

# Mucky Pups Day Nursery

140 Garretts Green Lane, Garretts Green, Birmingham, West Midlands, B26 2JN

<b>Inspection date</b>	02/10/2013
Previous inspection date	09/09/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- Risks assessments are not rigorous enough as they do not address all safety issues in the nursery and staff do not help children learn how to be safe during activities.
- Monitoring of practice is not regularly used to observe the skills of staff to identify where improvements can be made to promote children's learning more effectively.
- Children are not always supported to think critically and to solve problems as they learn.
- The self-evaluation does not include a review of the premises to address all aspects of the provision, in order to maintain children's safety.

### It has the following strengths

- The provider and staff are well informed about procedures to be followed if there are child protection issues.
- A suitable range of activities and the wide variety of good quality resources provide appropriate levels of challenge for children.
- As children form strong bonds of attachment with key persons they are settled and well behaved.
- The very strong partnerships with parents, carers and other professionals ensure children get the support they need.

## 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 held discussions with the provider/manager and the deputy manager.
- The inspector spoke with staff and children.
- The inspector spoke with parents and carers on the day.
- The inspector reviewed documentation, including children's records and policies.
- The inspector carried out a joint observation with the manager.
- The inspector conducted a tour of the premises.

## Inspector

Adelaide Griffith

## **Full Report**

### **Information about the setting**

Mucky Pups Day Nursery was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. This is one of two nurseries owned by the provider. It is situated on the ground floor of a converted shop building in the Garrett's Green area of Birmingham. The nursery serves the local area and is accessible to all children. It operates from two rooms and there is an enclosed area available for outside play.

The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and above.

The nursery opens 8am to 5.30pm, Monday to Friday, all year round. Children attend for a variety of sessions and there are currently 41 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 meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure risk assessments cover specific issues to inform staff how children will be kept safe by managing these risks. These are in relation to the overhead storage and accessing resources, for example, at dinnertime and the use of space during activities
- ensure staff promote children's safety throughout all activities, including outside play. This is with particular reference to play on bikes to help children to develop an understanding of how to keep themselves and others safe
- develop the educational programme to help children to solve problems, so they develop skills in thinking critically as they play
- improve the methods for reviewing practice, so that weaknesses are quickly identified and action is taken to address these
- develop and review the self-evaluation system, in order to drive improvement by identifying and prioritising targets for improvement, including risk assessments of the premises.

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

Children are making satisfactory progress in their learning and development. Staff provide a suitable variety of activities that support children's development across all areas of learning. For example, staff in the baby room constantly talk to children. They name items, such as 'boat and aeroplane' and encourage children to repeat the words. Staff competently help children to spread glue on paper and provide challenge in different ways. For instance, they support children to fit jigsaw pieces into slots and praise them for achieving part of this task independently. Consequently, children's self-esteem is raised appropriately as they are praised for trying. Their language skills are promoted well as staff introduce new words.

Staff encourage parents to be involved in the initial assessment of children's abilities. They discuss with parents what children can do and complete 'all about me' forms with details of children's development. Staff then observe children during the settling-in phase and subsequently to note how they are developing. They plan learning experiences to support children's individual needs. For example, for those children who need to mix more with their peers, large group activities support them appropriately. This is encouraged indoors and during outside play where children learn to take turns on the bikes. They are

developing good control in their physical skills while riding on bikes. However, staff do not routinely help children to negotiate the available space, which means their safety is not maintained.

Staff engage all children and challenge them to use the equipment to extend their abilities. For example, they stand close by and supervise as children jump off the lower part of the climbing frame. Staff follow children's lead when they discover a snail in the digging area and talk about what they intend to do. Children enjoy their play with snails and on the ramp, where they learn to develop balancing skills. They run to the starting point after jumping off and are eager to repeat the activity again. However, staff do not use play on equipment to promote children's problem-solving skills as well as possible, for instance, to manage wobbling planks. Consequently, children are not effectively supported to think critically during play. As a result, they are not developing the understanding of securing the plank on each occasion to provide a stable resource.

All staff contribute to the planning of activities to provide interesting learning experiences for children in their key groups. The management team review planning consistently and support staff to make accurate assessments of children's progress. However, the monitoring of the quality of teaching is not established to observe how staff deliver learning activities. Consequently, they do not routinely discuss where improvements can be made to promote children's learning more effectively.

The arrangements to support children with special educational needs and/or disabilities is particularly effective. The special educational needs coordinator works closely with parents and other professionals to ensure children get the support they need. Key persons receive good guidance and advice to ensure they know how to care for children competently. Therefore, these children make consistent progress in the nursery. Staff obtain key words from parents to communicate, as clearly as possible, with children who speak English as an additional language. As children settle in the nursery they grow used to hearing and speaking English. This lays a firm foundation for their future learning at school. All children are well prepared for the next stage in learning when they leave the nursery. During the school holidays staff use the playground of the local nursery school. This helps children to grow familiar with some aspects of the school facilities. Consequently, they feel at ease in the new environment when they start in the setting. Transition documents are also completed for all children.

Staff work well with parents to support children's development. Following workshop activities in the nursery, staff encourage them to continue with activities in the home. Parents have opportunities to see progress reports on parents' evening when staff share detailed information about what children can do. The next steps are discussed, so that parents understand the targets for their child's future learning. A wide range of high quality resources ensure children are provided with good levels of challenge during self-directed play. For example, during free play, four children at the sand tray play with peers, or on their own. They use bottles and scoops to fill and empty containers and are focused during the activity as they explore textures. Babies play with dolls on their own and staff then join in by helping them to learn body parts. The nursery is welcoming with lots of colour, including friezes of animals, letters and numbers.

