

# Muddy Boots Nursery (cumbria) Ltd

University Of Cumbria, Newton Rigg Campus, Newton Rigg, Penrith CA11  
0AH



<b>Inspection date</b>	5 September 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Outstanding</b> Not applicable	<b>1</b>
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### The provision is outstanding

- The manager is dedicated, ambitious and has high expectations for what children can achieve. He provides inspirational leadership and demonstrates an incredible passion in creating a highly stimulating, exciting and nurturing indoor and outdoor environment for children.
- Teaching is outstanding. Staff place top priority on helping children to make rapid progress in their development. They use their comprehensive knowledge about each child's learning style, level of achievement and interests to motivate children to learn.
- Partnership working is exceptionally well embedded. The excellent partnerships with parents and other professionals enable staff to meet children's individual needs exceptionally well. Parents feel they are fully involved in the operation of the nursery and assessment processes.
- The manager and staff are superb role models who set high standards for children's behaviour. Children behave impeccably and they demonstrate very strong attachments with staff. Parents report that children quickly settle into the nursery and develop very close bonds with their key person and other staff.
- The manager and staff are highly reflective and strive for excellence. They evaluate their practice and together they identify new challenges to help children excel in learning. All children are making excellent progress in their learning and development.

## What the setting needs to do to improve further

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

- continue to enhance the already excellent play opportunities provided for children outdoors.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

**Inspector**  
Carys Millican

## Inspection findings

### Effectiveness of leadership and management is outstanding

Leadership is inspirational. Reflective self-evaluation and stringent moderation processes highlight the strong emphasis on maintaining the high levels of achievement for all children. There is a continual drive to make further improvements in the outdoors by building on the already outstanding sensory and natural play areas. Safeguarding is effective. Staff have an excellent understanding of child protection and safeguarding's wider issues. Highly effective security systems, deployment of staff and very robust health and safety procedures help to ensure children are kept safe and protected from harm. The implementation of a targeted programme of professional development, staff monitoring and regular supervision ensures that staff and apprentices are constantly improving their knowledge, qualifications and skills. Parents are highly complimentary about the care and education their children receive. They trust staff implicitly and comment that their children are extremely happy and well settled, and thoroughly enjoy their time in the nursery.

### Quality of teaching, learning and assessment is outstanding

Staff complete high-quality observations and assessments of children's learning. They use children's interests and the next steps in learning exceptionally well to plan highly imaginative and interesting activities. Staff are extremely effective at adapting activities to suit the needs of all children. For example, all children, including babies, are supported to make pizzas to take home. Children's literacy and mathematical experiences are well supported. Young children enthusiastically join in with number songs and listen to staff reading traditional stories. Staff provide high levels of challenge and encourage older children to explore, gain new skills and take risks to succeed. For example, they ask children what they can hear during listening walks outdoors and encourage their physical skills while balancing on beams. Older children independently write the first letters of their name and recognise numbers on stones they find hidden in the sand.

### Personal development, behaviour and welfare are outstanding

The well-qualified staff place a strong emphasis on promoting children's independence and self-care skills. Babies are taught how to use cutlery to feed themselves and older children confidently serve themselves at mealtimes. Children display confidence with daily routines and understand how to keep themselves safe while playing outdoors. Staff are excellent at supporting children's emotional well-being and place high priority on getting to know children and their families. They help children feel at ease on arrival so they feel happy and safe. Transition processes meet the needs of the children and enable them to settle with ease in their new room and when moving on to school.

### Outcomes for children are outstanding

Children make excellent progress in their learning and development. They are encouraged to make choices and decisions, share and take turns, develop friendships and be independent. Children are highly motivated learners and are eager to explore their environment and discover new things. They are extremely confident and acquire the skills and dispositions ready for school.

## Setting details

<b>Unique reference number</b>	EY536861
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	10059475
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 3
<b>Total number of places</b>	51
<b>Number of children on roll</b>	67
<b>Name of registered person</b>	Muddy Boots Nursery (cumbria)ltd
<b>Registered person unique reference number</b>	RP536860
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01768 868080

Muddy Boots Nursery (Cumbria) Ltd registered in 2016 and is privately owned. The setting employs 14 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 and above, including the manager who holds early years professional status. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The setting provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

