of their responsibilities with regard to food legislation and food hygiene
- ensure that the daily record of children looked after includes children's full

names.

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

All staff have a sound knowledge and understanding of their responsibility in relation to safeguarding and child protection, and are fully aware of the procedures to follow should a concern arise about a child. Robust steps are taken to safeguard children including vetting procedures for all adults who work with the children. Overall, children's risk of accidental injury is minimised as written and visual risk assessments are carried out on the premises, toys and equipment, to ensure that hazards are promptly identified and minimised. However, outdoor toys are stacked too high to ensure children's safety is fully protected.

The manager and staff have a clear vision for the future of the provision and they are committed to making ongoing improvements to the nursery. They have identified a number of areas for further development including improving the outdoor area. The indoor facilities are very well resourced and most equipment is stored at a low level so that children are able to self-select. Staff are appropriately deployed, happy and work effectively as a team. Regular staff meetings are held and a training programme is implemented to ensure staff's knowledge and understanding is kept up-to-date. Staff receive support from the local authority Early Years Advisors and work closely with the local area Special Educational Needs Co-ordinator to ensure the children's welfare is effectively promoted. The nursery actively promotes equality of opportunity, serving a diverse community. Children are valued and their individuality respected. They have access to a variety of resources, play opportunities and activities which reflect diversity and acknowledge cultural differences.

Staff work effectively with other users and have formed positive links with the local schools to ensure children's individual needs are effectively met. Strong partnership with parents exists as staff welcome their input, encouraging in a two-way exchange of information through daily discussions, written documentation and newsletters. Regular meetings are held to enable parents to discuss their children's progress with their key workers. There is a range of written policies and procedures outlining the service offered, which are made available for parents and staff to view. However, attendance records do not include children's full name. Children's records are up-to-date, easily accessible and stored securely to ensure confidentiality is maintained. Staff frequently ask parents for feedback and suggestions, acting on any comments made to improve their practice. Staff regularly monitor and evaluate the quality of the provision and have started to use the Ofsted self-evaluation form. Management and staff demonstrate a positive attitude towards improvement and have identified most strengths and weaknesses; as a result, they have addressed the recommendations raised at previous visits.

## **The quality and standards of the early years provision and outcomes for children**

Children have access to a varied range of age appropriate toys and resources which help them to make steady progress in their learning and development. They generally access resources independently and those that are placed out of reach can be requested. Children are grouped into key person groups according to age. This enables staff to build effective relationships and to get to know individual children well, which helps ensure children feel secure and confident with their carers. Staff provide a welcoming and stimulating environment which reflects the children's background and the wider community.

Children are provided with appropriate levels of support enabling them to participate in all activities. Staff have a suitable level of knowledge and understanding of the Early Years Foundation Stage and have attended training. Individual files contain examples of activities children have undertaken and observations accompanied by photographs. However, systems for planning and assessments do not ensure children are covering all areas of learning and there is not always a sufficient balance between adult and child-led activities to build on children's interests. The manager and staff are seeking to improve the balance.

Babies show interest in their surrounding and are happy and settled. Parents are encouraged to share information about their child's care routines and individual requirements, to ensure staff are able to meet these needs. Older children enter the nursery enthusiastically, greeting each other and staff with a smile. They behave well and happily take turns and share the toys and resources. They are keen to join in the activities, particularly the water play, and are developing their language skills as they confidently talk and listen to each other and staff while involved in their play. They discuss number, size, texture and sounds, and make connections with other experiences when comparing the animals that sink and float. Children eagerly join in familiar nursery rhymes and stories, and enjoy using their imagination in role play when they take on well known roles in the community, for example, hairdressers. Children also benefit from a range of outings and activities outside the nursery. They go for walks to the shops and park, and visit other places of interest including local farms and adventure parks. Children enjoy taking part in creative and physical play and staff ensure that they are provided with plenty of opportunities to develop their knowledge and understanding of the world through a range of activities outdoors including growing plants and tending to vegetables.

Children are developing an awareness of their own safety as they move around the nursery with care. Staff ensure fire equipment is regularly checked and that children regularly participate in fire drills to ensure they are aware of where to go to stay safe. Older children engage in suitable routines for personal hygiene and know they must wash their hands before eating and after toileting. Staff use suitable equipment and follow appropriate procedures during nappy changing: however, procedures are not always consistent when preparing and serving food to children, to ensure the risk of cross-contamination is fully reduced. Children's health is promoted by a nutritious and balanced diet. Meals are freshly cooked by

outside caterers and menus are produced for parents to view. Cooked meals are provided according to the dietary requirements of the children and children are often involved in helping to serve their own food to encourage them to develop their independence. Children understand that they can access their water bottles throughout the day and babies are regularly provided with fresh drinks. This ensures children remain hydrated.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met