



## **Snap! Hauxton**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY298307
<b>Inspection date</b>	03 October 2005
<b>Inspector</b>	Heidi Falconer

<b>Setting Address</b>	33 High Street, Hauxton, Cambridge, Cambridgeshire, CB2 5HW
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<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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Snap4kids is one of 4 settings run by Snap4kids Limited. It opened in 2004 and operates from 5 rooms in a converted bungalow. It is situated in the village of Hauxton on the outskirts of Cambridge. A maximum of 34 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. All children have access to a secure, enclosed outdoor play area.

There are currently 40 children from 1 year to 4 years on roll. Of these, 14 children receive funding for nursery education. Children come from a wide area.

The nursery employs 10 staff. 6 of the staff, including the manager, hold appropriate early years qualifications. 1 member of staff is working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children's health and well-being is promoted and they are protected from the risks of cross infection because staff follow appropriate hygiene procedures, for example, staff wear gloves and aprons when changing nappies and changing mats are cleaned between uses. Consistent reminders help young children to understand the importance of washing their hands before meals. Older children are developing an understanding of good personal hygiene procedures and independently wash their hands before snacks and after playing with creative activities.

Children learn about living a healthy lifestyle through everyday practical experiences. All children enjoy sufficient quantities of food and drink to ensure that their nutritional needs are met. Fresh fruit and water or milk is provided at snack time and discussions are developing children's understanding of foods that are good for them and promote their good health. Meals are generally well balanced and rotated over a four week period to offer children a wide variety. Children's dietary needs and parent's preferences are observed and respected. This applies particularly to babies. Parents complete an ongoing list of foods that they have introduced to their children, and this ensures that children eat safely and supports the continuity of their care.

Older children learn the importance of physical activity in maintaining a healthy lifestyle and are developing a positive attitude to exercise. They enjoy outdoor play and enthusiastically join in with music and movement sessions with their dance teacher 'Dancing Lisa'. Staff help children to learn about the effects exercise has on their bodies, for example, after vigorous action songs such as the 'funky monkees' children talk with staff about the need to sit down and stretch, to help them cool down. The physical needs of babies and children under three are generally well met. They are provided with a suitable range of large and small equipment to help them practice and develop new skills. However, sleep times are based around the nurseries routines and are not always in accordance with children's individual needs.

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

The provision is satisfactory.

Children's safety is enhanced by good security procedures used to restrict access to the setting. A double lock system on the door and staff's vigilance when visitors arrive protects children's well-being. Children move around indoors safely under the constant supervision of the nursery staff, a daily visual check is effective in ensuring that children play in a safe indoor environment. However, outdoors the barbed wire

fence in the garden poses a risk to children and has not been identified on the group's risk assessment.

Children use a sufficient range of safe, good quality, developmentally appropriate resources. These are well-organised in child-height furniture to encourage independent access. Staff consistently and skilfully explain safe practices, such as why children should pick up items dropped on the floor, so that other children do not fall and hurt themselves. This helps children to take responsibility for keeping themselves and others safe.

Children's welfare is safeguarded and promoted because a suitable number of staff hold current first aid qualifications and have an adequate understanding of child protection. Staff are generally aware of the procedures to follow if suspicions of abuse arose, their knowledge is in line with those set out by the local Area Child Protection Committee.

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

The provision is satisfactory.

Children are happy and settled in the nursery and they benefit from generally positive interaction from the staff, which helps to develop their confidence and self-esteem. Babies benefit from support offered during activities to help them to develop their communication skills, for example, staff talk to babies about what they are doing throughout the day, so that they start to link words with actions. At times of transition, such as at the beginning of the day, staff greet and say 'hello' to all children and their parents. This helps to develop secure and trusting three-way relationships.

Children are interested in the suitable range of activities and equipment. These are generally used well to support children's all round development. However, some resources for the younger children are not always appropriate to their age or used effectively to create a stimulating and challenging environment.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children make suitable progress because the majority of staff have a secure knowledge of the Early Learning Goals in all six areas. Staff effectively assess children's learning against the Stepping Stones and the Early Learning Goals. These observations and assessments of children are recorded and are used to inform planning. However, they are not always successful in planning challenging activities for older or more able children to move them on to the next steps.

