

# Inspection of Muddy Boots Wilberfoss

Storking Lane, Wilberfoss, York, York YO41 5ND

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Inspection date:

31 October 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

Requires improvement

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

### **The provision requires improvement**

Children are greeted warmly by staff when they arrive at the nursery. They settle quickly, including those children who have only recently started attending. There are strong bonds between children and staff. Children receive cuddles and reassurance if they become upset or are unsettled. They are spoken to with respect and warmth. Children are kind to their friends and show excellent manners. For example, at lunchtime, they check if they can start eating when one of their friends has not yet sat down at the table. Children beam with pride when they are praised for behaving well. This helps to promote their self-esteem.

Children are given plenty of opportunities to learn about the world around them. For example, they go on walks in the local village. Inside the nursery, children are always able to find interesting things to do in the bright and stimulating playrooms. Babies confidently explore the resources and enjoy listening to stories and rhymes. Two-year-old children concentrate as they scoop leaves into buckets and attempt to make towers with them. Children in the pre-school room carefully follow instructions as they mix their own play dough. However, the quality of education is variable across the nursery. This means that some children do not consistently make as much progress as others.

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

- Managers have a clear vision for the nursery. They have worked hard since the last inspection to design a rich curriculum that is based on the interests of the children. Staff have a very good understanding of how young children learn. In every room, they have carefully considered how to provide activities to spark children's curiosity. Staff constantly review and change the resources that they provide based on their observations of children.
- Children are generally becoming confident and inquisitive learners. Staff are skilled at supporting children to achieve their next steps in learning, individually and in small groups. However, in the pre-school room, children become restless when they are all together at story or circle time. This is because the activities that staff provide are not always matched to children's learning needs or interests.
- Staff understand the importance of supporting children's speech and language development. Babies are encouraged to vocalise. Staff constantly introduce new vocabulary to children as they play. They put effective strategies in place to support children who are struggling with their speech. Staff ask a range of questions; however, at times, they do not give children sufficient time to respond. This does not support children to extend their thinking skills.
- Children with special educational needs and/or disabilities and those with additional health needs are supported extremely effectively. Careful

consideration is given to ensuring that activities are accessible to all children. Staff work closely with other professionals to ensure that children's needs are met. They write detailed care plans and receive specialist training.

- Outside, children enjoy developing their physical skills as they run, balance and move around in ride-on cars. The outdoor space is safe and secure. Thorough risk assessments are reviewed regularly to promote children's safety. However, the outdoor space does not provide the same level of learning opportunities as inside. Some areas require attention to make them more interesting for children. This has been identified by managers, who have plans to develop this aspect of the provision.
- Children benefit from healthy meals and snacks. They know when they must wash their hands. However, staff do not clean their hands after wiping children's noses. Staff's practice when changing nappies does not always minimise the spread of infection. This does not consistently promote children's good health.
- Children are supported effectively to become more independent. Babies are encouraged to feed themselves using spoons. As they get older, they progress to using knives and forks, and children pour their own drinks. In the pre-school room, children are helped to cut their own apples and serve their own lunch.
- Managers regularly capture the views of parents. They take note of parents' feedback and make changes to aspects of the nursery's practice. Parents welcome the daily updates that they receive from nursery staff. They recognise the progress that their children are making. Parents appreciate the strong bonds that their children form with staff.

## Safeguarding

The arrangements for safeguarding are effective.

Staff update their safeguarding training regularly. They have access to helpful prompts in each room so that they can refer to these should they have a concern about a child's safety. Staff demonstrate a good knowledge and understanding of the indicators of a wide range of abuse. They know what to do should they need to make an allegation against a member of staff. Children are supervised effectively throughout the day. Appropriate procedures are followed in the event of any accidents. Managers have robust procedures in place to ensure that new staff are suitable to work with children.

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

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

- strengthen teaching in the pre-school room so that all children are actively engaged in purposeful learning
- support staff to improve their use of questioning so that they provide children with time to consider their responses

- develop the outdoor environment to provide children with more opportunities to learn outside
- improve staff's practice so that it consistently promotes children's good health.

## Setting details

<b>Unique reference number</b>	EY402334
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10259835
<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>	72
<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>	15 March 2022

## Information about this early years setting

Muddy Boots Wilberfoss re-registered in 2022 and is located in York. The nursery employs 15 members of childcare staff. Of these, one holds qualified teacher status and nine 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. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jan Batchelor

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector carried out a joint observation of a group activity with the deputy manager.
- Children spoke to the inspector about what they enjoy doing while at the nursery.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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