

Inspection of Muddy Boots Pinhoe

The Bungalow, Pinbrook Industrial Estate, Exeter, Devon EX4 8JU

Inspection date: 6 August 2025

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Staff create a warm and welcoming atmosphere, greeting children with genuine warmth at the start of each day. They deliver an ambitious curriculum that is thoughtfully tailored to meet the individual needs and interests of the children. Through skilful interactions, staff implement the curriculum effectively, supporting children's development and preparing them well for future learning. The learning environment is carefully designed to offer a homely, nurturing feel, which children clearly benefit from.

Children are encouraged to be independent, confident and resilient. Staff provide a wide range of social opportunities that help children build positive relationships. For instance, children chat with one another while painting coasters to use in their role play and discuss different vegetables as they prepare them for use in the outdoor play kitchen. They show a 'can-do' attitude. They confidently ask for help when needed but always try to do things for themselves first. Children take pride in managing their own needs and celebrate their achievements.

Books are used exceptionally well to engage children and support their listening and speaking skills. Staff interact effectively with babies and young children, pointing to pictures and encouraging babbling and single word responses. During group activities, children understand the importance of sharing and taking turns. For example, they negotiate whose turn it is to climb the outdoor climbing frame, demonstrating cooperative play.

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

- Children enjoy a broad range of activities that promote strong physical development. Babies confidently crawl and pull themselves to standing, while two-year-olds carefully climb low-level equipment, smiling and squealing with pride. All children engage enthusiastically with play dough, using tools to cut and shape it, which supports their hand-eye coordination.
- Staff have a deep understanding of each child and plan learning that builds on what children already know and can do. Assessment is used effectively to identify any developmental concerns, and prompt action is taken to close gaps, including working closely with external agencies when needed.
- Children behave well. Staff apply consistent strategies to support positive behaviour, encouraging sharing and turn-taking while helping children understand why these behaviours matter. Praise and encouragement are used effectively, fostering a happy and cooperative environment. For example, children play together as superheroes, creating imaginative storylines and narratives.
- Staff promote communication and listening skills well, making the most of

spontaneous opportunities to explore books and songs. They introduce new vocabulary, such as 'layers', and explain its meaning in relation to vegetable preparation. However, during some adult-led sessions, staff occasionally focus too narrowly on one area of learning, missing opportunities to extend children's vocabulary and deepen understanding fully.

- Leaders demonstrate a strong commitment to staff development. Staff have attended curriculum training, which has boosted their confidence and improved implementation. As a result, children benefit from a wider range of learning experiences tailored to their individual needs, making good developmental progress.
- A strong sense of community is evident. Children participate in enriching experiences, such as Spanish lessons, visits from the police and fire service and interactions with visiting animals. These opportunities broaden their understanding of the world around them.
- Staff model healthy lifestyles effectively. Children are offered nutritious meals, and staff gently encourage them to try new foods. For example, when children are hesitant, staff support them to smell, touch and taste the food, using a sensitive and nurturing approach that builds confidence and understanding.
- Parents speak highly of the provision and the staff. They feel involved in their children's learning and appreciate the ideas shared to extend learning at home. Communication is strong, with daily face-to-face updates and electronic information shared via an app.

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:

- develop the consistency of staff interaction during adult-led activities to build on children's vocabulary even further.

Setting details

Unique reference number	2592126
Local authority	Devon
Inspection number	10415949
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	60
Number of children on roll	60
Name of registered person	Muddy Boots Childcare Ltd
Registered person unique reference number	RP562137
Telephone number	07398644652
Date of previous inspection	18 August 2022

Information about this early years setting

Muddy Boots Pinhoe registered in June 2020. There are 11 members of staff. Of these, eight members of staff hold appropriate early years qualifications at level 3 or above. The nursery is open from Monday to Friday all year around. Sessions are from 8am to 6pm. The nursery offers government funded childcare places.

Information about this inspection

Inspector

Michelle Heimsoth

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector observed the quality of education provided indoors and outdoors, and assessed the impact this is having on children's learning.
- The inspector spoke to children, staff and parents at appropriate times during the inspection and took account of their views.
- The inspector held meetings with leaders and viewed 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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