

Inspection of Boat House Day Nursery

Town Lane, Dukinfield SK16 4BX

Inspection date: 19 June 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

Children benefit from good care and education at this inclusive and welcoming setting. The nursery is well maintained, clean and secure. The experienced leaders promote the well-being of every child. Staff develop professional, caring and supportive relationships with all children and their parents and/or carers. This enables parents to become partners in their children's learning and development, and children feel safe in the staff's attentive care.

Staff provide children with predictable and consistent daily routines that help them to feel confident and in control of their learning. Leaders and staff promote the nursery's 'golden rules'. This helps children to learn how to become sociable and understand courteous behaviours. Children are self-assured and demonstrate appropriate confidence in a range of situations. The provider's curriculum ensures that children's good mental and physical health are supported well.

Staff plan engaging learning activities. They carefully use different strategies to support children with a range of additional needs to develop their attention and listening skills. During adult-led activities, staff provide differentiated and personalised teaching to capture all children's curiosity. For example, children become fascinated in 'bucket time', where they joyfully observe how bubbles and slime look and move. This helps all children, including those who are disadvantaged and children with special educational needs and/or disabilities (SEND), to make good progress in their learning.

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

- The nursery is well led and managed. The management team reflect and make changes to practice to help continually improve the service they provide for children and families. Following a notification of a safeguarding incident, where staff failed to recognise that steps to refer this to other agencies should have been taken, leaders have taken swift and effective action. They have identified specific training and ensured that all staff gain advanced knowledge about the best practice for dealing with child protection matters.
- Leaders recognise the vital importance of helping all children to develop communication and language skills. A rigorous assessment and intervention programme has been implemented. If children's development in speech, language or communication is delayed, staff provide support to help them catch up. Consequently, children know many words and can use these words in their own communication with others. For example, when sharing books, children proudly point out the animals they see in the pictures. Children are developing the communication skills they require for their onward education.
- Staff understand the provider's curriculum and promote many aspects of it

successfully. For example, staff deliver early writing well. They encourage children to make marks in messy play or on paper using paints and crayons. However, leaders have not identified that staff do not know how to teach some aspects of the early literacy curriculum and in what order. This means that some activities to promote early reading do not fully support children's learning progressively.

- The provision for children with SEND is of high quality. Staff are skilled in the early identification of need. They work with many other agencies to provide children with access to early support. Staff use a range of strategies to include all children in learning. Additional funding is used appropriately to provide children with resources that support their individual needs. This helps all children make good progress from their starting points.
- Staff help children to learn how to increasingly manage their personal care needs. For instance, staff support toddlers to wash and dry their hands independently before beginning their snack. During mealtimes, staff promote children's use of cutlery to feed themselves. Activities are provided to support children to learn about the importance of good oral health. Consequently, children learn the essential knowledge to help keep themselves healthy.
- The support for parents is excellent. Stay-and-play sessions organised for parents help them to understand more about their children's good learning and development. Parents gain practical advice about dummy use, weaning and toilet training. Additionally, the online platform used by the setting provides parents with information relating to their child's care and learning.

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 monitoring further, to help identify and address any weaknesses in the implementation of the curriculum
- support staff to develop the required subject knowledge so that they provide children with developmentally appropriate and well-sequenced learning.

Setting details

Unique reference number	2721493
Local authority	Tameside
Inspection number	10354196
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	158
Number of children on roll	158
Name of registered person	Kids Zone Nursery Group Ltd
Registered person unique reference number	2721492
Telephone number	0161 330 7704
Date of previous inspection	Not applicable

Information about this early years setting

The Boat House Day Nursery registered in 2023. The nursery is situated in Dukinfield, Tameside. The nursery is open each weekday, from 7.30am until 6pm, for 51 weeks of the year. There are 24 members of staff. Of these, one holds an appropriate early years qualification at level 4, fourteen hold level 3 and six hold level 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lois Hulley

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The deputy manager, 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 appropriate times during the inspection and took account of their views.
- 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 special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out a joint observation of a phonics activity with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- Children spoke to and communicated with the inspector during the inspection.

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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