

Muddy Boots

Newton Rigg College, Newton Rigg, PENRITH, Cumbria, CA11 0AH

Inspection date

Previous inspection date

05/08/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children are provided with the freedom and space to play in a number of well-maintained and well-organised outdoor play areas, where they explore the natural world, use their imagination and be creative, and have the opportunity to take risks in a safe and secure environment. As a result, being outdoors has a positive impact on children's well-being and helps all aspects of their development.
- The staff have a good awareness of how children learn and create an effective stimulating and interesting learning environment that supports children's curiosity, their ability to explore and to follow through their own ideas and thinking. As a result, children make good progress and achieve well.
- Good staff teamwork and an effective key person system supports effective relationships at all levels. Children develop strong attachments with key staff who know them and their families well and are therefore, able to offer individualised support and learning.

It is not yet outstanding because

- There is scope to help extend children's awareness of disability in the pre-school room and introduce displays of lists of words from different home languages, and invite parents and other adults to contribute key word to include.
- During snack time, children's independence is less effectively supported and learning opportunities during practical routines are not fully utilised to further promote children's mathematical skills.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children playing in the main building and decked outdoor play areas.
- The inspector completed a tour of the premises including the pre-school building and outdoor facilities.
- The inspector held discussions with the manager, the staff and the children throughout the session.
- The inspector held a meeting with the manager and nominated person.
- The inspector took account of the views of parents of the early years children attending the setting who were spoken to on the day of the inspection.
- The inspector looked at children's assessment records, the planning documentation, and the systems for the monitoring of children's progress.
- The inspector checked evidence of suitability and qualifications of staff working with children, the policies and procedures for the setting, and the documented self-evaluation systems that support the service.

Inspector

Carys Millican

Full Report

Information about the setting

Muddy Boots day nursery was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the grounds of Askham Bryan College's, Newton Rigg Campus, Penrith and is managed by Askham Bryan College. The nursery serves the local area and is accessible to all children. It operates from two buildings. The main building is designed to take babies to three-year-olds who access designated play areas. The three- to five-year-old children use the pre-school building and there are several outdoor play areas available for children, plus access to a Forest school and the college's animals and sports facilities.

The nursery employs nine members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and above, including the manager with Early Years Professional Status. The nursery opens Monday to Friday, throughout the year apart from bank holidays and a Christmas break of two weeks. Sessions are from 8am till 6 pm. Children attend for a variety of sessions. There are currently 40 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend children's awareness of disability and appreciation of each other's home languages by introducing displays of lists of words from children's home languages and provide positive images of people of differing physical characteristics
- support children's continued independence and numeracy skills during practical everyday routines, by, encouraging children to count, calculate and compare while helping to set the table and enable them to pour their own drinks.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy themselves and have fun as they play and learn in this well-organised and well-resourced day nursery. All the staff are very caring, kind and friendly. They work very well as a team, therefore, they know the children well and have a good knowledge of their

abilities and what they need to build on next in the children's learning. They use this knowledge well to effectively plan challenging activities to promote children's learning. Information is shared during initial visits to the nursery so that the staff can plan effectively for each child. Additional information is regularly provided by parents and the other settings children attend, so that it can be incorporated in future planning. As a result, children are effectively supported and the combined information gathered provides a bigger picture of children's progress and learning. Therefore, experiences effectively meet children's individual needs and help them to continue to make good progress. Staff keep parents well informed of their child's progress. They do this through daily verbal exchanges and diary entries, and informative written reports every term which involves parent's in their child's learning. Parents spoken to at the inspection feel well-informed about what their child has been doing and feel involved in their child's learning because they are encouraged to support and share information about their child's learning and development at home.

Children's progress is closely monitored by staff and tracked by the manager. This ensures that where starting points are below those of other children of their age, the nursery's ongoing observations and assessment shows that they are improving consistently and the gap is closing. Staff also demonstrate that children with special educational needs and/or disabilities and those learning English as an additional language, are progressing well towards the early learning goals over time. Activities are adapted and individual staff support is provided, where appropriate, to ensure every child can enjoy taking part and achieve well given their own capabilities.

