

Inspection of Muddy Boots Stamford Bridge

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

Inspection date: 25 July 2025

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

The provider has failed to ensure areas in which children play are safe and secure. There are risk assessment procedures in place, however these fail to identify all potential hazards. For example, gaps in the fence mean areas are not secure for children. Additionally, a nail was exposed due to two missing pales in the picket fence. Old car tyres, intended to support children's physical development, have standing water in them. This poses a health risk to children. Furthermore, cleaning products are stored within the children's reach in the older children's bathroom, which is also used for storage. This means items could fall on children and injure them.

Despite the weaknesses, children have formed good relationships with caring and professional staff. Babies are settled and approach staff for cuddles. Settling-in sessions and transitions between rooms meet the needs of children and families. As a result, children settle quickly and develop confidence as they move through the nursery.

Staff have high expectations for children's behaviour and act as positive role models. Staff know children very well and plan a range of exciting activities. Children become highly engaged in these. There are clear plans in place to support children with special educational needs and/or disabilities. Additionally, the setting uses additional funding well for children it is intended for. As a result, all children make good progress and are well prepared for school.

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

- Risk assessments are completed daily in the indoor and outdoor areas. These are recorded online and sent to management to action. Hazards identified are not acted upon swiftly enough to minimise the risk in a timely enough manner. Additionally, hazards to children go unnoticed resulting in areas being unsafe for children to play in.
- Staff's knowledge of child protection procedures is secure. Staff know what to do if they have a concern about a child. Likewise, they understand a range of signs and symptoms which may suggest a child is at risk of abuse. Staff understand their responsibilities to disclose any events which may affect their suitability. They know what to do if they have a concern about another member of staff.
- Despite the weaknesses around risk assessments, this does not have an impact on the quality of education. There is a clear curriculum that is well sequenced as children move through the nursery. Assessments are completed on a regular basis. This helps staff to plan a range of engaging activities to support children's next steps. These assessments also help staff to identify any additional support needs, so support can be put in place swiftly.

- Children are able to move freely between the inside and outside during their play. They can access a range of resources which helps to support their independence as they choose where they want to learn. However, children can access materials that are intended for messy and sensory play, such as bags of dried pasta and hair gel. This means they can access items that are not appropriate for their age, without adult supervision.
- Staff support children's developing communication and language skills in a range of ways. During activities, children are encouraged to share their own experiences. Staff model a range of words in play and explain their meaning. For example, an 'eel' is like a snake which lives in the water. Staff in the baby room use single words such as 'chop' and 'squish' to describe the play dough. This supports children to develop a wide range of vocabulary.
- During meals, children help themselves to food and clear their own plates. This helps children in preparation for starting school when they will do this independently. However, meals are served on a rolling basis. This means by the second and third sitting, food is cold. Staff supervise children at mealtimes. However, the organisation of mealtimes means that they are not a social occasion for all children.
- Staff are actively encouraged to reflect on their week. Leaders and managers regularly observe staff practice and provide feedback to help them improve. These observations also help to identify training opportunities for staff. Staff's achievements are celebrated as they are nominated to choose something from the 'treat shelf'. Staff feel very well supported and report high levels of well-being.
- Parents provide regular feedback to the nursery, which acts swiftly to implement any changes. For example, they have recently changed the drop off procedures in the Toddler room to help support children as they enter the room. Parents comment on how happy their children are in the nursery. They value the feedback they receive from staff regarding their children's development. Furthermore, they comment on the welcoming environment and the dedication and professionalism of staff.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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Ensure all risks to children's safety are identified and are reduced or removed swiftly.	31/08/2025
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To further improve the quality of the early years provision, the provider should:

- ensure all resources accessible to children are suitable and age appropriate
- review meal times to ensure children receive hot food in a timely manner and that all children have the opportunity for social interaction.

Setting details

Unique reference number	2834050
Local authority	North Yorkshire
Inspection number	10412286
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 10
Total number of places	87
Number of children on roll	249
Name of registered person	Muddy Boots Nursery Ltd.
Registered person unique reference number	RP903542
Telephone number	01904 942563
Date of previous inspection	Not applicable

Information about this early years setting

Muddy Boots Stamford Bridge registered in 2025. The nursery employs 23 members of childcare staff. Of these, 17 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 setting provides government-funded childcare and receives additional funding for disadvantaged children.

Information about this inspection

Inspector

Amy Whiting

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to the nursery special educational needs and disabilities coordinator about how they support children with special educational needs and/or disabilities.
- The inspector spoke with the management team about the leadership and management of the setting.
- 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 inspector carried out a joint observation of an activity with the deputy 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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