

# Muddy Boots Day Nursery

Upton Court, Datchet Road, Slough, Slough SL3 7LR



<b>Inspection date</b>	24 June 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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 are happy and enter the nursery with confidence. Even those new to the nursery settle well and demonstrate that they feel safe. Children behave well, take turns and respect each other and the environment.
- Staff observe, assess and plan individually for children's next steps in learning. They provide a good range of activities that interest children and support good outcomes for their ongoing development.
- Strong recruitment and consistent suitability checks are in place to ensure that all staff working with children are safe to do so and are capable in their roles and responsibilities.
- Partnerships with parents and carers are good. Staff keep parents and carers well informed about their child's day and the progress they are making. For example, staff give daily feedback about their children's day, hold regular event and development evenings and send out literature on how they can support children's learning at home. This supports continuity of care.
- Staff have not fully considered how to extend children's awareness of the world, in particular to build on their knowledge and understanding of technology.
- The management team supports staff well and offer regular supervisions. Staff have access to a good range of professional development opportunities, including training. However, at times the monitoring of staff practice is not sharply focused on further developing staff's teaching skills, to help raise children's attainments to the highest possible level.

## What the setting needs to do to improve further

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

- extend opportunities to build on children's understanding of the world, to raise their awareness of technology and how things work
- strengthen the evaluation of staff practice to identify further training opportunities and help raise the quality of provision to an even higher level.

### Inspection activities

- The inspector observed activities available to children and observed the impact of the teaching on children's overall development.
- The inspector observed interactions between children and staff and spoke to children about their time at the nursery.
- The inspector asked staff questions about their work and observed practice with the manager.
- The inspector sample available feedback left by parents and carers to gain a understanding of their views and opinions of the nursery.
- The inspector sampled documentation with the management team, including policies and procedures, registration information and staff recruitment.

#### Inspectors

Tracy Bartholomew  
Sheena Bankier

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a strong understanding of their roles and responsibilities to protect children's welfare. They are confident in the signs and indicators of a child being at risk of harm and fully understand the referral systems to follow if concerned. The management team and staff work well together. Staff benefit from regular team meetings which incorporate some training opportunities to help them to fulfil their roles appropriately. For example, staff recently had training in food hygiene which has helped them to embed the nursery policies and maintain healthy practices. Staff work in partnership with other early years professionals effectively to help raise learning outcomes for children. Overall, the management team reviews staff practice and children's progress well, to ensure learning is consistent.

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

Staff plan and provide a good range of activities for children which cover the areas of learning well. Staff successfully engage and occupy children with a good amount of sensory activities. For example, outside all children enjoy exploring with the sand and mud, and indoors they enjoy exploring with real fruits and vegetables. Staff promote and encourage children's communication and language skills purposefully. For instance, staff in the baby room repeat sounds and noises back to children to promote babbling for early speaking skills. Toddler and pre-school children benefit from staff talking to them and asking questions. For instance, staff model words by repeating words back to children to aid pronunciation. Managers monitor children's development well through a tracking system. This enables them to skilfully identify any areas where children are falling behind and to seek and plan intervention as needed.

### Personal development, behaviour and welfare are good

Staff offer good support to children and promote their independence skills well. For example, children of all ages are encouraged to scrape their plates at dinner times and to have a go at wiping their own noses, before staff assist. Staff have good relationships with children and use the key-person system well to offer good support. All children show that they feel safe and secure. For instance, they happily explore the play areas and access toys with confidence. Staff encourage children to be physically active. For example, all children have opportunities to play outside and they enjoy being active as play on the climbing apparatus, ride on the bikes and explore. Staff promote children's self-confidence and positive behaviour well. For example, they use praise consistently to celebrate children's achievements.

### Outcomes for children are good

All children are making good progress towards their next stages in learning, given their starting points. They are learning key skills to help them be school ready, such as writing for a purpose and learning simple mathematics concepts. All children learn to listen and follow instructions. For example, older children enthusiastically help to tidy away when asked. Children enjoy exploring and being imaginative. For instance, babies have fun feeding dolls, and toddlers and pre-school children enjoy make-believe play as they play shops.

## Setting details

<b>Unique reference number</b>	2503404
<b>Local authority</b>	Slough
<b>Inspection number</b>	10107657
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	85
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Muddy Boots Day Nursery Limited
<b>Registered person unique reference number</b>	2503403
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01753 303406

Muddy Boots Day Nursery re-registered in 2018 and operates from a listed building in Slough. The nursery is open from 8am to 6pm Monday to Friday, for 51 weeks of the year. The provider currently employs 12 members of staff to work with the children, all of whom hold relevant childcare qualifications. The provider is in receipt of funding to provide free early years education for children aged three and four years.

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