

Inspection of Muddy Boots Nursery

Westfield Primary Community School, Askham Lane, York, Yorkshire YO24 3HP

Inspection date: 24 August 2021

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

What is it like to attend this early years setting?

The provision is good

Children show that they feel happy and safe in the nursery. They are excited to try new experiences and show enjoyment in their learning. Staff recognise that the majority of children who attend prefer to learn outdoors and adapt experiences so they can be taken outside. Babies experiment in large water trays, and delight as they see who can make the biggest splash with the ball. Toddlers develop excellent physical skills as they move around obstacle courses, experimenting with different movements to get across the beams. Older children thoroughly enjoy running around the large forest-style garden and engage in imaginative play as dinosaurs.

Staff have high expectations for all children and their families. They work alongside families and other professionals to support children's development. They use early years pupil premium funding to access further help, if this is appropriate. Leaders continuously reflect on how well they meet the needs of the families who attend. For example, they have recently developed new communication methods to help staff have more direct contact with parents. This has helped staff to get to know all about children's lives outside of the nursery and share their celebrations and achievements with parents and carers.

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

- Leaders are passionate about driving improvements for children and promoting positive well-being for staff. For example, staff complete regular surveys about their work and managers use this to identify any concerns or support needed. Staff work on improvement plans together and reflect on the impact this has had for children. For example, following the COVID-19 (coronavirus) pandemic, staff have created a photograph family tree to help babies settle in and recognise extended family members. This has had a positive impact on children's personal, social and emotional development.
- Staff plan a curriculum for children which is based around their interests, preferences and learning goals. They place a consistently strong focus on helping children to develop their communication and language skills. For example, toddlers enjoy experimenting outdoors with the water, funnels and tree bark. Staff extend this and challenge them to think about floating and sinking. They explain, model and demonstrate new words and ideas to children to help them understand. Older children skilfully use Makaton signs during circle time. They use a wide range of vocabulary as they have conversations with staff about their family.
- Children show increasing levels of independence and self-confidence. Toddlers begin to use small jugs to help themselves to drinks at snack time. Older children are challenged further and show pride as they help staff to hand out healthy lunches for children and set the tables. Staff consistently praise children

for their effort and participation. This has a positive impact on children's self-esteem and their behaviour is positive. For example, young children patiently wait for their turn with minimal support.

- Staff are highly trained in a range of different areas to meet children's needs. For example, children who show signs of potential delay in their speech and language are swiftly identified and supported. This helps to close gaps in their learning and build solid foundations for the future. Older children benefit from small group work with the early years teacher. They discuss their feelings about starting school and focus on developing early literacy skills. However, leaders and managers have not implemented ways for staff to share their areas of expertise with each other. For example, some staff incorrectly model letter sounds and miss opportunities to help children practise early writing skills. In addition, there are times when young children are deeply engaged in experiences but staff move them on too quickly to fully explore their ideas.
- Leaders and staff work hard to build positive partnerships with families and other professionals who work with children. For example, they complete integrated reviews with a health visitor who attends the nursery and contact local schools to meet children's new teachers. Parents and families are very happy with the way that staff care for their children and the learning opportunities they receive. For example, parents say the 'family ethos, focus on outdoor learning and inclusion really shines through' and 'staff always go the extra mile to support us'.

Safeguarding

The arrangements for safeguarding are effective.

Staff are highly vigilant and prioritise children's safety and well-being. They show confidence during discussions about wider safeguarding concerns, including county lines and potential signs of female genital mutilation. Leaders have created clear procedures for staff to follow if they have concerns about a child or member of staff. They provide regular training and staff meetings for staff to refresh their knowledge and increase their confidence in safeguarding topics, such as the 'Prevent' duty. Staff teach children how to keep themselves safe and assess any risks in their environment. They complete specific risk assessments in response to the coronavirus pandemic to help keep families and each other safe.

What does the setting need to do to improve?

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

- enhance staff's understanding of how to deepen young children's levels of engagement to help them to extend their learning further
- consider ways for highly skilled staff to share their expert knowledge in specific areas, such as developing children's literacy, to provide consistently high-quality

experiences for children.

Setting details

Unique reference number	2494595
Local authority	York
Inspection number	10191375
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	0 to 12
Total number of places	99
Number of children on roll	236
Name of registered person	Muddy Boots (acomb) Limited
Registered person unique reference number	2494594
Telephone number	01904289291
Date of previous inspection	Not applicable

Information about this early years setting

Muddy Boots Nursery registered in 2018. The nursery employs 34 members of childcare staff. The majority of staff hold appropriate early years qualifications at level 3 or above. The manager has a relevant level 5 qualification and the deputy manger has a degree in early years. The nursery opens from Monday to Friday for 51 weeks. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Michelle Lorains

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in the evaluation of the setting.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- Two joint observations of activities were completed by the manager and inspector, indoors and outdoors, during a range of experiences for toddlers and pre-school children.
- The inspector held a discussion with the management team in relation to the leadership and management of the nursery. She looked at relevant documentation, such as evidence of recruitment, staff's qualifications and their suitability to work with children. The inspector discussed children's learning and development with the staff team and nursery manager.
- The inspector spoke to parents and obtained both verbal and written feedback for the inspection.

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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