

# Inspection of Muddy Boots Day Nursery

Stoke Hill, Stoke Bishop, Bristol, Avon BS9 1JP

---

Inspection date: 26 July 2024

<b>Overall effectiveness</b>	<b>Outstanding</b>
------------------------------	--------------------

---

The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Leaders have devised a highly ambitious curriculum for all children. Staff implement the curriculum superbly and plan the environment with precision to maximise every potential learning opportunity. They build on what children know, can do and need to learn next. Children are well prepared for their next stage of learning. For example, staff support younger babies to develop their core muscles as they pull themselves up to reach the purposefully placed sensory tray. Staff provide opportunities for older children to continue to build on their bigger physical skills as they navigate and climb their way over and under trees. Staff expertly facilitate children's independence and critical thinking skills. For example, when older children fill up a watering can and ask staff to carry it, staff ask, 'Is it too heavy for you? Do you think you could carry it?' Children pause, lift the watering can successfully and continue with their play.

Staff establish clear expectations, and children's behaviour is exemplary. Children have a deep understanding of boundaries, particularly how to keep themselves safe. For example, staff remind children of the rules outside and children say, 'We do not run away from a grown-up.' Staff help babies to begin to understand behaviour expectations by gently directing them to share with each other. Staff are extremely positive role models and have formed wonderfully nurturing relationships with children. They empower children to express how they feel and place their well-being at the forefront of everything they do.

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

- The highly dedicated leaders and staff deliver a broad curriculum that challenges children's learning. Children work together cooperatively and indulge their natural curiosity by testing out their ideas as they explore the new 'pully system' outside, for example. Children say, 'You need to pull it up using this piece of rope' and 'Oh yes, I remember.' Children's learning remains of a high quality even without staff intervention and they use their new knowledge to make valuable connections with their learning.
- Staff have an excellent knowledge of how children learn and know the children extremely well. Staff use a 'children's voice board' to gather children's ideas, interests and views. They creatively include these in the planning of activities to support children's next steps in learning. All children make excellent progress from their starting points.
- Staff thread mathematics throughout the curriculum. From the start, babies show awareness of number as they use language such as 'only one' during snack time. Staff encourage older children to estimate and then check how many children they have as they independently set up for lunch. Children develop strong mathematical skills.

- Staff provide excellent support for children with special educational needs and/or disabilities. The special educational needs coordinator works closely with parents, staff and outside professionals to ensure children have the continuous support they need to reach their full potential.
- Leaders provide all children with unique opportunities that widen their learning experiences. For example, children safely explore the bee hives in the nursery grounds, collecting honey and learning about this process with staff. Staff embrace diversity, and children develop a secure understanding of the world around them. Leaders celebrate the array of staff cultures and traditions, offering children and their families great opportunities to learn about diversity. Leaders have created an ethos of respect, ensuring each child feels valued. For example, children try various foods from different countries and have recently learned about Ramadan.
- Leaders are passionate about their roles and strive for excellence. They lead the nursery with great commitment and have exceptional focus on staff well-being. They support, mentor and value staff. Staff report high levels of well-being. They have recently completed training on 'high-quality interactions'. This has provided staff with even more knowledge about how their interactions can extend children's development and skills, helping to further children's learning. Children are empowered to achieve.
- Parents report that leaders and staff ensure each child is valued. Parents comment on the support they receive from the 'caring' staff, who are kind, approachable and nurturing, helping their children to flourish. They have noticed progression in their children's development. They discuss how the consistent communication is effective and they know their children's next steps in learning.

## **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>	107093
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10349785
<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>	1 to 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Trinity College (Bristol) Limited
<b>Registered person unique reference number</b>	RP903409
<b>Telephone number</b>	0117 9684493
<b>Date of previous inspection</b>	18 September 2018

## Information about this early years setting

Muddy Boots Day Nursery registered in 1997. The nursery is located in Bristol and operates between 8am and 6pm, Monday to Friday, all year round. The nursery employs nine staff who work directly with the children. Of these, five hold relevant qualifications at level 3, one holds a level 2 qualification, and there are three unqualified members of staff. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Chelsea Woollard

## 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 observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation outside.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024