

Inspection of The Boat House Day Nursery

Town Lane, Dukinfield, Cheshire SK16 4BX

Inspection date: 7 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and safe at this welcoming nursery. Babies show their determination as they develop the strength to crawl and stand, with the support of attentive staff. They explore the textures of different materials. They also learn to recognise their own appearance and facial features as they look at themselves in mirrors and play peekaboo. Babies further develop their coordination as they successfully throw balls to staff and clap in celebration. Toddlers demonstrate their developing independence as they help to tidy away after play. They sing along with staff to familiar nursery rhymes and make good attempts to count the ducks in the song. Pre-school children incorporate counting into their active outdoor play. They accurately count their steps as they play 'What time is it, Mr Wolf?', and they scream with excitement as they are chased. Children skilfully negotiate space while running away. This helps them develop their physical skills.

Children develop a true love of, and respect for, books and reading at nursery. Younger children choose the books they want staff to read to them. They carefully turn the pages and lift the flaps. Older children select books independently. They sit with their friends and talk about what they can see. Children of all ages develop their creative skills by painting and making models with dough.

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

- Leaders, managers and staff have continued the hard work recognised at the previous inspection. They sharply focus their support to raise the quality of education children receive and promote consistently good outcomes for them. Children continue to progress well.
- The manager's firm focus on children's communication and language development sits at the core of the nursery curriculum. Staff ensure that children hear a wide range of vocabulary to help develop their speech and communication skills. However, there are occasions across the nursery when some staff do not always pronounce words correctly during general conversations with children. This does not help children to consistently hear the correct pronunciation of words.
- Staff help children develop their independence so that they are well prepared for their eventual move to school. For example, children progressively learn how to put on their own coats, shoes, hats and gloves for outdoor play. Additionally, at lunchtimes, children pour their own drinks and serve their own food.
- Children understand how to play kindly and considerately with their friends. For example, they take turns and happily share toys during their play. This helps children develop positive relationships and respect for others.
- Overall, staff teach children well about the importance of being healthy. They support children to brush their teeth and learn about healthy eating. Staff also

engage children in a wide range of challenging physical activities. However, there are occasions when some staff do not consistently apply expected hygiene procedures. At times, staff do not reinforce routines, such as encouraging children to wash their hands before eating snacks. This does not consistently help children to be independent with their own care needs.

- A strength of the nursery is the expertise of the well-qualified staff team in supporting children with special educational needs and/or disabilities (SEND). At every level, staff in the nursery work tirelessly to help children with SEND reach their potential. They achieve this through strong partnerships with parents, carers and a variety of external agencies.
- Staff praise the management team at the nursery for the support they receive. They talk candidly about the support for their own well-being, which in turn helps to contribute to the quality teaching they provide for children. Staff explain that leaders provide them with regular, constructive feedback that helps them improve. They describe how leaders listen to their views on how to make further improvements in the nursery. For example, staff identify resources and training needed to help children progress more rapidly.
- Parents praise the quality communications they receive, which keep them well informed about the progress their children make. Parents of children with SEND are clear that their children are 'treated with dignity'. They comment that they see specifically how any additional funding is used to best meet the needs of their children.

Safeguarding

The arrangements for safeguarding are effective.

The entire staff and leadership team has a very secure knowledge and understanding of its safeguarding responsibilities. Training is regularly maintained, and leaders provide staff with ongoing support to keep their knowledge up to date. All staff are keenly aware of the vulnerabilities of some children in the nursery. They are exceptionally vigilant to matters which may indicate a child has come to harm. Staff and leaders give a voice to children who may not yet have one of their own, to keep them safe. They know what to do if they have concerns about a child. Staff are clear how to escalate matters if they feel their concerns are not being taken seriously. In addition, staff have a clear understanding of the procedure to follow should they have any concerns about the actions of a colleague.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- support staff to understand the importance of consistently implementing the nursery's hygiene procedures
- support staff to help further improve the quality of teaching for children's

communication and language development.

Setting details

Unique reference number	EY495368
Local authority	Tameside
Inspection number	10281195
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	150
Number of children on roll	50
Name of registered person	Kids Zone Dukinfield Limited
Registered person unique reference number	RP535021
Telephone number	0161 330 7704
Date of previous inspection	26 January 2018

Information about this early years setting

The Boat House Day Nursery registered in 2015 and is located in Dukinfield, Tameside. The nursery employs 24 members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, 16 hold qualifications at level 3 and three hold qualifications at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Richard Sutcliffe

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- 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 talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 manager and the inspector carried out a joint observation.
- 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.

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