Children's spoken language is developing well. Children speak confidently and clearly in large and small groups, they enjoy the opportunity to hold 'Talking Ted' to share their experiences at home and the nursery with their friends. Children are showing the ability to recall events in some detail. Children are aware that books carry information and show an interest in looking at books for pleasure. Some children recognise their names and some initial letter sounds. Children are mostly encouraged to write for a purpose, for example, on the daily graphic table and on

their artwork. However, older and more able children are not being encouraged to attempt to write their names independently to further develop their early writing skills.

Children's independence is being fostered. There are opportunities for children to develop independence skills in everyday activities, for example, such as pouring drinks at snack times and selecting free play activities.

Children show enthusiasm for role-play and good resources are provided to support this. Staff create different role play situations to extend children's learning. Currently children play in the 'Hairdressers' and use hairdryers and dressing up equipment freely. Staff join in appropriately to help extend their imagination. Children use forms of everyday technology such as telephones and tills in their role play, although there are less opportunities for children to use a computer or programmable toys. Opportunities for children to express their creativity in art spontaneously are provided each day, however, there are fewer opportunities for children to choose different methods of construction and joining of materials.

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

The provision is satisfactory.

The staff provide a meaningful range of activities and resources to promote a positive view of the wider world and increase children's awareness of diversity and their understanding of others, for example, this term the children will be learning about Divali, Hannukah and harvest celebrations across the world. Practical activities such as learning to wrap babies in the traditional South American way helps children develop a positive attitude to other cultures. Children learn about their local community as they go for walks around the local fields and farm land.

Children behave well and older children demonstrate an understanding of the rules for good behaviour, for example, they take turns and share popular resources such as the playdough, cutters and rolling pins. Staff generally use effective strategies to manage children's behaviour and this means children are beginning to understand what is expected of them.

Children under three benefit from the positive partnership staff have developed with parents. Young children settle well because staff work closely with parents to find out about their individual needs. Staff continue to share important information about children's needs and interests through parents evenings, daily feedback sheets and newsletters.

Partnership with parents who receive nursery funding is satisfactory. Parents are given some information about the Foundation Stage and the Stepping Stones and have formal and informal opportunities to discuss the progress that their children are making. However, parents are not always encouraged to share with staff what they know about their children's learning when they start the setting to enhance their learning. This procedure is currently being developed.

## **Organisation**

The organisation is satisfactory.

The children feel comfortable and at ease in the well-organised environment. This means they are confident to initiate and extend their own play and learning. Parents are well informed about the care and attention that their children receive because staff make policies available to them as well as giving them daily update sheets and talking to them regularly about their child's activities. This contributes to the continuity of children's care so that they feel secure.

Children are cared for by suitably qualified staff who have been appropriately vetted, due to effective recruitment procedures. Induction training, policies and procedures work well in practice ensuring the efficient and safe management of the nursery. The clear induction programme ensures that all members of the team, including students, are secure in their knowledge of procedures for child protection and maintaining children's overall safety. All legally required documentation, which contributes to children's health, safety and well-being is in place and reviewed regularly.

Leadership and management is satisfactory. There is a commitment to develop the provision and the leaders have clear aims for the future to improve the setting for children. Staff are competent within their roles as they have a generally secure knowledge of the Foundation Stage and how to use it in practice to support children's development. The group have support from an Early Years Development and Childcare mentor and this is helping to develop planning and assessment systems. Staff are supported in their work and ongoing training is encouraged.

All staff work well together as a team and demonstrated enthusiasm to create a learning environment that promotes positive outcomes for children. Overall, the setting meets the needs of the children who attend.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

There are no complaints to report. 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:

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The quality and standards of the nursery education are satisfactory.

#### **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):

- ensure that the barbed wire fence does not pose a risk to children
- develop routines sleep times to ensure that they meet the individual needs of younger children.

##### **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):

- provide more opportunities for children to use information and communication technology and programmable toys
- develop planning so that activities build on what children already know and offers all children sufficient challenge.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)