Teaching and learning is good. All staff have a secure knowledge and understanding of how to promote the learning and development of young children through play. In the baby room, staff purposefully encourage babies to explore and investigate the world around them. They enjoy many cosy sensory play areas where they play with open-ended resources and treasure basket materials. Staff support early walking skills by holding babies hands and helping them manage ramps and uneven surfaces. They play ball games using their physical skills to roll the ball back to their key person. The babies enjoy a number of wet and messy play activities. They laugh when splashing their hands in the tray of water and photographic displays show alternative messy activities where children continue to explore and investigate using their senses. Babies play outdoors in all weathers. They wear all weather overalls and experience playing in the rain on the decked veranda. Staff support their physical skills of climbing up steps and sliding down the chute of the slide. Older children put on their wellington boots and coats to play outside on their decked veranda. They look at the fallen leaves gathered in the water trough and staff support their learning by talking to them about how the leaves float on the top of the water and the cones sink. Children's self-help skills and independence in dressing and undressing at this time are supported well so they gain the skills required in readiness for pre-school and school.

The environment is well organised and well resourced to enable children to make choices and decisions about what they would like to do. In each room, all areas of learning are set out to enable children's independence. Children help themselves to paper and other craft resources, and choose to draw a picture, which promotes their early writing skills and their creativity. They practise making large movements which helps them to gain more physical

control and hand eye coordination. Staff encourage older children to attempt to write their name and praise them for having a go.

Children are well supported to gain good skills in listening and speaking and in their physical, personal, social and emotional development. Staff recognise that some children require more help in these areas and support them to achieve successfully. Older children enjoy creative activities. They listen to the staff member as she talks to them about the boat she is holding. She skilfully asks them questions and children respond well and she further extends their learning by reinforcing words and introducing new vocabulary. As a result, children learn about floating and sinking and their concentration and interest is maintained because they are involved. Children's good progress in these three prime areas of learning ensures they have the key skills needed for the next steps in their learning, either into the next group or when starting school.

Children of all ages choose to look at books in quiet areas of their room and they listen attentively to stories read to them individually or in small groups. Younger children are encouraged to point to numbers in play tray jigsaws and encouraged to count using number lines on the wall. Older children appropriately use mathematical language, such as 'bigger and smaller' as they compare pebbles on the worktop. They also talk about the difference in the weight and size of the pebbles and staff remind children to be careful they do not fall on their toes. Children learn about their community as they walk around the college grounds and visit the cook in the restaurant. They learn about the wildlife and animals on the campus and engage in forest school activities, such as den building.

The contribution of the early years provision to the well-being of children

Children develop warm and affectionate relationships with caring staff, which promotes their well-being and independence. They are happy and demonstrate they feel secure in their surroundings because they develop secure attachments with their key person, which helps them settle quickly and easily. All staff have a caring approach towards the children in their care and as a result, children respond to them very well. Staff engage well with parents. They speak to them on arrival and gather information at the start of any arrangement about children's likes, dislikes and routines. They use this information to help children settle and to plan for their future learning.

The nursery promotes healthy living and a healthy lifestyle with the children. Healthy fruit snacks are readily available for children and fresh drinking water is accessible at all times. A social occasion is created at all mealtimes with children sitting comfortably together to eat their meals and staff on hand to support them. However, children's independence is less well promoted at snack time because staff hand out plates and pour children's drinks for them instead of letting them take responsibility for age-appropriate tasks. There is also scope to use such everyday routines to support and reinforce children's numeracy skills. For example, by encouraging children to work out how many cups and plates they need on each table. Meals are healthy and nutritious and are freshly prepared and cooked in the college restaurant and transported to the nursery. Staff ensure that any special diets are followed and children's preferences are known and observed.

Children have wonderful opportunities to play in several fantastic outdoor spaces and play areas. They move freely and independently from indoors to outside on to decked verandas and into the main grassed play areas, where they explore and investigate the natural world and develop their physical skills and emotional well-being. Staff model how the equipment is used and are on hand to give support and encourage new skills. The rural location on the college campus with its access to the animal farms and animal services, Forest school facilities and the wide open spaces promote children's all-round development. The outdoor areas have been extended and refurbished with obstacle courses, climbing frames, willow dens, forest walks, natural investigative and exploratory spaces, water play, growing areas, grass and tarmacked areas for running and wheeled resources. It is excellently set out and organised to support children's exercise, emotional well-being and physical development.

Children are competent at managing their personal needs relative to their ages. They ask to use the toilet and are taken by staff to the bathroom where children are encouraged to wash and dry their own hands. Hand washing is completed constantly throughout the day following daily routines, such as before mealtimes, and after playing outside. Children move freely around their rooms and access a broad range of resources and play opportunities that support their social skills and growing independence. Staff's calm and polite manner sets a good example for children. Children behave well and staff support younger children to resolve conflict quickly and say sorry for any wrong doing. Children receive positive praise for their achievements and for good behaviour, which boosts their self-esteem and confidence. Children develop a sound understanding of risks and how to manage them. They listen to the staff safety messages to be careful not to drop stones on their feet or climb on the child sized chairs.

