

Mucky Pups Nursery

250 Lyndon Road, Solihull, West Midlands B92 7QW



Inspection date	23 October 2018
Previous inspection date	10 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Staff are caring, kind and show a genuine interest in the children's lives. They build trusting bonds with the children and their families. Children show that they are happy and settled in the nursery. Parents comment that they are pleased with the activities that are offered, and staff keep them informed about their child's day at the nursery.
- Staff are good role models and use effective strategies to manage children's good behaviour. They provide lots of praise and encouragement and children behave well, take turns, share and play cooperatively together. This helps to create an emotionally secure and positive environment for children to play and learn in.
- Staff know how children learn. They provide a stimulating environment, which children are keen to explore. Resources and activities are arranged well. Children make independent choices in their play. They make good progress in their learning.
- Children's artwork and photographs of their families are prominently displayed. This helps to develop children's sense of belonging and raises their self-esteem.
- The manager and staff team are passionate and committed to providing good experiences for the children in their care. They work closely together and support each other well. Children receive good quality of care and learning experiences.

It is not yet outstanding because:

- The manager does not monitor staff performance closely enough to help precisely identify how to raise the quality of practice to the highest level.
- The manager's self-evaluation is not yet highly successful at engaging parents and staff to help drive improvements and raise the provision to even higher levels.

What the setting needs to do to improve further

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

- strengthen the monitoring of staff performance to help set precise targets to raise the quality of practice to an outstanding level
- enhance ways to engage parents and staff in the self-evaluation of the nursery to help drive improvement and raise the quality of the provision to an even higher level.

Inspection activities

- The inspector had a tour of the premises with the manager. She observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with the staff and children at appropriate times during the inspection.
- The inspector held meetings with the provider and the manager. She looked at a range of documents and checked evidence of the suitability of all staff working in the premises.
- The inspector carried out joint observations with the manager.
- The inspector spoke with parents and took account of the views.

Inspector

Rupinder Phullar

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff are trained and have a secure understanding of how to help keep children safe from harm. They know the procedures to follow to report any concerns that they may have. Staff complete checks of the nursery premises and take appropriate actions to remove any hazards. Effective recruitment, induction and supervision procedures ensure that all staff are suitable to work with children. The manager shares information about changes to the nursery and some ways to improve staff practice, such as through team meetings. The manager and staff monitor children's progress and share this information with parents. They make sure that any gaps in children's learning are identified and quickly addressed.

Quality of teaching, learning and assessment is good

Staff gather information from parents and use this, along with their observations, to plan activities that match children's needs effectively. Staff contributions to children's play enhances their engagement and concentration. Children have many opportunities to learn from first-hand experiences, and to develop an understanding of the wider world. For instance, as pre-school children scoop out pumpkins, staff engage them in discussions, ask questions and extend their speaking and listening skills. Children's mathematical skills are developing well. Staff use such opportunities to encourage children to recognise shapes, compare sizes and count. Staff model language well and provide a narrative for children's activities. Younger children learn new words and extend their vocabulary. Children have lots of opportunities to make marks using a variety of tools, such as chalk, paint and coloured pencils.

Personal development, behaviour and welfare are good

Staff support children's personal, social and emotional development well. Good settling-in procedures are successfully matched to each child's needs. Children are supported well to be ready for their moves within the nursery and eventually to school. Good hygiene practices are followed, and children's growing independence is encouraged, such as handwashing and toileting. Children enjoy healthy and nutritious meals. They have regular opportunities to play in the outdoor area to support their good health, well-being and physical skills. Through activities and discussions, children have opportunities to learn about diversity and to appreciate the wider world beyond their own experiences.

Outcomes for children are good

All children make good progress in their learning and development in readiness for school. They are curious, confident and motivated learners. Children develop a strong sense of emotional well-being and have opportunities to experience different social situations. They are respectful and greet visitors with enthusiasm. Children enjoy listening to stories and singing nursery rhymes. They recall and imitate experiences from home. For example, they pretend to make tea.

Setting details

Unique reference number	250093
Local authority	Solihull
Inspection number	10059836
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 5
Total number of places	29
Number of children on roll	32
Name of registered person	Mucky Pups Day Nursery Ltd
Registered person unique reference number	RP909498
Date of previous inspection	10 October 2014
Telephone number	0121 248 0038

Mucky Pups Nursery registered in 2000. There are six members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 5.30pm. The nursery 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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at 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.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

