

# Inspection of Tiny Muddy Boots

Scout Hut, Pole Hill Park, Petworth Gardens, Uxbridge UB10 9HQ

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Inspection date: 8 September 2022

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

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

### The provision is good

Children thrive at this friendly and inclusive nursery. The exciting environment and activities are thoughtfully planned to support children of different ages in all areas of their learning. Children show that they feel confident and secure. They make independent choices and show positive attitudes to learning. For example, children are thrilled to discover snails in their garden after heavy rain. They carefully observe the snails, share their knowledge and ask questions to find out more. Children are keen to develop their knowledge further by looking at books. They are inspired to go on a 'bug hunt' to discover other creatures that live in their garden.

Children develop close and caring bonds with the attentive staff, which helps them to feel safe. They receive lots of positive praise, which boosts their self-esteem. Children respond positively to the high expectations of staff and behave well. They learn to be kind to animals, as they care for the nursery's pet rabbit. Children benefit from a range of experiences, which help them to understand and respect different people and communities. For instance, they make regular visits to a care home for the elderly, where they enjoy activities such as art and singing, alongside the residents.

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

- The manager, who also owns the nursery, is passionate about providing high-quality care and learning for all children. She and the staff team regularly review the curriculum and how they can strengthen the provision. They successfully implement plans to further improve the outcomes for children. For example, staff have developed more opportunities for children to explore mathematics in the garden. This has enhanced the learning of children who prefer to play outdoors.
- Staff monitor children's development closely. They quickly identify where children require extra help to reach their full potential. Staff work alongside parents and other professionals to provide targeted support for children. For instance, staff deliver specialised, small-group activities to promote children's listening and attention skills. As a result, all children, including children who receive additional funding and those with special educational needs and/or disabilities, make good progress.
- Children develop their communication and language skills well. They sing, share books and enjoy discussions with staff throughout the day. Children learn to be good listeners and confidently use a wide range of words. Staff integrate useful strategies into their teaching. For example, they use simple signs and picture cards, helping children who are developing their speech to communicate more effectively. Staff value other languages that children speak and work with parents to help them to become fluently bilingual.

- Staff provide consistent guidance to remind children about behavioural boundaries in the nursery. As a result, children understand what is expected of them. However, staff do not always explain to children the reasons why rules and boundaries are in place, to help children begin to moderate their own behaviour.
- There is a respectful culture throughout the nursery, where children's diverse backgrounds and abilities are celebrated. Staff find out about children's home lives and encourage them to share their experiences. For instance, children take the nursery teddy bear home for the weekend. They happily share photographs and tell their friends about what they did together. This helps children to learn about and respect the lives of others.
- Children learn positive attitudes towards being healthy and active. They enjoy spending time outdoors and speak knowledgably about eating healthy food and looking after their teeth. Staff teach children good hand-washing routines and support them as they learn to use the toilet. However, they could do more to promote children's independence with other personal care skills, particularly at mealtimes.
- Parents speak highly about the nursery. They say that staff are genuinely interested in their children and go beyond what is expected to offer them support. Parents comment positively about their children's development. For instance, several parents highlight that their children's language and social skills have improved rapidly during the time they have attended.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to safeguard children. They complete mandatory training and regularly discuss safeguarding matters. Staff recognise the signs that a child might be vulnerable to harm. This includes risks such as exposure to extreme views or domestic abuse. They know the procedures to follow if they become concerned about a child's welfare or the conduct of a colleague. The manager follows robust recruitment processes to help ensure staff are suitable to work with children. Staff assess the environment to remove and reduce potential hazards so that the nursery is safe and secure for children.

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

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

- ensure that staff provide consistent explanations about behavioural boundaries to help children begin to moderate their behaviour
- help staff to support children's independence with personal care skills more effectively, particularly at mealtimes.

## Setting details

<b>Unique reference number</b>	EY559460
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	10190305
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Tiny Muddy Boots Ltd
<b>Registered person unique reference number</b>	RP559459
<b>Telephone number</b>	0791 286 2262
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Tiny Muddy Boots registered in 2018. It is situated in the London Borough of Hillingdon. The setting is open Monday to Friday, from 8.45am until 2.45pm, during term time only. The provider employs six staff, five of whom hold an early years qualification at level 3. The setting offers funded early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Sarah Crawford

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The manager showed the inspector around the nursery premises and explained how they organise the learning programmes for children.
- The inspector observed a range of activities and interactions between staff and children to assess the quality of education. This includes a joint observation with the manager.
- The manager ensured that documentation was available for the inspector to view, including staff paediatric first-aid qualifications and records of suitability checks.
- Parents, staff and children shared their views and experiences of the nursery with the inspector. The inspector also looked at written feedback from parents.
- The inspector met with the manager to discuss leadership issues, such as recruitment and staff training.

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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