Each child is valued and children are learning to respect and tolerate each other's differences. Children learn to respect others and visual images in the main rooms and pre-school support children's awareness of other cultures and family groups, however, there are fewer visual images of disability which means that children are less aware that some people may have different physical characteristics from themselves. Children attending the setting with English as an additional language are supported by a bilingual student who works set days in the nursery. The staff use baby signing with the youngest children in the baby room. They have also obtained some flash cards and some books representing the home languages of the children attending in the other two groups. However, staff have not introduced displays of words in children's home languages into the main room or pre-school environment or asked parents or other adults to contribute words to this. As a result, not all children's home languages are represented in the environment to enable them to feel valued and respected.

As children develop in age and ability, and when they are ready staff organise visits in to the next play area and eventually into the pre-school building. They support children well during their move, which enables them to continue to feel safe and secure. The key person introduces each child gradually in to their new room through short visits until eventually they have formed an attachment with their new key person and are ready to move on. The staff share information about the child's progress and records in their learning journey to ensure that their good progress continues. Positive links are

established with the other settings children attend and information about progress and learning is regularly shared so a bigger picture of the child's development is obtained. Good links are also established with the local schools and those further afield to support each child's move on to school. Staff contact teaching staff and arrange visits so that children can become familiar with the teachers and their new environment before starting. This eases their transition from nursery to school. Children with special educational needs and/or disabilities are well supported at this time. The nursery arranges for their key person to attend the new school in the new term with the child to help with the settling-in process. Teachers from many of the other schools visit the children at nursery so that are well prepared for their move onto school.

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

The provider, manager and staff team clearly understand their responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. The management follow a robust recruitment and vetting process to check new staff suitability and they monitor staff's continued suitability to work with children through supervision and appraisal meetings. Staff receive in-depth induction training, which is monitored to ensure that they have been informed of all the relevant policies and procedures. A high number of staff are trained in first aid so children are given the correct treatment in an accident or emergency situation. All staff regularly complete safeguarding training and competently demonstrate what they would do if they have any concerns about a child in their care. Staff deploy themselves well to meet children's needs and each room register accurately records the attendance of the manager, staff and children to ensure ratios are fully maintained, including staff lunch breaks. Students are occasionally used as an additional member of staff if they fulfil the welfare requirements although they never left unsupervised in the nursery.

The premises are well maintained, well organised, clean and presented in a safe and secure manner. The equipment and resources are safe and playrooms are organised to enable children to make choices and develop their independence and curiosity. Staff have forged good links with other professionals, such as speech and language therapists, occupational therapists and specialist advisory teachers, to ensure that children who may require extra support are quickly identified and intervention is swiftly obtained. The parents spoken to at the inspection, speak very highly about the friendliness of the staff and the manager of the nursery. They state that the reason they have chosen the setting is due to the amount of outdoor space and outdoor activities the children have access to. Parents state that they feel part of their child's learning because they are consulted about their child's life at home and asked to contribute to information in their child's diary message book. They praise the staff and the care they provide and state how much progress their children have made since starting at the nursery.

The leadership and management of the nursery are strong. The well-qualified and experienced manager effectively monitors, evaluates and encourages reflective practice. As a result, improvements have been made that enhance the quality of the provision for

children. The main improvements are linked to the refurbishment and reorganisation of the play rooms and the numerous outdoor play areas and open play spaces which ensure children experience the natural world in safety. Self-evaluation includes the views of staff, parents and children. Staff contribute at staff meetings and parents and children are consulted through questionnaires. The manager and staff team are motivated practitioners with a strong drive and ability to build on their good practice. They effectively identify their strengths and have a clear plan for continued improvement. They share ideas and discuss any childcare issues with staff at regular team meetings. A more structured approach of monitoring staff performance and the effectiveness of teaching has been introduced. Supervision is beginning to link to the identification of training to improve the effectiveness of individual staff. Close links are made with the early years support team and action plans have been implemented and completed. The management team monitor the educational program, review and evaluate practice to ensure that they continue to meet the needs of all children highly effectively.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY456772
Local authority	Cumbria
Inspection number	906772
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	51
Number of children on roll	40
Name of provider	Askham Bryan College Governing Body
Date of previous inspection	not applicable
Telephone number	01768893634

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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