

# Inspection of Muddy Boots Wilberfoss

Storking Lane, Wilberfoss, York, York YO41 5ND

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Inspection date:

15 March 2022

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

## What is it like to attend this early years setting?

### The provision requires improvement

Children show they feel safe, settled and happy in the nursery. They have good relationships with staff and their individual care needs are met. Staff consistently promote children's positive behaviour. They use specific words of praise to help children understand what they have done well. Currently, staff are working on developing a child-led curriculum to help children make choices. However, during some activities, staff do not teach children new skills and there is not enough focus on their learning. In contrast to this, staff are skilled in helping children to develop their language and social skills. Babies enjoy listening to stories and turn the pages with excitement. Young children are enthusiastic to join in with the 'hello' song at the beginning of the session. They choose their favourite rhymes to sing. Older children sit together at the table for their 'café-style' snack. They talk to each other as they eat a range of fresh fruit.

The new management team have worked hard with the staff to promote effective communication with parents. Although there are still some measures in place to minimise the spread of COVID-19, families now come into the nursery to collect children at the end of their session. This helps to establish and maintain effective partnership working. However, some of the toilet facilities in the nursery are not hygienic and children do not always wash their hands before snacks and meals. The management and staff team have high expectations for the future and for children who attend. For instance, they have plans to observe staff's teaching and provide training to help them further develop their skills.

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

- Staff do not consistently promote children's good hygiene. Some of the toilet facilities are unsuitable, particularly the pre-school bathroom and changing area. For example, the changing mat is ripped and the toilet floor is mouldy. In addition, some staff do not thoroughly check toilet areas and, at times, children are not supervised to encourage handwashing consistently.
- Staff gather information about children's likes and dislikes. They have recently started to plan experiences which reflect children's interests and try to encourage children to make choices about their learning. Overall, children show enjoyment in activities and explore their surroundings with excitement. For example, young children are keen to join in with crispy cereal play with dinosaurs and enjoy the sensory experiences.
- The new management team are currently changing and developing the curriculum for children. Although staff have embraced the changes, the quality of teaching is variable and inconsistent at the moment. For example, older children wander between activities and staff stay in the same positions in the room. This means they do not deeply engage children, to help them develop and

strengthen their skills.

- In contrast, children with special educational needs and/or disabilities are supported effectively. Staff identify areas of delay swiftly and steps are taken in nursery to help close gaps until other professionals can support them. In addition, staff are aware of any specific care needs children have. For instance, children who have dietary requirements are catered for and staff are vigilant during mealtimes.
- Staff are good role models for children. They model good manners and help children to be kind and take turns. This helps children to develop their social skills. Staff build strong relationships with children and know their individual routines. Babies have their personal comfort items to go to sleep and new starters settle in quickly.
- Children have plenty of opportunities for fresh air and exercise. Older children run around on the large grassy area and enjoy catching and throwing balls. Toddlers choose to explore sensory activities with dinosaurs outside, as the door is open for the majority of the day. Staff ensure babies have time outdoors and they sing in small groups.
- Parents are very happy with the care their children receive. They are highly complimentary of staff and are particularly pleased with the new methods of communication. This helps to build relationships and promote continuity for children.
- Staff say they feel enthusiastic about the future and look forward to developing their skills even further. Although managers have not started formal observations and supervisions, staff benefit from a monthly meeting and they visit other nurseries in the group. This helps to share good practice between staff. Managers focus strongly on supporting staff's positive mental health and emotional well-being. This has helped to strengthen the team and boost morale.

## Safeguarding

The arrangements for safeguarding are effective.

The management team have robust procedures for recruitment and induction. They ensure staff are suitable to work with children and carry out checks on their background, qualifications and employment history. Staff benefit from monthly updates about child protection and safeguarding issues. They have a thorough knowledge of the procedures to follow if they have concerns about children's safety and welfare. In addition, staff understand what they need to do if they have concerns about their colleagues' practice and are aware of the local safeguarding partnership guidance. Children learn how to stay safe and take care of each other. Staff teach them about safety in the setting and what to do if they are hurt.

## What does the setting need to do to improve?

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

	Due date
ensure all of the toilet facilities and changing areas are suitable and hygienic for children and staff to use	14/04/2022
embed a clear curriculum and raise the quality of education, so experiences are challenging and purposeful for all children.	14/05/2022

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

- promote older children's understanding of good hygiene and self-care consistently to build on their independence even further
- implement new plans to further support staff's professional development.

## Setting details

<b>Unique reference number</b>	EY402334
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10230727
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	59
<b>Number of children on roll</b>	73
<b>Name of registered person</b>	Muddy Boots Wilberfoss Ltd.
<b>Registered person unique reference number</b>	RP909966
<b>Telephone number</b>	01759 388575
<b>Date of previous inspection</b>	27 November 2018

## Information about this early years setting

Muddy Boots Wilberfoss re-registered in 2022. The nursery employs 12 members of childcare staff. Of these, one holds qualified teacher status and six staff hold appropriate early years qualifications at level 3 and above, including the manager. The nursery opens five days a week, from 7.30am until 6pm, all year round, except for bank holidays and a week at Christmas. 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 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- A joint observation was completed by the manager and inspector, outdoors during planned activity.
- The inspector held a discussion with the area manager and manager 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 spoke to parents and obtained 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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