

Inspection of Muddy Puddles Nursery

First Rayners Lane Scout Group, Trescoe Gardens, Harrow HA2 9TB

Inspection date:

13 March 2023

Overall effectiveness

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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are happy to come into the setting. They happily leave parents and enter the room, eager to see what activities are available. Children have secure attachments with staff members. Staff take the time to get to know children and work closely with parents to gain information. Staff regularly track children's development and are knowledgeable about the next steps in children's learning. However, this is not consistent for children with special educational needs and/or disabilities (SEND). Staff do not always share adequate information with each other. Due to this, children with SEND do not always have the same opportunities as others to make progress in their learning and development.

Children behave well. They treat each other and the setting's resources with respect. Children enjoy playing alongside adults. They welcome them to join their play and, at times, seek physical comfort from them. Children make independent choices about their learning. Resources are available for them to individually choose from, including the youngest babies, and they enjoy this freedom to explore. The manager is passionate about creating and designing a curriculum that helps children thrive. However, this is not consistently cascaded down to the staff team, resulting in inconsistencies in teaching.

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

- The nursery has undergone a lot of staffing changes since it opened, and these have had an impact on the setting. New staff receive sufficient induction to the setting and feel welcomed. The manager regularly meets with all members of the team to share good practice and discuss staff development. However, the manager does not monitor practice effectively enough to ensure that new learning is embedded. This has an impact on the quality of teaching.
- Staff support children's language development well. They talk to children throughout the day, asking questions and encouraging conversations. Mealtimes are sociable times when staff talk to children, developing their spoken language. In the baby room, staff narrate activities. They name objects and encourage children to match them. For example, while playing with different textures and farm animals, staff encourage children to find hidden animals. They then name these, encouraging children to repeat the words back.
- Staff use children's interests to plan activities and learning opportunities. They work with parents to gather information about children's experiences at home and their interests. However, not all staff have the knowledge and skills to be able to differentiate planned activities for children at different ages and stages of development.
- Children with SEND do not always have the right plans and information in place for them to make good progress in their learning. Information is not gathered

effectively from parents and partnerships are not always collaborative. Where strategies are in place to support children, these are not shared with other staff members. This results in inconsistent use of these approaches.

- Staff monitor children's progress and share this with parents at meetings. An online portal provides parents with up-to-date observations and opportunities for them to share information and learning. However, the required progress checks for children aged between two and three years are not adequately completed. This means opportunities are lost to share progress and identify any areas of concern.
- Children gain positive views of following an active lifestyle and being healthy. Staff regularly talk to children about the importance of oral health. They use activities to explore and investigate dental hygiene practices. The setting provides children with healthy, home-cooked meals and snacks. In the garden areas, children can explore movement in a range of ways, including climbing up the slides, manoeuvring on tricycles and bicycles and balancing on beams. This supports the development of their physical skills.
- Parents speak of the positive impact the new owners and manager have had on the setting. The report that their children are happy and well cared for. Parents are aware of the development their children have made and feel there are effective parent partnerships in place.

Safeguarding

The arrangements for safeguarding are effective.

Staff know how to keep children safe in the setting. They are aware of the environment and the risk assessments which must be completed to ensure children's safety daily. Staff are knowledgeable of the recording and reporting processes should they have a concern about a child and are confident to make referrals independently if required. All staff regularly complete training on safeguarding and the manager monitors this. The manager ensures the ongoing suitability of all staff members in the setting.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that effective arrangements are in place to support children with SEND to make consistently good progress in their learning and that plans and strategies are shared with all staff to provide consistency for children	14/05/2023

ensure that all progress checks for children aged between two and three years include accurate information about children's learning and development and next steps in their learning, and are shared with parents.	14/05/2023
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To further improve the quality of the early years provision, the provider should:

- improve the monitoring of staff practice to develop their knowledge and understanding of how to adapt activities to suit children at different ages and stages of development, so that all children benefit from consistently good quality teaching.

Setting details

Unique reference number	2599984
Local authority	Harrow
Inspection number	10276034
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	0 to 4
Total number of places	38
Number of children on roll	44
Name of registered person	SS Ram LTD
Registered person unique reference number	2599982
Telephone number	0208 866 2046
Date of previous inspection	Not applicable

Information about this early years setting

Muddy Puddles Nursery registered in 2021. It operates from a scout hut in the London Borough of Harrow. The nursery is open Monday to Friday, from 8am to 6pm, all year round, except for bank holidays. There are currently 10 members of staff, of whom six have relevant qualifications at level 2 or above. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Smith

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 viewed the provision and discussed the safety and suitability of the premises.
- The manager and the inspector completed a learning walk together of all areas of the club and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The manager and the inspector carried out a joint observation during an activity.
- Parents shared their views of the setting with the inspector both verbally and written.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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