

Muddy Boots Pre School



Walgrave CP School, Jubilee Drive, Walgrave, Northampton,
Northamptonshire NN6 9PH

Inspection date	6 March 2019
Previous inspection date	19 October 2015

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

This provision is good

- Children demonstrate that they enjoy their time in this lively setting. Staff provide a wide range of interesting and engaging activities that encourage children's imaginations and their understanding of the world well.
- Staff are highly effective in improving outcomes for children with special educational needs and/or a disabilities (SEND). They act on the expert advice given by other professionals to provide specific programmes of support effectively. They work with parents to help children meet their identified targets very well.
- Staff work closely with all parents to help children to prepare for school. They help parents to support key skills that promote children's independence in innovative ways.
- All children make good progress in their learning. Most children make better than typical progress in health and self-care, and personal social and emotional development.
- The provider has not informed Ofsted of a longstanding committee member. This means Ofsted has not been able to conduct the relevant suitability checks. However, they have informed Ofsted of all newly joined committee members during the past couple of years. Prompt action was taken during inspection to start to rectify this breach of requirements.
- Some staff are not as highly skilled as others in consistently extending children's play and providing the highest levels of challenge for children.
- Staff do not always gather fully detailed information from parents about children's existing abilities on entry, to help them form initial assessments as precisely and promptly as possible.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
provide Ofsted with the necessary information in a timely way, to enable all suitability checks for committee members to be fully completed.	30/03/2019

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

- build on the already good support for staff development, to help staff to seize more opportunities to extend children's play and learning
- involve parents more in making initial assessment of children's existing abilities when they start.

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities 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 pre-school manager.
- The inspector held a meeting with the pre-school manager and the chair of the committee. She looked at relevant documentation and evidence of the suitability of the committee members and staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of parents' views as represented by the manager.

Inspector

Vicky Weir

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The breach in requirements in regard to committee members does not have an impact on children's safety as these committee members have no access to children. They are not involved in any staffing arrangements, nor do they review sensitive information about children and their families. The manager ensures staff all know how to protect children's welfare. They know the signs that may indicate a child protection concern and the reporting procedures to follow. Some staff are very highly qualified, and this reflects in the very strong support for children with SEND. All staff benefit from supervision arrangements that help them to identify training they would like to attend. The manager gathers the views of staff and parents to help her reflect on the service provided. She recognises the pre-school's strengths and areas to develop. Parents are extremely complimentary about the provision.

Quality of teaching, learning and assessment is good

Staff plan a range of activities that help children achieve the next steps in their learning. They often link activities to children's ongoing experiences at home. This helps children to make links in their learning. Children celebrating Burns Night meet a piper and learn about bagpipes. Staff help children to learn about how they work. Children make pancakes to celebrate Shrove Tuesday. Staff help children to develop their mathematical skills as they measure out ingredients and count pancake prints on their painting. They help older children to learn about letters and their associated sounds well. Staff plan activities that help children to learn about growth and nature. Children enjoy watching tadpoles change and grow into frogs. Staff use their forest-school outings to teach children about how to manage risks and stay safe. They promote children's physical well-being effectively.

Personal development, behaviour and welfare are good

Staff encourage children to take responsibility for small tasks, such as adjusting their weather chart to reflect today's weather. Children readily take part in routines they will continue to experience in school, such as taking the register to the office. This all helps to prepare children for their progression to school. Staff communicate a wealth of information to parents about their children's care and learning. They encourage parents to share the reading books they send home with children. Children settle well and key persons are responsive to the care needs of the two-year-old children attending. Staff are very kind and nurturing in their interactions with all children.

Outcomes for children are good

The manager has used her strong partnerships with schools to help ensure children start school with the necessary skills to support their future learning well. Children gain secure literacy and mathematical skills. They read their names at snack time and write their names on their artwork. Children help count how many children there are attending in the morning. Those children who receive additional funding receive targeted support to address any weaker areas in their development effectively. They make good progress. Children with SEND make sustained progress. Younger children learn to communicate well and they include others in their play.

Setting details

Unique reference number	220218
Local authority	Northamptonshire
Inspection number	10065138
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	20
Number of children on roll	49
Name of registered person	Muddy Boots Pre-School Committee
Registered person unique reference number	RP908691
Date of previous inspection	19 October 2015
Telephone number	01604 781838

Muddy Boots Pre School registered in 1996 and is situated on the site of Walgrave CP School in Walgrave, Northamptonshire. It employs seven members of childcare staff. All of these hold appropriate early years qualifications at level 2 or above. This includes two members of staff who hold qualified teacher status. 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.

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.

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