

# Muddy Boots

Bishopdale Road, LEICESTER, LE4 0SR

## Inspection date

Previous inspection date

16/05/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

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	3
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision requires improvement

- Children are well settled and self-assured, demonstrating confidence and independence in their self-chosen play.
- The management team has a strong commitment to improve the provision through clear, ambitious targets and action plans, specifically designed to improve outcomes for children.
- Children with special educational needs benefit from the setting's effective relationships with parents and other professionals to ensure that children with specific requirements are well catered for.

### It is not yet good because

- The effectiveness of teaching and learning is not consistently embedded across the setting because observation and assessment is not always well used to inform planning for children's next steps in their learning.
- The development of language for communication and thinking is not always maximised; this is because staff do not reliably make the most of every opportunity to model language for thinking and extend vocabulary.
- Children are not always developed in readiness for the next stage in learning because some teaching lacks rigour, challenge and opportunities to develop creativity and critical thinking.

## 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.

## Inspection activities

- The inspector had a tour of the premises, looked at documentation and spoke to staff.
- The inspector observed children and looked at their learning journey records.
- The inspector held a meeting with the management team and conducted a joint observation with the manager.
- The inspector checked evidence of the suitability of staff, the provider's improvement plan and reviewed a sample of the setting's policies and procedures.

## Inspector

Emma Spiers

## Full report

### Information about the setting

Muddy Boots was registered in 2013 and is on the Early Years Register. It operates from purpose-built premises in Beaumont Leys and is a privately run company. Children have access to enclosed outdoor areas and woodland. There are 26 members of full-time and part-time staff who work with the children. All staff have appropriate early years qualifications, two at level 2, 21 at level 3 and three at level 6. The nursery operates five days a week for 51 weeks a year from 8am to 6pm. Children attend for a variety of sessions. There are currently 113 children on roll, all of whom are in the early years age group.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the use of observations and assessments to effectively identify the next steps in learning and development for all children, so that activities provided meet children's needs through experiences which are suitably challenging.
- ensure opportunities to develop language are maximised, for example, by effectively modelling language which is new to the children and continually conversing effectively with all children as they play.

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

- use regular, appropriately focused opportunities for direct teaching and learning to prepare the children well for their next stage in learning; planning more open-ended activities to improve children's creativity and critical thinking skills.

## Inspection judgements

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

The setting is safe, secure and has well-maintained indoor and outdoor learning environments. The children willingly engage themselves with the range of developmentally appropriate toys on offer. Babies are successfully learning to walk through the provision of push-along toys and are learning about the world through a range of sensory experiences. Older children apply their imaginations well to everyday activities as they make food with modelling clay, play in the home corner and bath the baby dolls outdoors. Planning is generally developed to address children's current interests rather than their learning and development needs. This means that the children enjoy what they do. However, assessments of children's next steps in learning are not used fully or reliably to inform the

planning and some children are not always sufficiently challenged. Therefore, most children make adequate, rather than good progress. Children clearly enjoy playing and can select their own toys at any point; this is helping them to gain a sense of independence and autonomy across all areas of learning and development. As a result, the children concentrate for acceptable periods in relation to their ages and stages of development in a child-friendly environment. Across the setting, the children demonstrate high levels of confidence and some can persist in play activities for long periods. For example, children seek out watering cans to water some weeds which they believe are flower beds, repeatedly running to fill up their watering cans independently and enthusiastically. Children are generally active and enjoy investigating and exploring, particularly in the woodland area. Most are willing to 'have a go' with the resources available to them. Each child has a 'learning journey' which evidences observations, photographs and examples of activities to record experiences, with progress tracked using a system provided by the local authority. The setting has been successful in liaising with health care professionals through a pilot for the progress check for children aged between two and three years. This positive partnership ensures that early areas of difficulty are quickly identified through joint working. Support for individuals and their families is put into place to meet emerging additional needs.

In some rooms, the quality of teaching enables children to make progress as a result of high quality relationships, engaging interactions, effective modelling and accurate questioning. These activities clearly focus on what the children need to learn. For example, two-year-olds learn to manipulate scissors to cut flowers, share and take turns and learn some descriptive language as they work with a member of staff in the woodland area. However, this quality is variable across the setting and is particularly important in terms of preparing children to be school ready. Sufficient opportunities to build on children's knowledge and language skills are not consistently taken up by staff during freely chosen play and some staff members do not reliably maximise opportunities to introduce language into regular routines, such as snack time. Subsequently, children do not always instinctively interact with the staff or one another. However, some children with language and communication skills which are less well developed are provided with good support through a series of effectively delivered activities to address their specific requirements.

