

Inspection of Muddy Boots at the Market

Unit 2, 16a Fore Street, Tiverton EX16 6LH

Inspection date: 30 October 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Leaders have extended their settling-in procedures for children. As a result, children develop even greater bonds with their key person and feel physically and emotionally secure. Staff monitor children's engagement and well-being to ensure that they provide an enabling environment where children are happy and inspired to learn.

Staff and leaders plan an ambitious curriculum for all children. They recognise the importance of getting to know children and their families well. From children's induction, staff build important partnerships with parents and any others involved in children's development. This ensures that all staff know how to meet children's care and learning needs effectively.

Children are inquisitive and make choices, and staff motivate their learning well. Overall, staff plan successfully, using children's changing fascinations to encourage their curiosity and exploration. For example, toddlers practise their pincer grip as they watch staff demonstrate how to fill up a pipette with water and then persevere trying for themselves. Older children try a range of raw vegetables in their role play, describing how they taste, look and smell, noticing how they get smaller when peeled. Children concentrate well in their chosen activities. They become confident learners, preparing them well for school.

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

- The strong management team has a clear vision of providing high-quality care and education for children. Through evaluation and reflection, the team supports staff in attending appropriate training to provide the best outcomes for children. For example, baby room staff have extended their knowledge of baby massage and are currently studying brain development. Staff confirm how much they feel valued by leaders and love working at the nursery.
- The staff work extremely well as a team, keeping each other informed and supported. They provide good positive role models for children by being polite and respectful to each other, the children and parents. Older children emulate them, such as praising each other's achievements and kindness. Staff provide sensitive support for children to learn to manage their emotions.
- Effective monitoring of children's development ensures that all staff have a strong knowledge of each child's abilities and next stages of development. This helps them to know what children can already do and what they need to do next. However, not all staff ensure that young children always know what they should be doing for their maximum enjoyment and learning during planned activities.
- The curriculum focuses on embedding children's prime areas of development,

which underpins all other learning. Planning highlights children's well-being, language skills and active learning. Staff provide good support. For example, they use words with actions, such as 'scooping' and 'splashing', giving babies and toddlers context to their meaning, and staff check their understanding. Staff add vocabulary and ask good open-ended questions, giving children plenty of time to think, recall and respond.

- Teaching is consistently good, and staff follow children's interests so they remain engaged. For example, young children are fascinated by a toy truck rolling down a slope. Staff encourage them to try different size vehicles and predict which will go the fastest, before finding out. However, they do not use opportunities for older children as well as they could to learn about capacity and quantity, such as when playing with water.
- Staff enable children to become independent, providing just the right amount of support until children succeed. For example, older babies help to tidy up and can get themselves in and out of a sleeping pod. Toddlers put on their slippers and learn to pour milk into their cup. By pre-school age, children understand how to manage risks to cut an orange in half and squeeze the juice for their snack.
- Parents confirm how well staff work in partnership with them to support learning at home. Staff meet children's care routines extremely well, collaborating closely with parents to support weaning, safe sleeping, cleaning teeth and potty training. Parents whose children have special educational needs and/or disabilities praise staff for the support they receive, as well as working with outside agencies and using funding effectively to ensure that their children have full access to the curriculum.

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:

- help all staff to communicate effectively to younger children what they need to do during planned activities to support their understanding, enjoyment and learning even further
- build on staff's interactions to appropriately extend older children's understanding of capacity and quantity during their play.

Setting details

Unique reference number	2688293
Local authority	Devon
Inspection number	10360143
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	50
Number of children on roll	49
Name of registered person	Muddy Boots Childcare Ltd
Registered person unique reference number	RP562137
Telephone number	01884 210915
Date of previous inspection	Not applicable

Information about this early years setting

Muddy Boots at the Market is one of three privately owned nurseries. It registered in 2024 and is located in Tiverton, Devon. The nursery operates Monday to Friday, from 8am to 6pm, all year, except for bank holidays and Christmas. There are 10 members of staff. Of these, seven hold an appropriate early years qualification at level 3 and one at level 2. The nursery offers government funded places.

Information about this inspection

Inspector

Elaine Douglas

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at convenient times and observed the quality of teaching indoors and outdoors, assessing the impact this has on children's learning.
- The manager and inspector conducted a joint observation in the toddler room.
- The inspector spoke with parents, read written feedback left for the inspection and spoke with children, taking account of all their views.
- The inspector looked at relevant documentation and 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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