

# Inspection of Muddy Boots Stamford Bridge

Primrose Hill, Buttercrambe Road, Stamford Bridge, YORK YO41 1AW

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Inspection date: 7 February 2024

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
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Behaviour and attitudes	<b>Outstanding</b>
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Personal development	<b>Outstanding</b>
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Leadership and management	<b>Outstanding</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 outstanding**

Management and staff provide an extremely welcoming environment for children. There is a lovely calm atmosphere throughout the nursery. Children arrive eager to take part in the many and varied activities that staff offer. Staff work with parents to offer settling-in visits that help to introduce children to the nursery. Parents are updated regularly throughout the day. Staff send them photographs and parents can ring the nursery as well. Parents state that this helps to reassure them when they are at work.

Management and staff are highly successful in using the environment. Each room has their own dedicated garden area and from babies to pre-school, children can decide when they want to be learning outdoors. Children become deeply engaged and spend time concentrating on activities. For example, toddlers show a deep interest in spiders. Staff extend their learning as they teach them about different sized spiders. They count how many they have and hunt for more spiders in the garden. As children progress through the nursery, staff continually build on their skills. They encourage children to explore, experiment and test out ideas. For example, in pre-school, children build ramps into the water tray. They pour water down and observe whether the water will move the sticks they have placed there. Staff help children to follow clear and simple rules. Behaviour throughout the nursery is good.

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

- The curriculum is fully embedded. Staff understand it and implement it securely and consistently throughout the nursery. They do this with enthusiasm. As a result, children have an exceptionally strong foundation in learning. Children, including those with special educational needs and/or disabilities, make excellent progress from their individual starting points.
- Management is passionate about children achieving the best outcomes. Along with staff, they continually evaluate what works well and what could be done better. This is very evident through recent changes. For instance, the toddler room entrance has been moved to give more space in their room. In the garden, access to construction has been reviewed and moved. They have added crates for storage, which helps children to tidy the resources away. In pre-school, they have reviewed the home corner. This has been expanded to make it more homely, based on information they have received about children's kitchens at home.
- Management rigorously monitors staff's practice and welfare. They observe staff practice and hold regular one-to-one meetings with them. They understand staff strengths and where they may need additional support. The provider supports staff well-being. They hold weekly reviews based on how staff feel at work. This

helps them to identify if there are any issues or what is going particularly well. They provide support where needed.

- Staff support children's communication and language development extremely well. They get down at children's level, talking to them. They repeat words for them, so that children hear the correct way to say them. Baby room staff sing to the children spontaneously. Toddlers show their love of rhymes. For example, they sing about a spider when staff show them a book about a spider. Children develop a deep love of books. They enjoy sitting with staff to look at the pictures and discuss what is happening.
- Mathematics is part of everyday activities. For example, staff in the baby room count how many trains they have in a row. They teach pre-school children how to recognise written numbers and to know how many is in a group of items. This extends to children drawing circles on paper. Children have countless opportunities to make marks and experiment with early writing.
- Staff provide children with knowledge to support them in making healthy lifestyle choices. Staff follow professional guidance on when pre-school children should clean their teeth. Children enjoy exercise sessions once a week, where they learn about their body. Toddlers learn about their teeth. For example, they look at a book about the dentist. Staff demonstrate how to brush their teeth. using a large set of teeth.
- The management team regularly test staff's knowledge and understanding of the nursery policies and procedures. For example, they have recently looked at the whistle-blowing policy. Staff all know what to do should they have a concern about a member of staff.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

<b>Unique reference number</b>	EY454508
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10308390
<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 11
<b>Total number of places</b>	72
<b>Number of children on roll</b>	181
<b>Name of registered person</b>	Muddy Boots Stamford Bridge Ltd
<b>Registered person unique reference number</b>	RP908133
<b>Telephone number</b>	01759371115
<b>Date of previous inspection</b>	28 March 2018

## Information about this early years setting

Muddy Boots Stamford Bridge registered in 2012. The nursery employs 21 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round, except for one week between Christmas and New Year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Lynne Pope

## 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 manager and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk of the nursery. The manager talked about the curriculum and what they want the children to learn.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- Children approached the inspector to talk to them during the inspection.
- 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 deputy manager and the inspector carried out a joint observation of a group activity and discussed the quality of practice.
- The inspector spoke to parents and also took account of written feedback from parents that they provided 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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