

Muddy Boots Pre School

Walgrave CP School, Kettering Road, Walgrave, Northampton, Northamptonshire,
NN6 9PH



Inspection date	19 October 2015
Previous inspection date	24 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager has a clear understanding of her legal responsibilities and is committed to ongoing improvement. She works closely with key members of the playgroup committee and the school on-site to continually identify ways to develop the already good practice.
- Children are supported in making good progress in their development. Staff understand how children learn and their teaching is effective. They know how to support children through regular conversations and by building on what they know and can do.
- Children are well cared for by the friendly and attentive staff. They form close relationships which fosters children's confidence and emotional development very well. Staff recognise the uniqueness of each child. They take the time to get to know them and spend good quality time supporting them in their activities.
- The manager and staff develop very good partnerships with parents and other education partners. This ensures children receive continuity in their care and learning, and contributes effectively to positive outcomes for children.
- Children's future move on to school is very effectively managed. The playgroup works closely with the Reception class of the on-site school. They link regularly to share good practice and support individual children's needs. They adapt arrangements in playgroup to mirror those of the school to minimise the change to children's routines, and the new environment.

It is not yet outstanding because:

- Staff do not always focus precisely on the available learning opportunities within some adult-led activities, so that children's learning is supported and developed to the highest level.

What the setting needs to do to improve further

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

- review the planning and organisation of adult-led activities to focus more precisely on the available learning opportunities.

Inspection activities

- The inspector observed activities in the main playroom and the outside learning environment, and conducted a joint observation with the manager.
- The inspector held a meeting with the playgroup's manager and a member of the committee. She spoke to staff and children throughout the inspection, when appropriate.
- The inspector looked at children's assessment and planning documentation, the playgroup's risk assessment and safety records.
- The inspector checked evidence of the suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account the views of parents and carers spoken to on the day, and by reading their comments on letters given to the manager.

Inspector

Rachel Howell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Children are well protected by robust risk assessments and clear procedures which ensures that they are always well supervised and cared for. Committee leaders and the manager ensure vetting procedures for staff and committee members are thorough. There are effective systems for recruiting new staff. Observations of staff practice, supervision and support of the staff team are undertaken regularly. The manager is aware of the importance of ensuring the staff team remains skilled and knowledgeable. She supports staff to attend regular training and ongoing professional development.

Quality of teaching, learning and assessment is good

Staff are receptive and responsive to the choices children make during their play. They engage with them at appropriate times and ask probing questions to encourage children to consider their approach and to solve problems. Children's literacy skills are promoted well. There are many opportunities for them to explore books and they eagerly snuggle in with staff to enjoy a story. They practise their early writing with mark-making resources, both indoors and outdoors. They relish choosing a book from the lending library to put in their book bag and share this with their parents and family at home. Whole group times are fun and stimulating. Children enjoy joining in with action songs and rhymes. They listen well, showing respect for others. Children develop their conversation skills as they discuss the weather and as they share things that they have brought in from home. However, some smaller adult-led group activities are not always as well organised. For instance, staff do not think to involve children more purposefully during some activities, such as jelly making, to notice how ingredients change. Likewise, during a tribal face painting activity children struggle to access the only mirror available to check their designs.

Personal development, behaviour and welfare are good

Staff are very calm and patient. They give children individual attention which helps to ensure that each child feels valued and special. They provide very responsive additional support when children are struggling to understand expectations and they use positive praise to acknowledge their achievements. Children enthusiastically get involved in tidying away the activities. They learn to share toys, enjoy social mealtimes and play with other children. All children are learning to behave well, including those whose individual needs require particularly sensitive intervention and additional support.

Outcomes for children are good

Key persons closely observe and accurately assess children's development and plan for their next steps in their learning. Group assessments and individual children's progress are also scrutinised by the manager to identify any further gaps in learning. This good practice effectively outlines where children need additional support to ensure that the outcomes for all children are good. Children are acquiring the necessary skills to be ready for school.

Setting details

Unique reference number	220218
Local authority	Northamptonshire
Inspection number	864229
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	20
Number of children on roll	26
Name of provider	Muddy Boots Playgroup Committee
Date of previous inspection	24 March 2011
Telephone number	01604 781838

Muddy Boots Pre School was registered in 1996. It employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday, during term time only. Sessions are from 9am until 3pm. The setting provides funded early education for two-, three- and four-year-old children.

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