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

Children's well-being is compromised due to safety issues in the nursery. For instance, staff carry boxes of resources above children's heads while they are seated at the dinner table. Therefore, children are exposed to potential risks. Key persons work closely with parents to promote children's care routines. Staff discuss how they can meet children's individual needs and ensure they follow the guidance given by parents. For example, staff in the baby room discuss feeding arrangements to ensure children get the appropriate support. The settling-in phase allows children to bond with staff, who interact warmly at all times. For instance, staff sit babies on their laps and older children know their key persons. Consequently, the transition into the nursery is smooth for all children. Children experience a stress-free transition within the nursery because the movement between rooms is competently organised. Key persons discuss the best time for the move and parents are informed in advance. A gradual changeover is agreed, so that children grow used to the new room and older children. Therefore, they are comfortable in the environment. Staff work closely with the local nursery school, for instance, to ensure settling-in arrangements prepare children effectively when they are ready to move on.

Children eat a selection of fresh fruit at snack time and drinks are accessible throughout the day. All children are developing independence skills, which are appropriately promoted at mealtimes. For example, babies finger feed and children in the pre-school room serve themselves at a designated table. They then take plated food back to their seats where they eat well and often ask for second helpings. Children learn about healthy lifestyles due to the meals that are served daily and the opportunities for daily outside play. As children engage in vigorous play they learn about the effects of exercise on their bodies. Although, staff supervise children during these activities they are not sufficiently vigilant to manage some aspects of play effectively. For example, staff consistently remind children to be careful but do not use the opportunity to help them learn about safety. For instance, children are not supported to learn how to avoid crashing into others. This means they are not developing an awareness of safety throughout all activities. Appropriate procedures ensure children are protected against infection. For instance, pre-school children brush their teeth after dinner and staff wear protective clothing for nappy changing routines. Quiet periods after dinner allow children to play on their own or with peers, while babies and others sleep.

Children are self-assured as they approach staff to share information, for example, when they find snails in the digging area. They confidently talk about previous experiences relating to snails as they play in small groups. Staff talk to children about 'kind hands' to ensure they understand rules relating to hitting others. Therefore, children gain an awareness of the boundaries of behaviour and are well behaved. Staff have a clear understanding of the behaviour management policy, which includes the management of incidents, such as biting.

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

The safeguarding arrangements in the nursery are ineffective. This inspection was brought forward due to an accident to a child. It was found that appropriate procedures had been followed to notify parents of this and measures are in place to reduce a reoccurrence. For example, staff are aware of how to manage children's behaviour appropriately. However, Ofsted has previously served a Notice to Improve with regard to risk assessments for the premises. Although, the provider took steps to address these, this inspection found that risk assessments are still not sufficiently rigorous. For example, the overhead storage and the number of children using the outside play space pose hazards to children's well-being. Owing to the range of safety issues, children are at risk in the nursery and this is a breach in requirements on both registers.

The designated persons for child protection, including the manager, are well informed about procedures to notify any concerns. Staff have completed training in child protection and a flow chart is displayed to support them in reporting concerns. Robust recruitment and induction procedures ensure adults are suitable to work with children. The provider consistently discusses ongoing suitability with all staff to ensure the protection of children is effectively maintained.

There is an established programme of professional development as appraisals are completed yearly. Staff are encouraged to take responsibility for specific roles, for example, as room leaders. Regular supervisions ensure staff have opportunities to discuss their roles and their work with children. For example, several staff have first aid qualifications, which means they have a role to play in dealing with minor accidents and promoting children's well-being. Self-evaluation is inadequate. It is developing with support from external professionals and staff contribute suggestions for improvement. However, the self-evaluation does not take account of all potential hazards within the nursery, so children are not consistently kept safe. Regular monitoring of planning and assessments and the educational programmes means children receive appropriate support to maintain satisfactory progress in their learning and development. The provider has made some changes since the last inspection with regard to documentation. For example, several forms are revised to obtain more detailed information from parents.

Partnership working is a particular strength of the nursery. The management team provide a wide range of information for parents and carers from the onset. This includes activities that can be tried at home, even while children are settling-in the nursery. Newsletters include recipes and tips to raise awareness of healthy eating. The management team are committed to involving all parents in activities, for example, they have offered cooking activities for fathers. Parents and carers comment positively on the service they receive, including the flexible approach used by the management team to support their needs. Parents and carers are pleased with the progress children make in the nursery, such as their language and social skills. The partnership with other professionals is well established. The management team work consistently with external agencies, such as the inclusion service and schools, to ensure children get skilled support. The management

team and staff provide a welcoming environment for children and their families.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

#### To meet the requirements of the Childcare Register the provider must:

- ensure the premises and equipment used for the purposes of childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure the premises and equipment used for the purposes of childcare are safe and suitable for that childcare (voluntary part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register).



## 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

<b>Unique reference number</b>	EY266483
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	938041
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	41
<b>Name of provider</b>	David Tidmus and Paula Tidmus Partnership
<b>Date of previous inspection</b>	09/09/2009
<b>Telephone number</b>	0121 722 2500

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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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