

Muddy Puddles

Slaley First School, Slaley, HEXHAM, Northumberland, NE47 0AA



Inspection date

9 June 2015

Previous inspection date

17 December 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is good. Skilled and qualified staff provide an interesting range of activities, which captures children's curiosity and imaginations. As a result, all children make good progress from their starting points. This helps them to gain the skills needed to prepare them for school.
- Children grow in confidence and independence. They develop a sense of security due to the positive support from staff that promotes their sense of belonging, self-esteem and interest in learning.
- Staff's knowledge of child protection and safeguarding procedures is secure. There are robust procedures in place and staff consistently protect children's safety in the welcoming environment. As a result, children thoroughly enjoy their time at the nursery and parents are confident that their children are well looked after.
- Parents are active partners in their children's learning. Staff encourage them to share information to inform them of children's starting points. Parents are kept well informed of their children's next steps in learning, which is helping them to build on children's learning at home.

It is not yet outstanding because:

- Staff's skills in encouraging children to think and solve problems for themselves are variable.
- Occasionally, insufficient resources are provided for children in the outdoor play areas to engage and challenge them in their learning sufficiently.

What the setting needs to do to improve further

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

- build on staff's understanding about how to encourage children to develop their own ideas and solve problems independently to help them to learn more effectively
- provide the resources that will be needed prior to outdoor play so that children have plenty of resources to engage and challenge them.

Inspection activities

- The inspector had a tour of the premises and observed activities indoors and outdoors.
- The inspector met with and carried out a joint observation with the manager, and spoke with staff and children at appropriate times during the inspection.
- The inspector looked at children's development records, planning documentation, evidence of the suitability of staff working in the nursery and a range of other records, policies and procedures.
- The inspector took account of the views of parents and carers gathered through nursery questionnaires and through discussion at the inspection.

Inspector

Lynne Pope

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff plan exciting opportunities to motivate and enthuse children, for example, children actively learn about how plants grow. Activities are adapted to individual children's needs. For example, children who do not like the feel of paint on their hands explore how it feels through a layer of clingfilm. Staff take the opportunity to promote children's language and speaking skills well. They repeat words that children attempt to say and introduce new words, such as squidgy to describe how the paint feels. Children enjoy being consulted about what props they will need to make for the home corner as they prepare for the summer holidays. They suggest that they make ice-cream cones from craft materials. However, staff's input is variable as they sometimes do not pause to give children time to think when answering a question or when solving a problem about how to make something.

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

Children have access to wonderful experiences in the local environment. They go out for nature walks and learn about how things grow, such as tadpoles. They visit a local farm to see lambs when they are born. Outdoor play takes place in the school's playground. However, due to this being a shared space, staff do not always provide appropriate resources prior to going outside. This means that children are not always sufficiently challenged in their play. A wide variety of methods are used to promote children's growing independence skills. For example, from a young age children are encouraged to put on and take off their own shoes. At snack time they learn how to pour their own drinks while choosing from a healthy selection of foods. During activities staff ask appropriate questions, such as 'What would children need if they get hot and thirsty?' Children respond that they would need a drink. Strong partnerships with other providers enable staff to work together to meet children's needs and to provide continuity in children's learning experiences. Staff help to prepare children emotionally for their move to school by taking them on visits so that they get to know their future teacher.

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

The provider, manager and staff have a good understanding of the requirements of the Early Years Foundation Stage. They have worked hard since the last inspection to address the actions raised. Robust monitoring of children's learning and development has been implemented. This helps staff to set targets and ensure that children are enjoying a full and varied range of activities that promote individual and group learning. Self-evaluation is evident and now incorporates development issues that are raised through regular supervision meetings for staff. This has a positive impact on the outcomes for children and staff's ongoing suitability and development. The manager is currently attending a level 3 management course, which has helped her to put action plans in place to improve practice, such as developing an effective recruitment process.

Setting details

Unique reference number	EY466252
Local authority	Northumberland
Inspection number	1002643
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	12
Number of children on roll	33
Name of provider	Jessica Janet Bell
Date of previous inspection	17 December 2014
Telephone number	07983 336047

Muddy Puddles was registered in 2013 and is located in Hexham, Northumberland. The nursery employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm, Monday to Thursday, and from 7.30am until 1pm on Fridays.

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