

# Snap! Hauxton

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY298307
<b>Inspection date</b>	25 July 2008
<b>Inspector</b>	Veronica Sharpe
<b>Setting Address</b>	33 High Street, Hauxton, Cambridge, Cambridgeshire, CB22 5HW
<b>Telephone number</b>	01223 870966
<b>E-mail</b>	
<b>Registered person</b>	Snap! 4 Kids Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Snap! Hauxton is a privately owned nursery in the village of Hauxton, near Cambridge. The nursery is registered to provide full day care for 34 children aged under five years. There are 49 children on roll, 19 of these are eligible for early years funding. Opening times are 08:00 to 18:00 Monday to Friday all year round. A small number of children attend have learning difficulties and/or disabilities. Several children attend who have English as an additional language.

The nursery is a converted bungalow situated on the edge of the village. There are four group rooms, with toilets, kitchen and laundry room. Most of the group rooms open directly onto outdoor play areas. There are several outdoor play areas including a covered patio.

Nine members of staff work with the children including the manager, of these eight have early years qualifications to at least Level 2. The nursery is owned by Snap 4 Kids Ltd, which also owns another nursery in Cambridge.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is satisfactory.

Food offered is healthy and nutritious so children eat a good variety of meals and snacks that promote their physical health. Food related activities such as making fruit smoothies or icing cakes help children learn about where their food comes from. Water is normally accessible with children having their own named cups and beakers, which helps develop their independence and sense of belonging.

Children benefit from a good range of activities that encourage their physical development. They enjoy playing active games in the garden every day and use large play equipment that allows them to clamber under and over, balance and slide. Action songs and games keep children active indoors in the event of inclement weather. Tools such as cutters, rolling pins, scissors and brushes mean children learn to control their movements.

Children are protected in the event of an accident as sufficient staff have appropriate first aid qualifications. Records of accidents are counter signed by parents or carers and safely stored. Procedures for the administration of medication ensure children's health needs are met.

Cleaning routines within the nursery are generally adequate, for instance, tables and food preparation surfaces are cleaned before and after meals. However, some aspects lack attention to detail such as the nappy changing station, which has signs of encrusted dirt in the hinges. In addition, the conservatory and some other parts of the nursery have cobwebs and dust, showing they are not part of an effective cleaning regime. Potentially this puts children at risk of illness or cross infection. Children learn good basic hygiene habits as they wash their hands before meals or after using the toilet.

### Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Bright and cheerful group rooms mean children feel welcome; both child and adult-initiated art work, photographs and posters ensure the environment is stimulating and reflects the interests of the children who attend. Staff keep children safe as they supervise the children and monitor them as they move around the nursery. The premises is secure as the front door is kept locked and visitors ring for admittance. Registers log children in and out so everyone is safely accounted for.

Written procedures for identifying hazards and minimising risks are in place, however, in practice staff are not always aware of their responsibilities as regards the risk assessment, for example, some are unable to say who checks the garden and do not undertake those checks themselves. This affects children's health and safety. Regular fire drills ensure children and adults know how to keep themselves safe and required records are kept. Appropriate procedures keep children safe on outings, or when riding in the company vehicle, for instance staff take mobile telephones and contact details of the children.

A reasonable range of toys and equipment are made available to the children, although for younger children a lack of accessible storage limits their opportunities to make decisions and follow their interests. Older children have a good selection of toys, games and resources, which they access freely during free play periods.

Children's welfare is promoted adequately because staff know the setting's child protection procedures. They know how to identify and record concerns and are aware of their responsibilities. Written policies and procedures are shared with parents and carers so they know how the setting protects their children from harm.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are happy and enjoy their time at the nursery. They greet staff with pleasure and settle into their activities willingly. Babies are well cared for and benefit from attentive staff who offer them warm and affectionate care. Feeding and sleep times for younger babies follow their individual routines so they are settled and content. Initial discussions with parents and carers ensure staff know about their special comforters, likes and fears.

Younger children enjoy a reasonable range of activities that are suitable for their age and stage of development. Staff plan routines that include time for both child initiated and adult-led activities. Daily observations of what children can do help staff plan for their next steps. All children join in eagerly with planned activities such as cutting and sticking, play dough or music sessions. Children's opportunities for more spontaneous play and learning are hampered by a lack of freely accessible resources and equipment so children can make their own decisions and follow their own interests.

Children benefit from a pleasant outdoor play area that includes wild areas for hide and seek as well as equipment that allows them to clamber, jump and balance. However, the routines of the nursery day sometimes limits all children's access and most activities offered in the garden are inclined towards active physical play, rather than creative exploration of the outdoor environment. Children are beginning to benefit from periods of free flow play, but are still sometimes limited in their opportunities to extend and sustain their play because of overly structured routines.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a good knowledge and understanding of the Foundation Stage and how children learn through practical experiences. They have a clear understanding of how the activities they provide contribute to children's progress towards the early learning goals. The written plans for activities are detailed and clearly linked to stepping stones so that children access a balanced range of interesting learning opportunities over time. Regular observations of children playing help key workers record children's achievements, but these observations of what children enjoy and do well are not used effectively to plan for children's next steps. This affects learning as children learn within their limits and are not always sufficiently challenged. However, at times, staff question children effectively, asking questions such as what do you think? As a result, children are confident to speculate and ask questions in return, such as explaining and deciding what a strawberry tastes like.

Children use their imagination in a range of situations such as role play dressing up, playing with the cars or building rockets. They explore their creativity using freely accessible paint, glue and collage materials, cutting and sticking and making three dimensional models or creating patterns in paint with cars and trucks. Staff encourage them to extend their ideas into other areas, for instance, an interest in rockets took them from model making to painting a star field and eventually led to an exciting trip to the London Science Museum.

