

Mucky Pups Childcare Ltd

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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 Nursery registered in 2006 and re-registered at its current location in April 2011. The provision is privately owned. The provision operates from detached premises in a rural area just outside the village of Great Brickhill, Buckinghamshire. All areas of the premises are used for children's activities. Children aged under two years are located on the ground floor of the premises, children aged two to three years are located on the first floor and children who are aged three and over are located in an adjacent annex to the main building. Washing, toilet and nappy changing facilities are located in close proximity to all areas in which children are looked after. The premise also includes a kitchen, dining and staff rooms and an office. All children have access to an enclosed outdoor play area.

The provision opens each weekday from 8am to 6pm for 52 weeks a year. It is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 46 children aged from birth to under eight years may attend the nursery at any one time. There are currently 58 children aged from three months on roll. The nursery receives funding for free early education for three- and four-year-olds.

The provision employs 12 staff, the majority of whom are qualified to level 3 in early years childcare and education. Two staff hold childcare and education qualifications to level 4, one staff member holds Early Years Professional Status and another holds Qualified Teacher Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make very good progress in learning and development overall. The nursery provides an exciting learning environment for all children. For the most part, the organisation of policies, procedures and practices are effective. They promote inclusion, welfare, safety and most practices pertaining to health appropriately. There are excellent partnerships with parents and this is essential to the individual care that staff provide for children. Through strong leadership and enthusiastic staff, the provision demonstrates an excellent capacity for continuous improvement and self-evaluation is objective and robust. The management and staff are determined to improve outcomes for children in all areas and the leadership team has a clear vision and realistic timescales to gain the highest outcomes for children.

What steps need to be taken to improve provision further?

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

- develop staff's knowledge of the importance of good hygiene practices to minimise the risks of cross infection for every child, for example, by making sure that they all use safe procedures when they deal with children's personal care, such as changing children's nappies
- improve the daily routine and make sure that it effectively meet the needs of all of the children
- develop further the use of the outdoor environment to offer children more freedom to explore, use their senses and to be physically active and exuberant, for example, through the use of free flow play.

The effectiveness of leadership and management of the early years provision

The provision makes good arrangements to safeguard children's welfare. Across the provision, staff demonstrate a good understanding of the different aspects of safeguarding. The provision uses safer recruitment procedures and vets staff fully; only those who have completed a period of induction may work alone with children. Staff know what to do if there are concerns about children's well-being and they know the child protection officers in the provision. The management uses team meetings to refresh staff's knowledge; this helps staff to keep safeguarding uppermost in their practice. The provision uses risk assessments and regular hazards checks routinely to create safe physical environments for all children. Children do not have access to hazardous substances or dangerous equipment. Stair gates and handrails are in appropriate places. The regular inspection of outdoor equipment ensures that it is safe for children to use. Documentation that is required to safeguard and promote children's health and welfare is in place and is accurate. Records kept include the record of attendance for children, staff and visitors, children's record forms, accident records, medication records, and essential written parental permissions.

All areas of the provision are bright and clean. Areas are well equipped to meet the needs of the children who use them. Overall, there are many good hygiene practices in the provision. Staff make sure that all children are clean and comfortable. However, some of the practices that staff use when they change nappies carry some risk of cross infection between individuals. All children eat food that is varied, balanced and nutritious. However, the timing of the meals does not work well for all children. For example, the youngest children become unsettled as they wait for their food. Nevertheless, staff are supportive to all of the children at mealtimes; this helps children to enjoy their food.

Through training and robust self-evaluation, the nursery is driving improvement exceptionally well; for example, the vast majority of staff are highly qualified. The provision maintains essential qualifications, keeping first aid and food and hygiene training up to date. The management is knowledgeable about new initiatives and practices and uses this information to drive improvement for children's learning and development. The provision deploys its resources effectively. For example, the most qualified, experienced and enthusiastic staff supervise the children's

activities. Staff support children well to maximise the use of most of the available resources. Staff help children to learn to manage their behaviour, because they know the importance of good behaviour in facilitating equality and inclusion. There are trained special educational needs coordinators on the staff team. There are no children who have special educational needs and/or disabilities on roll. The provision works extremely closely with parents; the effective key person system is fundamental to facilitating communication between parents and the provision. The close working relationships between the management, key persons and parents and carers enable staff to gain good quality information about children's individual needs and their starting points. This builds parents' trust; they are confident that staff will respond quickly to address any issues that arise for children and this promotes inclusion well. The provision promotes partnership with parents as one of its priorities. The provision involves parents in its operations, such as extending children's learning, developing policies, evaluation and social events. Parents particularly value the continuity that the provision affords children. There are good partnerships with practitioners for children who attend more than one provision.

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

The nurturing environment supports all children well and motivates their curiosity to learn. Children across the nursery are enjoying and achieving extremely well and they are excelling as they develop skills for the future. Some children are exceedingly confident and demonstrate their deepening understanding and skills across the areas of learning. For example, older children use strings to replicate different shapes, and they use the computer independently. They use implements with control and demonstrate that they have increasing control of their fine movements. Cornflour, sand and water provide opportunities for the younger children to use tools to make marks. For example, the babies experience this activity with their fingers, while the children who are a little older use fingers, paintbrushes and a variety of other implements and tools. The well-differentiated activity enables every child in the nursery to experience the topic in ways that suit their developmental stage. The very well planned programme of activities that are accessible to all children, promotes inclusion very well.

Children are showing good social skills, which reflect their stage of development; for example, they show affection and concern for their friends, and participate in large group activities, such as mealtimes, in an orderly manner. They are learning to appreciate other people's achievements and contributions, for example, staff reward a different child each day; the presentation helps everyone to focus on the importance of good behaviour, manners and their positive attitudes to healthy eating. Younger children are engaging; they make eye contact and respond with smiles and gestures. Across the provision, children demonstrate that they feel safe, older children engage with staff freely and ask for help when necessary. Across the provision, children are confident and familiar in their surroundings. They move around freely and access their resources according to their ability. All children make purposeful choices about play. Older children show that they are developing their understanding of safe boundaries. Children are responsive to staff and follow

their guidance. They are learning that good behaviour helps to keep everyone safe. Children are learning right from wrong, as well as how to make positive contributions through their good behaviour.

All children are developing a good knowledge of different aspects of healthy lifestyles. For example, all children drink water regularly throughout the day and milk is available at snack times. Staff hold bottle-feeding babies as they feed. All children eat balanced and nutritious food, including a range of fresh fruit and vegetables each day.

Children get fresh air and exercise daily; they play outdoors, and use good quality activities to develop learning across several areas. However, the provision does not make the most effective use of the outdoor area; for example, free flow play is not properly developed to help children to maximise the use of the space. Children are developing good self-care skills overall, with staff supporting them as they progress from potty training to using the toilet independently. The well-equipped provision helps children to take some responsibility for manageable tasks, such as washing their hands independently. However, staff are not always careful to manage all practices pertaining to health properly. Therefore, although children are clean and comfortable, lapses in some practices present the risk of cross infection for the youngest children. Observations, planning and delivery of activities are very effective in the provision and this helps children to make good progress overall in learning and development. The manner in which staff motivate children to learn sustains a successful learning environment, overall.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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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