

# Inspection of Mucky Pups Nursery

250 Lyndon Road, Solihull, West Midlands B92 7QW

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Inspection date: 5 July 2024

<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**

Staff support children to feel secure in this inclusive setting as they welcome them warmly on arrival. Children are gently encouraged to develop an understanding of their peers and supported to play cooperatively. Staff effectively role model respectful behaviour, and enable children to make the right choices. They explain the need to take turns and consistently support children to negotiate successfully. As a result of this positive approach, children develop a clear understanding of staff expectations of them. For example, children know that they use their kind hands for 'high fives', for sharing and caring.

Leaders ensure that communication and language development are a priority across this setting. Staff model extensive vocabulary and support children to use new language in their play. Staff encourage and praise children when they listen and pay attention. They create joyful opportunities for children to engage in storytelling and book sharing.

Staff skilfully promote independence. Babies learn to feed themselves through gentle support and encouragement from staff. Older children are offered just the right amount of support to get involved in their personal care. They competently wash their hands and put on their jackets to go outdoors. Staff praise their efforts and achievements. Children delight in the positive attention.

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

- Leadership is strong. The manager supports staff to implement an ambitious curriculum that reflects the needs of the children. Staff gather information from parents when children start. They then use this purposefully to plan for children's learning. Staff work hard to ensure that all children access a wide range of activities and experiences that promote their understanding of the world around them. For example, children delight in learning about the life cycle of a frog as they observe tadpoles in their nursery garden.
- The manager supports staff to evaluate the provision for all children. They observe children's play to inform their next steps. This information is shared regularly with parents, who in turn feel involved in their children's learning. The manager and staff team take action to enhance the setting. For example, they have recently reconfigured the indoor learning environment to create more freedom for children to lead their play.
- The dedicated special educational needs coordinator works closely in partnership with parents and external agencies. Her prompt actions secure appropriate support for children with special educational needs and/or disabilities (SEND). She works closely with the staff team to develop clear targets and plan interventions. As a result of this highly effective provision, children with SEND

make strong progress.

- Partnerships with parents are positive. Parents are enthusiastic about the care their children receive and the support staff provide for their individual circumstances. Parents of children with SEND are particularly appreciative of the thoughtful transition plans that support their children as they move to the next stage of their education.
- Staff plan activities to build on what children already know and can do. For example, children mould and sculpt with dough to create familiar characters from a favourite story. Children develop hand-eye coordination and fine motor skills by selecting small items to decorate their models. However, staff do not consistently allow sufficient time for children to process their thoughts and respond to questions. This somewhat limits their thoughts and ideas.
- Staff gently nurture babies and toddlers. They implement respectful care routines and demonstrate a clear understanding of babies' needs. This positively contributes to children's emotional well-being. Staff develop close relationships with babies, creating a warm sense of belonging and connection. Babies show interest in their peers and delight in exploring their interesting and stimulating environment.
- Staff promote children's awareness of numbers and colour as an integral part of their interactions. Children count confidently with purpose in many aspects of their play. However, staff teaching of wider mathematical concepts is not consistently strong. This leads to a lack of mathematical challenge to extend children's knowledge even further.
- There is a lively buzz of conversation at lunchtime. Staff sit with children and encourage their social skills. Children develop as confident communicators as they participate in varied conversation with their peers and staff. Staff promote a healthy lifestyle. They consistently engage children in purposeful discussions, which helps to develop their understanding of the importance of healthy eating.

## Safeguarding

The arrangements for safeguarding are effective.

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

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

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

- support staff to understand effective questioning techniques in order to consistently offer children time to process their thoughts and ideas
- review and reflect on how to embed wider mathematical concepts to extend children's learning even further.

## Setting details

<b>Unique reference number</b>	250093
<b>Local authority</b>	Solihull
<b>Inspection number</b>	10349312
<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>	29
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Mucky Pups Day Nursery Ltd
<b>Registered person unique reference number</b>	RP909498
<b>Telephone number</b>	0121 248 0038
<b>Date of previous inspection</b>	23 October 2018

## Information about this early years setting

Mucky Pups Nursery registered in 2000 and is based in Olton, Solihull. There are seven members of childcare staff, six of whom hold appropriate early years qualifications at level 3 and one who is qualified at level 2. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lisa Gadsby

## 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, and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- 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 special educational needs and/or disabilities.
- 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 a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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