

# Muddy Puddles Day Nursery and Preschool

85 Blackhorse Road, Mangotsfield, BRISTOL BS16 9AY



<b>Inspection date</b>	18 June 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- The manager is ambitious and has a clear vision for the nursery. She uses effective self-evaluation to continually identify, and help her address, areas for improvement.
- Staff extend children's language skills well, for example, through targeted support and intervention programmes. Children's vocabularies and speech are developing quickly, and children are confident communicators.
- Staff have strong relationships with parents. They regularly exchange information to help keep parents well informed about their children's learning and to make links from home. Parents are complimentary about the care and learning that their children receive.
- Staff get to know children well and children are happy. Staff build nurturing relationships with children, helping to secure children's emotional well-being.
- Staff prepare children well for their eventual move on to school. Children develop a range of skills that they need for their future learning.
- Partnership working is strong, particularly for children with special educational needs and/or disabilities (SEND). Staff regularly work with a range of other settings that children attend and professionals from other agencies, to share information and work together to meet children's individual needs.
- Occasionally, staff do not interact as often and effectively as they can to fully extend children's learning and, at these times, some children lose focus and find it more difficult to remain engaged in cooperative play.
- Staff miss some opportunities to extend children's mathematical understanding, particularly of number.

## What the setting needs to do to improve further

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

- increase staff's interactions with children to ensure children continue to be challenged well and remain focused on their play and learning
- maximise all opportunities for mathematical learning in day-to-day routines and play activities.

### Inspection activities

- The inspector held discussions with the manager at appropriate times during the inspection and in a scheduled meeting.
- The inspector observed children's activities and staff teaching, inside and outside.
- The inspector looked at documentation, including a sample of children's records and planning and assessment records, and checked the suitability of staff to work with children.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection.
- The inspector discussed self-evaluation with the manager.
- The inspector completed a joint observation with the manager.

#### Inspector

Dominique Allotey

## Inspection findings

### Effectiveness of leadership and management is good

Staff benefit from regular training, supervision and support from leaders. They have regular opportunities to enhance their professional development. This helps to ensure good-quality care and teaching for children. Leaders have a system to track the assessments made by staff of children's learning and development. They compare the progress of groups of children to identify any gaps in learning quickly. This is helping to identify areas to develop and staff training needs as well as helping leaders and staff recognise where children may need additional support. Arrangements for safeguarding are effective. Staff understand their responsibilities to protect children from harm. Staff know how to respond if they are concerned about the welfare of a child in their care, and they are able to recognise possible signs that a child may be at risk of harm.

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

Staff capture children's starting points well and provide a range of activities to extend children's learning. Staff are good teachers and show enthusiasm in their interactions with children. They understand how children learn and ensure that children benefit from time to be independent and make their own choices in play. Staff ensure activities interest both boys and girls, helping to promote gender equality in play. Staff use the information they have gathered about what children need to learn next, from their assessments, to help them plan activities based around children's individual interests. Children have access to a good range of activities and resources, indoors and outdoors, which staff make attractive to children. Young children learn through messy play opportunities. They explore a range of materials and textures in the outdoor mud kitchen. Older children benefit from activities that prepare them well for the eventual move on to school, such as physical education sessions and playing small group games to develop social skills.

### Personal development, behaviour and welfare are good

Children interact well together and staff regularly praise children for doing things well, which helps boost children's self-esteem and reinforces the nursery rules. Children benefit from regular fresh air and exercise in the nursery garden. Young children play with the nursery guinea pigs and learn to be kind and gentle and take responsibility for their care. Older children practise their coordination and balancing skills as they walk across obstacles. Staff teach children about safety when they use climbing equipment. This helps children know what to do to keep themselves safe. Staff promote healthy lifestyles and provide children with healthy snacks and meals. Staff help new children feel safe and secure. Consistent and familiar staff members give children comfort when they feel upset. This helps children settle into the nursery quickly.

### Outcomes for children are good

All children make good progress during their time at the nursery, including those children who speak English as an additional language and those with SEND. Children are confident learners and, overall, concentrate well during activities. Children make friends easily and take turns well during group play. Children have good independence skills and can do things for themselves, such as putting on their own coats and outdoor boots.

## Setting details

<b>Unique reference number</b>	EY536120
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10089908
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Vitale, Samantha Anne
<b>Registered person unique reference number</b>	RP536119
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07969324452

Muddy Puddles Day Nursery and Preschool registered in 2017 and is a privately-owned setting. It operates from premises in Mangotsfield, Bristol. The nursery offers care from Monday to Friday, 7.30am to 6pm, all year round. Of the eight members of staff who work directly with the children, one holds qualified teacher status, three have relevant qualifications at level 3 and one holds a relevant qualification at level 2. The nursery is in receipt of early education government funding for children aged two, three and four years.

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)

