

Inspection of Muddy Footprints Early Years Centre

Parklands, Conleach Road, Liverpool, Lancashire L24 0TY

Inspection date: 22 June 2022

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 of all ages enjoy fun-filled days of excitement and learning at this nursery. They gleefully arrive each morning to play with their friends and happily greet staff. Younger children giggle and join in during staff-led story and song times, which enthusiastic staff bring to life with puppets. Children copy the sounds in books, saying 'hiss' and 'ahh' which helps develop their early speech. Older children show their curiosity and imagination during outdoor play as they use maps to hunt for pretend treasure. They also use binoculars and magnifying glasses to hunt for insects while dressed as explorers. Other children make pretend food from mud and water in the outdoor kitchen as they immerse themselves in the texture of the sticky wet mud. Children challenge themselves as they learn to walk along balance beams and use a variety of wheeled toys, which develops their coordination. In their creative play, children gently wash dolls, recreating the care their parents give to younger siblings at home. At other times, children concentrate as they try to build increasingly high towers from blocks. As they do so, they accurately count the blocks in sequence, identifying the different colours and shapes they use. Children are beginning to correctly identify numbers in different contexts. This shows the impact of the mathematical learning which has taken place while children attend the nursery. Children show that they feel safe at nursery as they are keen to involve staff in their play and show them things they have created. Others come to staff for cuddles, particularly when they are feeling tired.

Due to the impact of the COVID-19 pandemic the nursery is providing children with even greater support in relation to communication and language and social and emotional development.

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

- Leaders ensure that the nursery provides an exceptional level of support to children with special educational needs and/or disabilities (SEND) and their parents. The skilled staff team are true advocates for children and are unwavering in seeking out the support needed. Referrals are made at the earliest possible point, and tailored educational plans are put in place to support children. Close partnership working with parents is a vital part of the success of the work the nursery does. This builds to give children with SEND, and indeed all children, the best possible progress and outcomes from their starting points.
- Leaders plan, and staff deliver, an exciting and challenging curriculum for all children at the setting. They provide children with experiences in their daily learning that they might not otherwise have access to. Staff have high aspirations for all children and deliver activities that prepare children well for the next stage in their learning.
- Staff consistently model appropriate behaviours and expectations to children

throughout the nursery. By acting as good role models, the behaviour of children is of a consistently high standard. Children learn right from wrong and understand the importance of good manners and the appropriate way to treat and speak to others. In their play, children learn to share and take turns. They quickly become familiar with daily routines and thrive from this consistent structure in their day.

- From a young age, staff help children to develop their independence. Babies explore their environment and select what they want to play with. They feed themselves with increasing skill, progressing from finger food and bottles to cutlery and open cups quickly. Older children competently use knives and forks at lunchtime. Children recognise when they need the toilet and make their needs known or use the toilet independently. Staff teach children the importance of good oral health and ensure children brush their teeth daily. However, there are some limited instances where staff do things for children that they are capable of doing for themselves. For example, staff wash and dry some children's hands for them, place them in their chairs at mealtimes, pour drinks for them and wipe their faces for them after eating.
- Staff praise the support they receive from leaders and talk positively about what it is like to work at the nursery. They explain that training is targeted at the specific needs of the community as well as individual children. For example, staff have received training in sudden infant death syndrome, lots of guidance on oral health and training in a variety of strategies to support communication and language development.
- Parents consistently comment on the high level of support they receive from the nursery to aid in their children's development. They talk about the ideas they are given, for example, to help improve children's bedtime routines. Some parents have also accessed training sessions so that they learn how to support their child's communication and language at home. Parents say their children are 'happy and contented' at nursery. Parents of children with SEND particularly praise the nursery and the 'proper bond' that develops between staff and children.

Safeguarding

The arrangements for safeguarding are effective.

All staff and leaders at this nursery have a deep understanding of their complex safeguarding responsibilities. Leaders invest in training and development so that staff are knowledgeable and have good insight into child protection matters. The nursery builds strong relationships with families from the outset. This means that they understand the unique needs of every family and can tailor support to ensure the best outcomes for children. The nursery understands the needs of its community and works in close partnership with a wide range of agencies to both help keep children safe and support parental needs where required. Staff know who to report concerns about a child to and what to do if an allegation is made. They are clear on who they would contact should leaders fail to act to safeguard children.

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 practice to better develop all children's independence skills.

Setting details

Unique reference number	2578810
Local authority	Liverpool
Inspection number	10239441
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	52
Number of children on roll	90
Name of registered person	Five Children and Families Trust Ltd
Registered person unique reference number	RP524895
Telephone number	01517050247
Date of previous inspection	Not applicable

Information about this early years setting

Muddy Footprints Early Years Centre registered in 2020 and is based in the Speke area of Liverpool. The nursery employs 19 members of childcare staff. Of these, 16 staff hold appropriate childcare qualifications ranging from level 2 to level 5. Also, two staff are qualified at level 6. The nursery opens from Monday to Friday all year round from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Richard Sutcliffe

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinators spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022