

# Mucky Pups Day Nursery

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

<b>Inspection date</b>	24/02/2014
Previous inspection date	02/10/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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 communicate effectively and with confidence. They enjoy creative play opportunities where they negotiate and discuss their plans and imagined ideas with each other supported by the effective teaching of knowledgeable staff.
- Children who have special educational needs and/or learning disabilities are well supported as the nursery works well with outside agencies and provides one-to-one support.
- Children feel safe and secure as there are warm and caring relationships in place with staff and they are happy, motivated and eager to learn. Children are safeguarded by staff, who have a secure knowledge of how to protect children, which is underpinned with clear policies and procedures.
- Children are well-prepared for their transfer into full-time school. They are independent and they are forming friendships with other children and enjoy taking responsibility in nursery.

### It is not yet outstanding because

- There is further scope for the outdoor equipment to be extended so that children can travel under, over and through balancing and climbing equipment.
- There are more opportunities for additional equipment to be included in the baby room, so that younger children can pull themselves up to a standing position.

## 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 conducted a joint observation of children's activities and staff/child interaction, with the manager of the nursery.
- The inspector spoke to the manager and other staff throughout the inspection.
- The inspector took into account the views of parents through discussion.
- The inspector looked at children's development folders, children's and staff files and a selection of policies and daily records.
- The inspector observed activities in the pre-school room, the baby room, the outside learning environment and children having their lunchtime meal.

## Inspector

Susan Rogers

## 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 and one holds a level 5 qualification.

The nursery opens 8am to 5.30pm, Monday to Friday, all year round. Children attend for a variety of sessions and there are currently 39 children attending, who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports 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:

- provide further opportunities for younger children to hold onto secure furniture so they can pull themselves up to a standing position
  
- extend the outdoor equipment to enable children to travel under, over and through balancing and climbing equipment.

### Inspection judgements

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

Staff have a good understanding of how to promote children's learning. They plan a lively and stimulating range of activities that children enjoy and that meet their varied learning needs. Staff plan for each child by tracking their progress and evaluating their play preferences with photographs and identifying each child's next steps in their learning. This planning ensures that children's needs are well supported through good teaching and learning experiences that they enjoy. Children make very good progress in their communication as they enjoy devising their own imaginary scenarios as they play creatively. They work together in the home corner building on what they know as they pretend to cook and look after babies. Small world play encourages children to develop their imagination further, as they use small houses and miniature furniture to create

stories. This provides an extension of the current topic of homes and houses, which help them extend their vocabulary as staff support the activity and introduce new words. Staff learn key words to support children who speak English as an additional language, so that they can further support them as they learn English. Story time is made enjoyable with children sharing a book with staff in small groups, which enables children to see the text and follow the story closely. Staff ensure that stories relate to children's interests and are skilled at building on what children know during their individual support of children's activities. They introduce language that explains position and size, which helps children problem solve and understand mathematical ideas.

Children enjoy sorting through different pasta shapes mixed with glitter working together as they discuss who has more in their container. Staff support this activity well as they introduce tongs, tweezers and spoons so they can practise picking up the pasta. Younger children enjoy exploring their environment as they discover activity toys and explore treasure baskets. Staff stay on the floor with children so they consistently support them with eye contact, cuddles and by helping them form words. However, there are fewer opportunities for younger children to develop independence skills by using suitable sized equipment so they can pull themselves up to a standing position. Younger children's mealtimes are well supported by staff, who encourage children to feed themselves and ensure there is a relaxed atmosphere by playing children's favourite music. Outdoors some children practise catching a ball, which is supported well by staff. They provide encouragement, which helps children persevere with the activity and achieve success. Children like to work with each other in groups as they discover new experiences. A group of children dig together in the newly introduced mud pit. They use the tools with skill as they scoop and pour the soil into buckets and containers. They delight as they discover a wiggly worm in the mud and watch it move in the palm of a child's hands. Staff discuss the plants that children find and explain where the roots are. Children enjoy using upturned tins and a steel drum to make a variety of noises and rhythms. Staff respond well to children's choices as they play and readily support them with explanations or further challenge that helps with their critical thinking skills.

Jigsaws and table top games help children to recognise colours and numbers as they count and make recognisable patterns. Children work well towards independence and are making good progress in all areas of their learning and development. As a result, they are well-prepared for their transfer into full-time school. Children who have special educational needs and/or disabilities have very good care as staff support them individually and closely follow any advice provided by specialist agencies. They ensure that all children are fully included by selecting equipment and resources that enables children to be part of a larger group and learn from their peers. Parents are encouraged to continue with their child's learning when they return home as staff discuss current topics and give parents suggestions of how they can extend their child's thinking through discussions and activities.

