

Inspection of Muddy Boots

Buck House, Chircombe Lane, Northam, Bideford, Devon EX39 2RQ

Inspection date: 30 June 2021

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children flourish and thrive in the highly stimulating and enriching learning environments. They have very positive relationships with staff and have secure attachments with their key persons. Staff expertly nurture and support children's emotional well-being so that they become confident and independent. All children are extremely happy and clearly cherish their time at this setting.

Leaders are ambitious and highly inspirational at providing an exceptional experience for children and staff. Children are captivated in play and continually learn new knowledge and skills. Staff are passionate about immersing children in nature and are highly skilled at supporting them to experience the awe and wonder of the world around them. Children visit the woodlands and nearby beach, which enhances their sensory experiences and ignites their imaginations.

Staff are committed to ensuring that all children receive the very highest quality of care and education. They provide children with a vast range of opportunities to prepare them for the next stage in their learning and their future life. Staff know children exceptionally well. They have very high expectations of what all children can achieve regardless of their background or additional needs. During the COVID-19 (coronavirus) pandemic, leaders offered additional places to children who could not access their own childcare provision to ensure that no child within the community was left behind. All children make exceptional progress and continue to blossom into curious and inquisitive learners.

What does the early years setting do well and what does it need to do better?

- The quality of teaching is exemplary. Staff understand their role as educators and are highly skilled at facilitating learning through play. Children follow their own interests and lead their own play. They show high levels of engagement as staff carefully use the changes in the natural environment to enhance children's experiences. For example, children talk about where sticks have come from that have washed up on the beach, and use them to create roads.
- Staff skilfully support children's communication and language development. They have a thorough knowledge of how children learn. Staff use a combination of attentive listening, observing and questioning to extend children's learning and promote their critical thinking. Staff authentically introduce new vocabulary to children within context to help them understand its meaning. Children delight in regular singing and enthusiastically participate in high-quality music sessions led by a member of staff who is a qualified teacher.
- Staff know children extremely well. They monitor their learning meticulously to ensure that all children make exceptional progress from their starting points. Staff set challenging next steps for children and support them to achieve these.

Children in receipt of additional funding and those with special educational needs and/or disabilities make accelerated progress. Staff promote all children's self-confidence and self-awareness.

- Leaders implement robust recruitment and induction procedures. They undertake peer-to-peer observations and deliver team training to ensure that staff feel valued and respected. Leaders provide regular staff meetings, which focus on mental health and well-being. All staff feel extremely well supported and staff morale is exceptional.
- The leaders are clear about what experiences they want to offer. They ensure that all children have access to the most interesting and exciting learning opportunities. Staff are highly reflective and continually strive to deliver the very best experiences for families. They attend high-quality training and are eager to continue learning and embed the latest ideas into their practice. For example, staff are collaboratively creating their own curriculum to further strengthen the outstanding provision they already offer.
- Partnerships with parents are excellent. Parents share the staff's passion for the setting and are extremely happy with the regular communication they receive. They are thrilled with the progress their children are making. Parents praise the setting for helping to develop their children's fascination with and appreciation of the world around them.
- Leaders and staff establish positive and professional relationships with external agencies and other childcare providers. Leaders support other providers and offer bespoke training for students and other practitioners. Staff ensure that children who are moving on to school have smooth transitions and are well prepared for the next stage in their learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff have exceptional knowledge of how to safeguard children and keep them safe. Safeguarding procedures are robust. Leaders implement thorough and effective risk assessment checks for all learning environments, including forest school activities and trips. Children learn about risk management and carefully negotiate their own risks as they participate in risky play. For example, children learn to use tools safely from a young age. Staff provide opportunities for children to develop self-control and self-regulation so that they learn to understand boundaries. For example, during a group fire session, children display impeccable behaviour and know the rules and what is expected of them.

Setting details

Unique reference number	EY555372
Local authority	Devon
Inspection number	10174472
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 11
Total number of places	24
Number of children on roll	70
Name of registered person	Buck, Anna Elizabeth Catherine
Registered person unique reference number	RP555371
Telephone number	01237420736
Date of previous inspection	Not applicable

Information about this early years setting

Muddy Boots registered in 2017 and is located in Bideford, Devon. It operates from 7.45am to 5.45pm from Monday to Thursday, and from 7.45am to 3pm on Friday, during term time. The provision also operates on Tuesdays, Wednesdays and Thursdays from 8am to 5.30pm during holidays, with the exception of the Christmas period. The owner holds a postgraduate qualification and all other staff members hold relevant childcare qualifications ranging from level 3 to level 6.

Information about this inspection

Inspector

Amy Fedrick

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- Leaders completed a learning walk of the environment with the inspector, and discussed the provider's aims.
- The inspector observed the quality of teaching and the impact this has on children's learning, indoors and outdoors.
- The leader and the inspector completed a joint observation of an outdoor music session.
- The inspector spoke with staff, children and parents at suitable times throughout the inspection and took account of their views.
- The inspector sampled a range of documents, including evidence relating to staff suitability and staff records.

We carried out this inspection 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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