

Snap! 4 Kids Limited

Inspection report for early years provision

Unique reference number 221636
Inspection date 09/07/2009
Inspector Emma Bright

Setting address 6A Chapel Street, Cambridge, Cambridgeshire, CB4 1DY

Telephone number 01223 477412
Email www.snap4kids.co.uk
Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Snap! 4 Kids is one of two settings run by Snap! 4 Kids Limited. It opened in 2000 and operates over two floors of a converted chapel in Cambridge, Cambridgeshire. Access to some ground floor rooms is via steps and there are staircases to first floor rooms. All children have access to an enclosed outdoor play area.

A maximum of 106 children may attend the nursery at any one time. There are currently 58 children on roll who are within the Early Years Foundation Stage (EYFS), of these 24 receive funding for early education. There are five children on roll who are within the Childcare Register age group. The nursery is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register.

The nursery is open from 08:00 to 18:00 all year round with the exception of some bank holidays. The nursery supports a small number of children with learning difficulties and/or disabilities and several children who speak who have English as an additional language.

The nursery employs 12 staff. Of these, eight hold appropriate early years qualifications and five are currently working towards a qualification.

Overall effectiveness of the early years provision

The overall quality of the provision is satisfactory. Children enjoy their time and make sound progress in their learning and development. Staff provide a warm and welcoming environment; they form positive relationships with parents and other carers so that children's individual needs are suitably met. Systems to monitor and evaluate the provision are in place and are evolving. The environment promotes children's welfare and all of the essential documentation is in place to promote their health and safety.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further practitioners' knowledge and understanding of the areas of Learning and Development so that they can confidently support and extend each child's learning
- develop further the system for recording children's progress. Consider how parents can take part in supporting their child's learning in the home and have further opportunities to contribute to their child's assessment records
- ensure staffing arrangements are effectively organised for the 'Tweenie room' to meet the individual needs of all babies
- develop the outdoor space further in order to support children's learning in a rich and challenging environment. Where possible link the indoor and outdoor environments so that babies have more opportunities to play outside

- ensure documentation is kept up-to-date so that information which is shared with parents, such as policies, procedures and menus are accurate.

The leadership and management of the early years provision

The management team provides sound leadership and has a positive approach to continuing improvement which enables staff to work well together. Sound systems are in place to monitor and evaluate the provision which generally identifies priorities for improvement and this has a positive effect on the setting as a whole. For example, the whole staff team have worked hard to address actions raised at the last inspection and this has secured positive outcomes for children. Robust recruitment and induction arrangements ensure staff who work with children are suitable to do so. The setting works in partnership with parents and carers to ensure children's individual needs are met. Clear information is gathered from parents about their child before they start so that staff know children's individual interests and needs, and this means they settle readily and feel secure. Written information and verbal feedback ensures parents are informed of their child's progress on a daily basis.

Clear risk assessments are carried out regularly and daily safety sweeps ensure that hazards are identified and minimised to safeguard children. Required documentation is in place for the safe running of the setting; implementation of policies and procedures by staff generally promotes and safeguards children's welfare. However, some records are not up-to-date or made available to parents and this means they are not kept informed. Staff demonstrate a sound knowledge and understanding of Safeguarding Children procedures and help children to understand how to keep themselves safe. The provision for children in the Rainbow and Pre-school rooms is effectively organised so that they have good experiences and are safe and well supervised. However, staff working with babies are less well-deployed which means babies' needs are not as effectively met and their learning is not as sufficiently supported.

The quality and standards of the early years provision

Children in the Rainbow and Pre-school rooms have a good range of activities and challenging experiences which enable them to make good progress across the areas of learning and development. However, some staff do not have a clear enough knowledge and understanding of the learning and development requirements of the EYFS to enable them to confidently support and extend every child's learning in all areas. Planning for the older children is based on their interests and abilities, which ensures that every child is challenged and enjoys taking part. Staff carry out regular observations of all the children as they play and these are added to children's individual assessments. However, these records have not been fully developed to ensure parents have further opportunities to contribute to them or to support their child's learning in the home.

Children begin to know about their own cultures and those of others; staff value children's home languages and work closely with parents to ensure cultural

diversity is embraced and respected. Staff have clear strategies in place to care for children with learning difficulties and/or disabilities. They work with parents, carers and other agencies to support the children's needs effectively so that they are included in the life of the setting. Staff develop warm and secure relationships with children which help them to feel included. Babies enjoy being cuddled and readily nestle in the arms of staff as they have their bottle which helps them to feel safe. Older children are confident and very independent; they competently manage small tasks, such as preparing and serving their own snack and washing the dishes afterwards. In addition, they learn to care for, and nurture living things as they look after the nursery Rats, Abbey and Nibbles. Children confidently explain that one is black and that 'the one with the red eyes can't see as well'.

Older children give meaning to their marks explaining that they have drawn people with 'curly wurly hair'; they dictate captions for staff to write down and younger children eagerly write their name on their own work. Babies and toddlers develop coordination as they begin to feed themselves and they make marks with big pieces of chalk on chalkboards. Children enjoy listening to well read stories and confidently join in with the narrative and predict what might happen next. Older children confidently use number in their play and record how many pins they have knocked down in enthusiastic games of bowling. Children talk about size as they discuss who has bigger feet and announce 'my Daddy has big feet'. Babies enjoy push and play or pop-up toys, whilst older children confidently use the computer. These simple activities lay the foundations to support the children's future economic well-being.

Children are cared for in a mostly clean and healthy environment; appropriate hygiene routines followed by the staff and children mostly help to prevent cross infection. Older children enjoy opportunities to play outdoors throughout the day. However, the outdoor space is not consistently used to effectively enrich children's learning in all areas and babies have few opportunities to access the outdoor area. Children are beginning to learn about the importance of a healthy diet, and staff are aware of children's individual dietary requirements so any specific needs can be catered for.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met