

Muddy Boots Nursery

Bishopdale Road, Leicester, LE4 0SR



Inspection date

21 January 2016

Previous inspection date

16 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Robust attention is given to promoting children's good health. They are provided with healthy snacks and well-balanced meals. Children have very good opportunities to play outdoors and this contributes significantly to their physical development and well-being.
- The nursery staff have good partnerships with the parents. Parents are warmly welcomed into the setting. They are provided with a range of information which helps support children's learning at home.
- Children develop close relationships with staff because they are kind and caring and respond well to children's individual needs. This helps children to settle quickly and feel emotionally secure.
- The nursery has a strong approach to outdoor learning. Children thrive in the fresh air and have great fun as they investigate. They show curiosity, creativity and competent physical skills as they play in the various outdoor areas.
- Staff liaise closely with other agencies to support children and their families. Disabled children and those who have special educational needs make good progress. Staff work well together with other professionals and parents to sensitively meet children's needs.
- Babies benefit from having plenty of space to develop their physical skills and mobility.

It is not yet outstanding because:

- Methods for gaining information from parents about children's starting points are not thorough enough to help staff plan as effectively as possible for children's individual learning when they first start.
- There has not been enough focus on supporting all staff to raise the quality of teaching 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:

- encourage parents to share more information about what their child can already do at home, and use this to plan for their individual learning needs when they first start
- strengthen the arrangements for supporting and mentoring all staff so that the quality of teaching is raised even higher.

Inspection activities

- The inspector had a tour of the premises both indoors and outdoors with the manager.
- The inspector observed the quality of teaching and the impact this had on children's learning both indoors and outdoors.
- The inspector carried out two joint observations with the manager.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the nursery and a range of other documentation, including policies and procedures.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Jane Rushby

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff attend regular child protection training. They demonstrate a clear understanding of their role in protecting children from harm. Regular supervision and team meetings ensure that staff are promptly informed about any developments in childcare practice and that training needs are identified. However, the manager has not yet focused specifically on raising the standard of teaching to the highest level. The manager uses a monitoring system to track children's progress and identify and close any gaps in their learning. Accurate self-evaluation, together with robust action plans ensures the quality of the provision continues to improve. Staff have generally strong partnerships with parents and share daily information regarding children's achievements. However, parents are not asked for enough information about what their children can do at the onset of care. Parents are very complimentary about the care and education their children receive.

Quality of teaching, learning and assessment is good

Staff are well qualified and experienced. They use effective assessment and planning systems to support children in making good progress across all areas of learning. Children develop good mathematical skills. Staff teach them to count, compare sizes and shapes during activities and routines. Staff plan an interesting and stimulating range of activities, indoors and outdoors. For example, children design their own road outdoors making marks on the concrete to illustrate a zebra crossing. They practise their road safety skills and make their own lollipop sign with stop written on it. They use this in play to stop the children riding the bikes too fast on their road. Such activities help children to develop their understanding of the world as well as promoting their literacy and creative skills. Babies are offered timely support and plenty of cuddles to help them feel settled and happy. Communication skills are effectively prioritised. Staff use signing with all children and provide visual timetables to support children's understanding.

Personal development, behaviour and welfare are good

Consistent expectations help children to behave well. Staff teach children to listen and respect each other as part of their social and emotional development. Staff sit with children at mealtimes and engage them in purposeful conversations. They help children understand the importance of healthy lifestyles. Children of all ages are encouraged to become independent. Younger children help to serve themselves at mealtimes and are encouraged to clear away. Older children are fully confident in taking care of their own self-care needs. Children's health is further promoted as staff follow good hygiene procedures. Children are reminded of the importance of handwashing before mealtimes.

Outcomes for children are good

All children, including those in receipt of funding for early education, make good progress from their starting points. There is a strong focus on developing children's communication and language skills and children with English as an additional language are quickly catching up with their peers. Children obtain the key skills they need for moving on to school in the future.

Setting details

Unique reference number	EY472160
Local authority	Leicester City
Inspection number	1018289
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	90
Number of children on roll	90
Name of provider	Children's Links
Date of previous inspection	16 June 2015
Telephone number	01162358530

Muddy Boots Nursery was registered in 2013. The nursery employs 27 members of childcare staff. All hold appropriate early years qualifications, with three members of staff qualified at level 6, 22 at level 3 and two at level 2. The nursery is open from 8am to 6pm Monday to Friday for 51 weeks of the year. 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 disabled children or those with special educational needs.

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