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

Children settle smoothly into the nursery as they are well supported by caring staff. All of their needs are well-maintained by a key person and other staff, which ensure children feel safe and secure in the nursery. Gradual settling-in arrangements are tailored to children's individual needs. Staff discuss with parents how they can best support the child and work closely together. Parents can stay with their child during the initial visits, which gradually increase so children become confident in their new environment. Children develop firm and trusting bonds with staff that care for them and readily include them in their activities. Warm and caring staff ensure children are reassured and feel safe as they fall asleep. They comfort them by cuddling them and follow the wishes of their parents by rocking them to sleep in their pushchair or ensuring younger babies are safe and comfortable in a cot. Staff remain with children at all times in the same room as children sleep ensuring their safety. Children transfer smoothly from one room into another when their needs change and they need further challenge. Staff work closely with parents and staff in the child's new room, enabling the child to stay for increasing periods of time before the transfer is complete. Staff encourage children to understand how to keep themselves safe as they play through explanations. Effective risk assessments and recent adjustments in the way the nursery is organised ensure that the environment is safe and stimulating.

Children behave well and older children are starting to form friendships with other children. This is good preparation for the next stage in their learning and as they move onto school. They are learning about the needs of others as they learn how to share and include other children in their play. Staff manage behaviour well and have appropriate strategies if any inappropriate or challenging behaviour according to children's age and stage of development. Children behave safely outdoors as staff consistently support their play and remind children how to play safely. They develop their physical skills as they use equipment outdoors and use the outdoor play areas at the local children's centre. There is, however, further scope for the outdoor equipment to be extended so that children can travel under, over and through balancing and climbing equipment.

Children develop an understanding of a healthy lifestyle as they enjoy fresh fruit at snack time and well-balanced food at lunchtime. Staff explain to children why it is important to have a healthy diet. Children sit together in small groups to eat their lunch and older children serve themselves so they can select which part of the meal they like. Children work well towards their independence. They clean their teeth after meals and wash their hands independently using stepping stools to reach the hand basin and reaching for their own paper towels. Staff encourage children to keep themselves safe as they explore and discover new experiences. Children develop a strong sense of responsibility as they help to clear away resources after activities. The nursery supports children who have special educational needs and/or disabilities very well. Key persons work very closely with outside agencies to provide well-planned activities that promote the child's development in all areas. Individual care is provided through accessing specific funding and staff are skilled at following individual educational plans so that all children make good progress.

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

Staff have a good understanding how to safeguard children. The management is effective in its delegation of staff, which ensures that children receive very good support throughout all of their activities. Children are well safeguarded as staff are well-informed and able to alert the relevant agencies if they have concerns regarding a child's care. All new staff have safeguarding awareness included in their induction and are fully aware of the safeguarding policy. They monitor their activities closely as they play and remind them how to play safely. Regular risk assessments ensure that all aspects of the premises are maintained to a safe condition.

The nursery has made very good progress since the last inspection. Close attention is given to improvements in all aspects of the provision. Careful consultation with parents, children, external agencies and the local authority enable managers and staff to take a reflective view of the provision. This provides a firm footing for the nursery to provide care and education that supports all aspects of children's learning and development. Through this the nursery has improved the quality of care and learning for all children and strives to continue with further improvements. The nursery works closely with other local settings and shares positive practice and draws upon the expertise and advice from other early years professionals. The partnership with local schools is flourishing and supports children's transfer into full-time school. Visits from teaching staff into the nursery from local schools are clearly embedded so that children get to meet their new teachers. This also provides teachers with opportunities to gain information regarding children's learning preferences. Key persons are skilled at providing teachers with information regarding children's progress promoting their continuity of learning. The manager monitors the educational programme efficiently by ensuring that she observes staff practice and interaction with children. This information is used successfully to inform staff appraisals and to further develop staffs' practice and expertise. There is robust recruitment and vetting of staff, which ensure that all staff are suitable for their role. Managers ensure staffs' ongoing suitability through appraisals and observations of their practice. Staff extend their learning through attending training and sharing of positive practice issues during regular staff meetings. Staff are encouraged to extend their professional qualifications with the support of the nursery.

There is a very strong partnership in place with parents. The nursery staff provide parents with workshops where they enjoy sharing in their child's activities. This provides them with first-hand experiences of how they can support their child when they return home. Parents speak very highly of the setting and state that they find staff extremely approachable and cite the significant progress their child has made since starting at the nursery. The nursery works closely with additional agencies to support children who have an identified need. They access additional equipment where this is needed and adapt their existing equipment to ensure children are fully included.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	950722
<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>	39
<b>Name of provider</b>	David Tidmus and Paula Tidmus Partnership
<b>Date of previous inspection</b>	02/10/2013
<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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