Children with special educational needs are well catered for as a result of the manager's drive to ensure their needs are met. Individual targets are well maintained, monitored and provided for, and a wealth of external agencies are facilitated by the setting to create a fully inclusive environment. Parents are able to come into the setting at any time to talk to key staff, and they do so readily. Organised appointments for parents to discuss the progress that children are making are also regularly planned for across all rooms. Despite the inconsistencies in practice and some lack of challenge, children across the setting are making some progress in relation to their starting points.

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

Staff are kind and caring towards the children and the established key person system means that children develop a relationship with a special adult who provides emotional

support. For instance, when children are new to the setting, they are provided with effective emotional care to enable them to settle quickly. Children are reassured and parents are happy to leave them as a result. Babies are self-assured and display a high level of independence as a consequence of strong emotional attachments with the staff. They show confidence in feeding and cleaning themselves, accessing their own toys and choosing where to play and who with. They are physically well cared for and comforted effectively when required. Routines in all rooms are well established and are becoming better supported by the use of visual timetables. This means that the children have a sense of stability and operate throughout the indoor and outdoor environment with a sense of freedom. Children in all rooms are successfully integrated in the outdoor environment which aids the transition between rooms. Siblings of different ages share play experiences contentedly but occasionally this is at the expense of having their learning needs effectively met. Information about the transition to school is provided for parents and staff support informally as part of their ongoing relationship with families. In particular, children with special educational needs benefit from the manager's commitment to partnership working at the point of transition. The setting facilitates multi-agency meetings involving families and schools to ensure that the transition for these children is as successful as possible.

Children learn about safety in the woodland area. They are effectively shown how to use scissors carefully to collect wild flowers and are reminded not to run and why. In this exciting, safe and natural environment, the children learn to manage their own risks with confidence and there is a clear protocol for staff members to allow this to happen safely. Most children generally behave well in a manner befitting for their ages and a clear behaviour management procedure is in place.

Resources throughout the setting are generally clean and well maintained which means that the children play in safety. Routines for teaching personal hygiene are in place and care routines for the youngest children are administered with due care. Children's health and physical well-being positively benefit from the space and access to fresh air provided by the outdoor learning environment. Staff teach the children how to ride the bikes, follow trails in the woodland area and how to change their clothes when they play with the water, contributing productively to their coordination and control. The setting provides a balanced, varied menu which is constantly evolving to address the cultural backgrounds of the children. Independence is positively promoted at mealtimes as the children are encouraged to pour their own drinks and select fruits at snack time.

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

All members of the management team have a sound understanding of their responsibilities regarding the well-being of all children and demonstrate a good working knowledge of the Early Years Foundation Stage requirements. Safeguarding is a component of the company's induction procedure and most staff have also received additional training to ensure that their understanding is becoming embedded. The management team respond rapidly to external instances which may compromise the safety of families, swiftly introducing protocols to ensure the safety of staff, children and parents. Procedures for

recruitment, selection and induction are clear and vetting procedures to safeguard children are in place. Risk assessments are clearly written and regularly monitored, with staff demonstrating an awareness of their responsibilities regarding the safety of children. There is a clear line management system and staff generally show a good working knowledge of company policies and procedures.

The management team have high aspirations for the setting and accurately identify areas for improvement through on-going reflection. Monitoring of staff through regular meetings, planning reviews and room observations has been undertaken. Staff strengths have been recognised and individual targets for improvement have been created. However, this has not yet been in place long enough to have a significant impact on the quality of teaching throughout the setting. A comprehensive action plan correctly outlines key areas for development with clear actions, responsibilities and success measured by outcomes. A system of in-house training, coaching and self-evaluation is designed to meet the emerging professional development needs of all staff. Local authority training has been accessed and additional improvement services have been commissioned. The manager demonstrates a thorough understanding of the learning and development requirements which is evident in her analysis of teaching and learning across the setting. She is particularly aware that starting points for some children require the staff to work with determination and skill to close any gaps in learning and development which emerge. A regular cycle of supervision and appraisals has been put into place which now needs to become embedded to have a positive impact on the progress of children.

Staff are well deployed by the management team so that the children benefit from working with professionals most suited to them. Vulnerable children and those with special educational needs are particularly advantaged by the staff employed to specifically meet their individual requirements. The management team have established a positive working climate and the staff work well together to ensure that the children enjoy their time at the setting. They relate well to the parents and engage in professional yet friendly conversations, providing on-going information about the well-being of the children in their care. This productive relationship ensures that key information is shared through a flexible and accommodating approach which meets the welfare needs of families well.

## 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>	EY472160
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	946773
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	90
<b>Number of children on roll</b>	113
<b>Name of provider</b>	Children's Links
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01507528300

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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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