Children's mathematical development is exceptionally good. They have a well developed understanding of numbers and use mathematical concepts every day in their play. For instance, children make comparisons expertly, they know pineapples are bigger than pomegranates and can express the difference using gestures, extending their hands to show they are 'this big'. In the nursery garden children begin to learn about the natural world, they grow lettuces and tomatoes and help tend them.

Children have access to a range of computer programs and some children use a keyboard and mouse with confidence. Timers help children take turns and they find a five minute timer by themselves so they know when it is their turn to choose another song at circle time. Children enjoy songs and games; they sing 'Bob the builder' with enthusiasm and choose other songs they know such as 'Twinkle twinkle little star', showing their ability to share and take turns as they encourage their friends to choose another song.

### **Helping children make a positive contribution**

The provision is good.

Children are well supported when they start at nursery, which enables them to settle in quickly. Staff collect information from parents and carers about children's likes, dislikes and abilities so they get to know them well. Key workers develop strong relationships with parents, which can sometimes involve home visits where necessary. As a result, parents are very positive about the standard of care. Additional information is collected so children who have learning difficulties and/or disabilities can be supported appropriately. Staff show a high regard for children's home languages and backgrounds; they find out about any cultural or religious beliefs and question parents about key words. Various resources help children learn about diversity such as books, small world figures and dressing-up clothes. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers of children in receipt of funding for early education is good. Parents receive regular information about the activities and their children's learning experiences. Newsletters tell parents about songs and stories and include suggestions for home activities prompted by current themes and topics. Children's individual records include comments that encourage parents to share what they know about what their child, which increases their key worker's knowledge of children's abilities. End of year reports give parents a clear summary of their children's progress overall. All the parents and carers whose children attend the nursery have opportunities to attend social events and the nursery concerts so they can build relationships with staff and each other.

Children learn sharing skills as they play in small and large groups, staff encourage them to involve other children in their play and offer positive role models by being polite and well mannered themselves. Most staff have attended some behaviour management training and show an understanding of appropriate strategies that help children behave well.

### **Organisation**

The organisation is satisfactory.

Children play in a reasonably well-organised environment and daily routines ensure children have sufficient times to rest as well as be active. Appropriate recruitment procedures ensure staff have the necessary qualifications and skills and are safe to be with the children. The induction process means staff generally have a reasonable understanding of the policies and procedures, such as child protection. Overall children's needs are met.

The leadership and management of early education is good. Pre-school staff work with the nursery manager to plan and provide a good range of age appropriate activities that ensure children progress well in all the areas of learning. Planning is broad based with a suitable range of both child and adult-initiated activities that hold the children's interest. Children in all areas of the nursery have some opportunities to enjoy free-flow play, but routines of the day impact on their ability to make choices and sustain their play.

After a period of instability a new senior staff team is busy implementing an action plan in order to improve the outcomes for children. Staff are beginning to develop team work and work together effectively. However, they do not always take good individual responsibility for some aspects such as the risk assessments. Appraisals have begun to take account of staff's interests and skills so training needs can be identified. All necessary documentation is in place and is stored safely. Policies and procedures are made available to parents and carers so they know about the nursery ethos. This promotes children's safety and welfare.

### **Improvements since the last inspection**

At the last inspection the registered provider was asked to ensure the barbed wire fence does not pose a risk to children and to ensure routines meet the individual needs of babies. The registered provider undertook some repairs to the fencing, however, due to the risk to children from the cows in an adjacent field, as well as some areas of the fence that have deteriorated the children are not currently using this area. Babies have their own routines so they eat and sleep according to their individual needs.

At the last nursery education inspection the registered provider was asked to provide more opportunities for children to use technology and to develop planning so that activities build on what children know so they are offered sufficient challenge. Children benefit from a range of resources that help them learn about technology. They have daily use of a computer, as well as access to a CD player, timers, calculators and electronic toys. Staff have made progress in developing planning so children experience a good range of interesting learning experiences. However, staff still do not effectively use what they know about what children can do to help them plan for children's next steps and this therefore continues as a recommendation at this inspection.

### **Complaints since the last inspection**

Since the last inspection there have been three complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

Ofsted received a complaint which raised concerns in relation to National Standards 1: Suitable person, 2: Organisation and 14: Documentation. Ofsted conducted an unannounced visit on 18 May 2007. As a result of the visit the four actions were set. At a further visit on 31 May 2007 it was found that the actions have been met and registered provider remains qualified for registration.

On 01 April 2008 concerns were raised in relation to National Standards 4: Physical Environment, 5: Equipment, 6: Safety and 7: Health. Ofsted conducted an unannounced visit on 3 April 2008. As a result of the visit four actions were set. These actions were monitored and found to have been met and the registered provider remains qualified for registration.

On 23 May 2008 concerns were received relating to National Standard 2: Organisation. Ofsted conducted an unannounced visit to the premises on 27 May 2008. As a result of the visit one

action was set. A satisfactory response to this action was received on 18 August 2008. The registered provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- establish effective cleaning routines in order to maintain the cleanliness of the premises, ensure those routines do not interrupt children's activities or take staff away from direct work with children
- increase the range of accessible toys, equipment and resources to enable children to make independent decisions about their play and learning
- continue to improve the risk assessments by ensuring staff know who is responsible for safety in all the areas of the nursery.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop the assessments of children's learning to ensure they identify children's next steps
- increase children's opportunities to experience the full range of activities and sustain their play both indoors and out (also applies to care).

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)