

# Inspection of Mucky Munchkins Childcare

The Old Scout Hut, St. Helens Road, BOLTON BL5 1AA

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Inspection date: 15 August 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are safe and happy in this welcoming environment. All children make good progress in their learning and development. They develop a strong foundation in the knowledge, skills and understanding of the world that they need for future learning. Staff recognise the impact that the COVID-19 pandemic has had on children's development. They have prioritised children's personal, social and emotional development. The success of this is evident throughout the setting. Children are relaxed and they behave well as they learn to follow routines and understand what staff expect of them. For instance, children help to prepare the room for snack and lunch and wash the pots when they have finished.

Children play collaboratively together. For example, they share resources and take turns to push each other on the swing. Children show positive attitudes and are proud of their achievements. They cheer on their friends as they cross an obstacle course of blocks that they have made together. This helps children to build their confidence and resilience. Children are confident and keen to interact with the inspector as they use a keyboard to mimic the inspector using their laptop. Other children tell the inspector about what the wolf did in a recent story they have heard.

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

- Children learn how to keep themselves healthy. For example, older children talk about which foods are good for them and what sugar does to their teeth. Staff support children to brush their teeth every day. This teaches them about the importance of good oral hygiene.
- Children develop a love of books. They know some stories well and 'read' them out loud to dolls and teddy bears. Staff enhance children's listening skills by providing props, such as puppets, to engage them while they read. However, at times the noise levels indoors become so high that children struggle to hear the staff. As a result, some children find it hard to concentrate on their learning. This means that, at times, children can become disengaged and unsettled in their play and routines. However, leaders are aware of this issue and are taking steps to minimise noise levels in the main room.
- Staff introduce mathematical concepts and number at every opportunity. Children look at numbers on a weighing scale during baking activities and calculate how much butter and flour they will need. They then count the spoonfuls they use. Children learn to listen to and follow instructions.
- Children with special educational needs and/or disabilities (SEND) receive the help and support they need to make good progress. Staff are competent in making referrals and work in partnership with external agencies. Staff try different methods to support children and adapt their approach to the child's

individual needs. For example, staff use a range of communication methods, such as visual supports and Makaton.

- Children manage their self-care skills independently. They understand that they must wash their hands before eating and after using the bathroom. Children serve their own meals and access water during the day when they are thirsty. As a result, children's independence skills are fully supported in preparation for their eventual transition to the next stage in the nursery or school.
- Staff and leaders provide information for class teachers during the summer term and organise extra support for children with SEND. Teachers from the schools are invited to the nursery to meet the children, helping children to become familiar with the person who will be caring for them.
- Parents praise the nursery for the friendly and caring staff. Staff work in partnership with parents to get to know children well. This supports them to meet children's individual needs and preferences. Parents borrow books from the nursery's 'outdoor library' and staff offer ideas for how parents can extend children's learning at home through workshops and craft sessions.
- Leaders are supportive of their staff team and they provide access to online training for all staff to ensure that they keep their knowledge and practice up to date. This helps to ensure that children receive high-quality care and education.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of the signs and symptoms of abuse and neglect. They know what to do if they have a concern about a child's welfare. Leaders follow robust recruitment procedures and complete ongoing checks to ensure the suitability of staff. Staff ensure that internet-enabled devices are safe and suitable for children to use. Staff carry out daily risk assessments to ensure the environment is safe for children to play and explore. Furthermore, children learn how to manage their own risks and safety as they play. For example, they learn how to use a rope swing under the supervision of staff and how to avoid the stinging nettles in the field.

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

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

- develop further strategies to help reduce the noise level in the indoor area to allow all children to be heard and maintain their concentration.

## Setting details

<b>Unique reference number</b>	EY543151
<b>Local authority</b>	Bolton
<b>Inspection number</b>	10301508
<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>	41
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Mucky Munchkins Childcare Limited
<b>Registered person unique reference number</b>	RP543150
<b>Telephone number</b>	01204 651175
<b>Date of previous inspection</b>	31 January 2018

## Information about this early years setting

Mucky Munchkins Childcare registered in 2017. It is situated in Bolton. The nursery employs 16 members of staff. Of these, one holds a childcare qualification at level 6, three hold a qualification at level 5, four hold a qualification at level 3 and one holds a qualification at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery is in receipt of funding for early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Lisa Oakley

## 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 provider joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 inspector carried out joint observations of group activities with the provider.
- Parents shared their views of the setting with the inspector.
- The provider 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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