

Inspection of Mucky Pups Day Nursery

140 Garretts Green Lane, Garretts Green, Birmingham, West Midlands B26 2JN

Inspection date: 28 April 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children arrive at the nursery happy and excited. They quickly say goodbye to their caregiver and run to see their friends. Staff welcome the children with smiles. Children rush to share information with them about recent holidays they have had. Children understand and follow routines. They are independent and proudly show staff how they can put on their coats. Children form strong bonds with their key person and seek them out when they need support or comfort.

Children are well cared for and treated with respect. For example, staff ask children's permission to change their nappies before taking them away from activities. Staff encourage children to be polite and have good manners. They use 'please', 'thank you' and 'excuse me' when talking to one another. Knowledgeable staff support children with special educational needs and/or disabilities (SEND). They use resources that help them join in and enjoy group times.

Children are beginning to understand life cycles and growing. For example, they talk about the caterpillars they have at the nursery. They understand that they will soon become cocoons and then butterflies. Children talk about the trees in the garden and how they will have apples and pears on them. They learn about the importance of looking after the planet by using rainwater collected in a water butt to water the plants.

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

- The manager follows a curriculum that ensures all children make progress. She has developed an environment that helps children remember what they have learned. The manager and staff know the children well. They provide resources and activities that promote curiosity and excitement. Children engage with activities and are active in the environment. Staff understand how to support children's communication and language. However, pre-school children are not always given opportunities to extend their vocabulary to enhance their communication even further.
- Staff understand children's individual needs and provide targeted support. They work with external organisations to ensure all children and families receive the support they need. Children with SEND make good progress.
- The manager recognises the impact of COVID-19 on children's development. She engages in several initiatives to reduce any long-term effects. For example, families became less active due to lockdown restrictions. To support this, the nursery took part in a programme that promotes healthy lifestyles. This involves fun activities for all the family. The nursery also took part in a programme developed to help nurseries recover from the pandemic. The manager describes how the information gained supports families and staff as they return to

'normal'.

- Children behave well. Staff have high expectations for behaviour and apply appropriate strategies. They use sign language to support children's understanding. Children respond well to staff. Staff praise children for making good choices, such as when children agree to share a special toy. Children seek the support of their key person to help them resolve conflict. Staff are kind and give children time to explain their concerns. Children understand the nursery rules and remind each other of them.
- Staff prepare children for the next stage in their education well. For example, they play number games and begin to recognise and write their names. Staff encourage children to be independent during snack and mealtimes. Children follow the nursery routine and help each other at tidy-up time.
- Staff encourage children to be active outdoors. They provide resources for them to practise balancing and climbing. Children take a keen interest in nature and watch birds as they make nests in the bird house.
- The manager and staff have built strong parent partnerships. Parents talk about how 'amazing' the staff are. They describe how their children's speech has developed since attending the nursery. They are happy and know their children's learning and next steps. The staff are sensitive to the diverse needs of the nursery. They organise events that reflect these. For example, they held a 'Mum to Me' brunch rather than a Mother's Day brunch. The nursery environment reflects different cultures. Children learn about various festivals and celebrations.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures all staff access mandatory child protection and safeguarding training. Staff can explain the signs and symptoms of abuse, including female genital mutilation, county lines and the 'Prevent' duty and understand how to report concerns. They understand the process for reporting concerns about a colleague. Staff conduct daily risk assessments to ensure the environment is safe and secure. The manager completes a robust recruitment process. She ensures all those working with children are suitable. This includes an induction period. Staff learn the policies and procedures for the nursery. Staff follow key policies and procedures to keep children safe, such as the medication policy. Staff regularly check the indoor and outdoor areas to ensure children are safe.

What does the setting need to do to improve?

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

- provide pre-school children with more opportunities to extend their language and vocabulary.

Setting details

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| Unique reference number | EY266483 |
| Local authority | Birmingham |
| Inspection number | 10280019 |
| 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 | 30 |
| Number of children on roll | 47 |
| Name of registered person | Mucky Pups Day Nursery Ltd |
| Registered person unique reference number | RP909498 |
| Telephone number | 0121 722 2500 |
| Date of previous inspection | 1 September 2017 |

Information about this early years setting

Mucky Pups Day Nursery registered in 2004. This is one of two nurseries owned by the provider. The nursery is located in Garretts Green. The provider employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, level 5 or level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 5.30pm. The nursery offers a before- and after-school club according to need and receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Donna Townsend

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.
- The inspector talked to staff and took account of their views.
- The manager and the inspector carried out a joint observation during a morning numeracy activity.
- The inspector observed the quality of education being provided and assessed the impact that this has on children's learning.
- 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.
- The inspector held a meeting with the manager and special educational needs coordinator.

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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