

Inspection of Muddy Boots 'Snowdrop Cottage'

Memorial Hall, Bexhill Road, Ninfield, East Sussex TN33 9EE

Inspection date: 10 February 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is outstanding

Children and their families are at the heart of this unique and exceptional setting. On arrival, children are welcomed by enthusiastic staff, who encourage learning immediately. Staff place signs on the path suggesting that children 'count down the steps' to Muddy Boots adventures. Children enter eager and excited to see their friends. They settle immediately to explore the wide range of high-quality activities and opportunities that are purposefully planned to spark their curiosity and fire their imagination. Children delight in creating models with 'sticks and peas' outside, remaining intently focused and deeply engaged. They excitedly talk about what they have made, describing their models as like a 'supernova'. They are incredibly motivated and sustain very high levels of concentration.

Children thrive in a language rich environment, tailored to their individual needs, talents, and interests. Staff's interactions with children are outstanding. Children are extremely happy and nurtured in this excellent setting. Children's behaviour and attitudes are exemplary. For example, children immediately go to help their friends and share their toys. At lunchtime, they explain that their friends are 'dairy free' and make sure that their lunch is checked and safe. Children understand about their friends needs and are inclusive and positive about these. For example, they talk about friends who have special educational needs and/or disabilities (SEND) and how they make sure they support them. They have consistently very high levels of respect for each other.

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

- Since the last inspection, the manager and staff have made significant improvements. They ensure that the environment outdoors is safe and secure. They have implemented regular safety checks to ensure the provision is risk assessed and any hazards or risks are minimised. They have invested in new outdoor resources such as matting to ensure the areas where children play and explore are safe. They have reflected on the practice and provision significantly to ensure it is the best it can be.
- Children are provided with a plethora of opportunities to learn about the natural world around us and to respect and value it. They plant trees in the local community with residents and staff actively encourage community-based experiences. For example, they have an allotment and use this to teach children about growing their own vegetables. Children explain that 'their field' opposite the setting where they pick blackberries, will soon have houses on it and express their concern that 'the trees and plants will be gone'.
- Parents report that the setting is 'magical' and that they could not replicate the 'incredible' experiences that their children get at home. They talk very highly of the support they receive. They say that the setting 'goes above and beyond'. For

example, they explain that to support children to settle in, staff come to their homes to meet them, and go on walks together. They talk about the excellent communication they receive to support their children's learning at home.

- The manager is inspirational in her approach to young children's learning. She is highly supportive of her staff and actively encourages staff to develop their knowledge and skills. For example, she funds additional qualifications and seeks out high quality continuing professional development opportunities to ensure their practice continues to be the very best it can be. She is proactive in seeking support and partnerships with external agencies and the Local Authority, who have supported the setting incredibly well.
- Staff support all children exceptionally well. They are intently focussed on children as individuals. Children with SEND are incredibly well supported. Staff have undertaken a range of training to help them offer highly effective support. For example, children who do not talk when they start at the setting become confident and fluent speakers.
- Staff continually reflect on the needs of their children and provide an environment which meets their needs exceptionally well. They ensure that their practice and provision supports children to the highest level possible. Children delight in finding different ways to make capes when playing 'Batman' and this is actively encouraged by adults. They support children to think of different materials they could use and how they could attach them.
- Staff know how important it is to develop a love of reading and provide an environment that is incredibly language rich. Opportunities for children to immerse themselves in stories and reading are plentiful. Children delight in settling down on their stomachs to join in with story time. Exciting opportunities to encourage a love of reading are embedded throughout the setting. Every space is enriched to support curiosity and imagination.
- Children's own cultures and languages are incredibly well valued. Families are invited to share the languages that they speak at home along with their heritage. Children record stories in their home languages, and these are shared with all the families and displayed. This supports children's well-being and encourages high levels of confidence.
- Staff have incredibly high expectations of children. They entice, interest, and motivate them. They offer cuddles and love. They encourage children to be resilient and incredibly independent. For example, at snack time, children set things up and serve themselves, using large tongs. They take their own snacks to the table, wait for their friends, and clear their things away. Children help each other to get their wellies on later when going outside, balancing carefully and ensuring all their friends can do it too.
- Staff are excellent role models, playing alongside children and nurturing their interests and fascinations. They plan and sequence a curriculum that builds on children's knowledge, challenges them and extends their learning. Children make exceptional progress in their language, reading and mathematical knowledge. Staff are highly effective in developing children's creativity. For example, children can independently explore an extensive range of art and craft resources and outdoor recycled materials to build with.

Safeguarding

The arrangements for safeguarding are effective.

Staff support children very well to identify and manage risk for themselves. Children explain how they use the large spades outside for digging safely. Leaders and managers take their responsibilities seriously. They ensure the processes for the recruitment, vetting and ongoing suitability of staff are robust and effective. Staff know exactly what to do if they are concerned about a child or a colleague, and who to go to for further advice and support. Staff undertake daily risk assessments to ensure the premises inside and outside are safe. Leaders and managers are incredibly reflective of their safeguarding practices, ensuring all children are safe and secure. Leaders and managers ensure staff have regular opportunities for effective supervision.

Setting details

Unique reference number	2593325
Local authority	East Sussex
Inspection number	10258465
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 5
Total number of places	24
Number of children on roll	24
Name of registered person	Muddy Boots Home-Based & Environmental Childcare Ltd
Registered person unique reference number	2574135
Telephone number	07920558503
Date of previous inspection	26 September 2022

Information about this early years setting

Muddy Boots 'Snowdrop Cottage' nursery registered in May 2020. It operates from Snowdrop Cottage, attached to the Memorial Hall in Ninfield, East Sussex. The nursery is open from Tuesday to Friday, 8am to 5.30pm, for 46 weeks of the year. The setting employs six members of staff, of which one holds a level 6 qualification, one holds a level 5 qualification, one holds a level 4 qualification, one holds a level 3 qualification and two are unqualified. The setting receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Victoria Salisbury

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- 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.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 manager and the inspector carried out a joint observation during snack time.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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