

Inspection of Little Muddy Me

Bray Lake Water Sports, Monkey Island Lane, Bray, Maidenhead, Berkshire SL6 2EB

Inspection date: 20 June 2022

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 arrive eager and motivated for a day of exciting and stimulating activities in the forest. They are greeted warmly and enthusiastically by the extremely nurturing staff. Children show they are exceptionally happy and secure at pre-school. Their behaviour is exemplary. Children rapidly grow in confidence.

Literacy development is a strength at the pre-school. Children can be seen reading with an adult, swinging in the hammock and sharing books with their friends. Staff read with superb expression to children and take time to talk to them about the books they read. For example, children describe books they love to read, as well as competently naming the author and illustrator. Children recall stories with ease and develop a love of learning. For example, they conclude that 'the plum pie' in the story may be taken outside as they are having a picnic.

Children are consistently engrossed in exciting and challenging activities. Staff create an ethos of awe and wonder for the children in the woods. Children benefit from rich experiences that help them to learn about the world around them. For example, they use a range of real tools with ease. They use Japanese saws, knowing they need to saw 'back and forth' to cut through the wood. Children persevere for prolonged periods as they wind and rotate the hand drill to create a hole through the wood. They exhibit remarkable levels of motivation and concentration.

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

- The inspirational manager has embedded a rigorous system to support and monitor the development of staff. She coaches and mentors to help them confidently perform to their full potential. The manager observes staff teaching and strives for excellence for children. She meets regularly with staff to discuss their progress.
- The manager has a profound commitment to continuous reflection and self-evaluation. Staff are encouraged to research the latest developments in the field of early years. For example, recent research and training identify the benefits of using specific tools in the forest. This has been highly successful in further supporting children's physical development.
- The manager and provider recognise the importance of valuing their staff. For example, they have invested in an external online service to support the well-being of their staff, as well as a range of recognition packages. All staff say they enjoy working here and feel exceptionally valued.
- Support for children with special educational needs and/or disabilities is outstanding. Staff go over and above to secure timely interventions and target support for individual children at the earliest opportunity. This contributes to the

rapid and substantial progress that all children make over short periods of time.

- Staff are especially caring towards the children, creating an extremely nurturing environment. New children settle remarkably quickly. This is supported by exceptional information obtained ahead of children starting. In addition, staff undertake home visits to meet the children and their families. Children follow the respectful behaviour modelled by staff and are consistently kind and helpful to each other.
- Since the onset of the COVID-19 pandemic, staff have placed a sharp emphasis on supporting children to manage their feeling and emotions. For example, staff have introduced a range of strategies to support the well-being of their children, such as regular yoga sessions and talking about the language of emotions. This is contributing to children's increased self-control and confidence.
- Parents highly rate what they consider to be an exceptionally caring and communicative staff team. They express how their children grow in confidence and learn a range of skills, such as yoga, wood turning, climbing trees and the growth and evolution of animals. This is in addition to reading, writing and communication skills that they are fully competent in. All parents say that their children are safe and secure in the pre-school, based in a dedicated forest area.
- All staff plan an extremely well sequenced and broad curriculum. This is based on an accurate understanding of the needs of the children. Staff expertly and consistently extend children's learning, including those children in receipt of additional funding. Staff skilfully nurture the skills children need to be ready for their next stage in their learning.
- The innovative staff engage children in meaningful tasks to teach them about global factors, such as climate change. For instance, children actively recycle different materials and take part in community projects. This is empowering children to make a difference and supporting them to adopt higher levels of respect, care and consideration for the world around them.

Safeguarding

The arrangements for safeguarding are effective.

The manager has high expectations of staff, especially regarding their knowledge of safeguarding. Staff receive rigorous safeguarding training, including ongoing discussions and staff meetings on child protection. They monitor the welfare of the children vigilantly. Staff demonstrate detailed knowledge of the signs that could indicate a child is at risk of harm, including exposure to radical and extremist views. Staff have an excellent understanding of their duty to identify and respond to concerns about a child and/or member of staff working with them. The manager ensures staff's suitability through ongoing checks.

Setting details

Unique reference number	2566073
Local authority	Windsor and Maidenhead
Inspection number	10233507
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	77
Name of registered person	Little Me Bray Limited
Registered person unique reference number	RP536678
Telephone number	07977129819
Date of previous inspection	Not applicable

Information about this early years setting

Little Muddy Me registered in 2019 and operates from a secure woodland area situated within Bray Lake Water Sports complex, on the outskirts of Maidenhead, in Berkshire. The pre-school is open from 9am to 3pm on Monday to Friday, term time only. Children have the option of an earlier start from 8.30am, during term time and it is also open during some periods of the school holidays. There are nine members of staff, of whom three hold a relevant level 3 childcare qualification. One holds qualified teacher status. The provider receives funding to provide free early education for children aged two, three and four years, and is in receipt of early years pupil premium.

Information about this inspection

Inspector

Amanda Perkin

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 their evaluation of the provider.
- The inspector had a learning walk with the manager through all areas of the forest used by the children.
- Parents shared their views through written and verbal feedback. The inspector took these views into account.
- The inspector spoke with the manager and the nominated individual about the leadership of the setting.
- The manager carried out joint observations with the inspector.
- The inspector looked at a sample of the documentation. This included evidence about suitability and training 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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