

Muddy Boots

Bishopdale Road, Leicester, LE4 0SR



Inspection date

16 June 2015

Previous inspection date

16 May 2014

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of teaching is variable. Staff do not always use their qualifications to best effect or plan challenging activities for children, in order to support them to make good progress in their learning.
- Staff are not always deployed effectively to consistently interact, support and engage children in purposeful play and learning experiences. Consequently, children do not always make the best possible progress.
- The manager is new in the post. Therefore, she has not had sufficient time for monitoring procedures to take effect or implement more regular reviews of the quality of teaching.
- There are occasions when children's good health is not promoted to the highest level.

It has the following strengths

- Child protection and support for all families is given high priority. Staff have a good understanding of their individual responsibilities to protect children from harm.
- All children, including those who speak English as an additional language and children with special educational needs and/or disabilities are supported well to develop good language skills.
- Partnerships with parents are positive. Staff work closely with them and successfully meet children's individual emotional and physical needs. Parents feel well informed about their children's progress and speak highly of the nursery.

What the setting needs to do to improve further

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

- improve the quality of teaching by ensuring that staff plan and provide activities, which support children to make progress in all areas of learning
- ensure all necessary steps are taken to promote the good health of children, with specific regard to the wiping of children's noses.

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

- improve the frequency and effectiveness of monitoring procedures to ensure that teaching and learning are consistent, to maintain good quality practice across the whole nursery
- review the deployment of staff so that each child is effectively supported and actively engaged in purposeful play and learning experiences.

Inspection activities

- The inspector observed children during activities indoors and outdoors.
- The inspector spoke with practitioners and the manager at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children, and discussed the provider's improvement plans.
- The inspector held a joint observation with the manager.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Dawn Larkin

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The quality of teaching is variable. Where practice is good, some staff plan activities that follow children's interests and take account of their next steps in their learning. However, inconsistent teaching practices result in not all children receiving good quality experiences, based on their individual stages of development. Training courses have had some impact on improving teaching skills. For example, most staff use effective teaching techniques to promote children's speaking and thinking skills. The outdoor area is used well to provide many opportunities to extend children's learning in all seven areas of learning. However, staff are not always effectively deployed to ensure children's learning needs are met. For example, there are occasions when staff are not always available and do not notice children that are not actively engaged in purposeful play or learning during group times. As a result, this does support children to acquire the skills necessary to be ready for school.

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

Babies and children develop positive relationships and form secure attachments with all staff. Staff provide suitable levels of care and, as a result, children are motivated to learn and show confidence when exploring their surroundings. The environment is welcoming, interesting and thoughtfully arranged to promote children's independence. Together, with everyday routines, children are given many opportunities to practise these important self-help skills. A healthy lifestyle is promoted well by the nursery. Children are generally learning to manage their own personal hygiene needs, such as taking themselves to the toilet and washing their own hands. However, staff do not consistently promote the good health of children to the highest level. For example, they do not always notice when children need their noses wiping or encourage older children to do this for themselves.

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

The management team is hard working, passionate and has a reasonable understanding of the Early Years Foundation Stage. They have appropriately identified what they need to do, in order to improve the quality of teaching and learning across the nursery. The management team has implemented many systems, including supervision arrangements, to support staff to improve their teaching and children's learning. However, at present these improvements have not been sufficiently embedded so the quality of teaching and learning is variable across the nursery. Observations of staff practice is not frequent enough to drive improvement in the quality of teaching across the nursery. There has been some improvements since the last inspection. The activities provided encourage children to have their own ideas and promotes their thinking skills. The nursery works with a range of professionals to aid all children. Children's progress is tracked to promptly identify any areas for improvement, to help narrow gaps in their learning.

Setting details

Unique reference number	EY472160
Local authority	Leicester City
Inspection number	976950
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	90
Number of children on roll	125
Name of provider	Children's Links
Date of previous inspection	16 May 2014
Telephone number	01162358530

Muddy Boots was registered in 2013. The nursery employs 26 members of childcare staff. All hold appropriate early years qualifications, with three members of staff qualified at level 6, 19 at level 3 and four at level 2. The nursery is open from Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, 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.

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