

Inspection of Muddy Boots Wilberfoss

Storking Lane, Wilberfoss, York, York YO41 5ND

Inspection date: 8 August 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Requires improvement
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What is it like to attend this early years setting?

The provision is good

The manager and staff team have worked hard to drive forward improvements which benefit children. Since the last inspection, the manager has supported staff to improve the quality of their teaching and promote children's learning. Children make good progress. Staff know what they need to learn and plan exciting activities to broaden their experiences. Children enjoy accessing the curriculum outdoors. They have plenty of space to develop good physical skills and play imaginatively as they mix paints in the mud kitchen. Staff have high expectations for all children. They identify any areas of potential delay and focus on these areas of children's learning to close gaps. This helps children to build secure foundations for future learning.

Staff support children's positive emotional well-being and help them to develop good social skills. For example, they calmly talk to young children about how they can share the pots and scoops outdoors. Children have positive relationships with all staff, including those who are not their key person. This is because room leaders ensure they leave highly detailed plans and care information for supply staff when they are absent. Parents are happy with the progress their children make. For example, they say 'staff support is phenomenal' and they are included and involved in all parts of their child's learning.

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

- The curriculum is sequenced and purposeful for children. The manager and staff team have worked hard to consider the skills children need to learn and how they can implement this into experiences. Staff provide children with focused weeks, where they observe and assess their progress. They share information with parents and provide activity packs to take home to promote continuity of learning for children.
- Children develop good levels of self-care and independence. This is consistently focused on throughout each room of the nursery. Young children are encouraged to wash their own faces using the mirrors after their lunch. Older children serve their own lunches and manage their own personal hygiene with staff there to support them if they need it.
- Staff help older children develop good levels of concentration and have high expectations for their positive behaviour. The majority of children enjoy the circle time sessions and participate well. They answer questions about the story and learn how to use Makaton signs to communicate in different ways.
- However, some younger children in the group struggle with the length of time and group size. In addition, staff do not deploy themselves effectively to support children and their colleagues during some activities. For example, they rely on one member of staff to lead the activity, and do not participate with children.

This has an impact on children's level of engagement.

- Children with special educational needs and/or disabilities are supported effectively. Staff provide one-to-one care throughout the day and use support plans alongside parents and other professionals to help children make good progress. Children thoroughly enjoy playing outdoors and splashing in the water. Staff follow their lead and add challenge to their experiences, such as modelling new words and encouraging their communication skills.
- Staff regularly reflect and evaluate their practice and the impact this has for children. They have recently focused more on helping children develop early mathematical skills. Staff model mathematical language during song times with young children and they count out splashes with the ducks. Older children learn about full, empty, halves and quarters as staff further extend their understanding during play.
- Babies show they feel happy, safe and secure in the nursery. Although their key person is on holiday, their care needs are met extremely well and supply staff have been preparing for a number of weeks prior to this. They have a thorough knowledge of children's individual routines, interests and stages of development. Babies show delight when staff sing familiar songs using animals from the basket. They copy key words and clap when they finish.
- The manager and leadership team offer a wide range of support to promote staff's well-being and help them develop their skills. Staff complete weekly check-ins and are encouraged to share ideas to improve the nursery. They have regular meetings with their room leader and effective supervision meetings. Staff say they feel valued here and enjoy their role.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures staff have a thorough knowledge and understanding of how to keep children safe. For instance, staff regularly answer quizzes and questions about potential signs of abuse and safeguarding topics. They know how to record and report concerns about children's welfare. Room leaders support staff and create visual prompts, such as lanyards and wall displays, to help maintain a robust awareness. There are robust procedures in place to recruit new staff safely. The manager monitors their ongoing suitability regularly. The manager completes specific risk assessments to help keep children safe. In addition, staff teach children how to keep themselves safe. For instance, they discuss the importance of wearing protective helmets and children enjoy sharing their knowledge about this.

What does the setting need to do to improve?

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

- reflect on the expectations for younger children in the pre-school room, to

ensure they are supported effectively and stay engaged during group times

- help staff to understand how to deploy themselves effectively in order to continually challenge and support children.

Setting details

Unique reference number	EY402334
Local authority	East Riding of Yorkshire
Inspection number	10303551
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	59
Number of children on roll	72
Name of registered person	Muddy Boots Wilberfoss Ltd.
Registered person unique reference number	RP909966
Telephone number	01759 388575
Date of previous inspection	31 October 2022

Information about this early years setting

Muddy Boots Wilberfoss re-registered in 2022 and is located in York. The nursery employs 22 members of childcare staff. Of these, one holds qualified teacher status, three hold relevant level 6 qualifications 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

Michelle Lorains

Inspection activities

- The inspector discussed any ongoing impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- A joint observation was completed by the deputy manager and inspector, indoors during a planned group activity.
- The inspector held a discussion with the manager in relation to the leadership and management of the nursery. She looked at relevant documentation such as evidence of recruitment, staff's qualifications and their suitability to work with children.
- The inspector spoke to parents and obtained feedback for the inspection.

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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