

# Snap! 4 Kids Limited

Inspection report for early years provision

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<b>Unique reference number</b>	221636
<b>Inspection date</b>	22/02/2011
<b>Inspector</b>	Susan Ennis

<b>Setting address</b>	6A Chapel Street, Cambridge, Cambridgeshire, CB4 1DY
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<b>Email</b>	<a href="http://www.snap4kids.co.uk">www.snap4kids.co.uk</a>
<b>Type of setting</b>	Childcare on non-domestic premises

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## 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.

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## 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 60 children on roll who are within the Early Years Foundation Stage. The nursery provides funded early education for three and four year olds. There are two 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 8am to 6pm 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 have English as an additional language.

The nursery employs 11 staff. Of these, 10 work directly with the children, and of these, nine hold appropriate early years qualifications. One is currently working towards a qualification. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development are fully supported by the staff, ensuring that the majority of their individual learning needs can be met. The management team have in place clear aims and objectives to support staff and children's learning. The nursery action plan is regularly reviewed and updated to ensure that continuous improvement is maintained. The staff are fully supported in their training and development so that practice in the nursery continues to provide positive outcomes for all children who attend. Partnerships between staff and parents work well in practice to ensure children make good progress in their learning and development. Links with other early years providers are developing.

## What steps need to be taken to improve provision further?

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

- develop further the partnerships and exchange of information with other providers delivering the Early Years Foundation Stage to ensure children's learning and development is supported.

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is effectively supported as all staff have a good knowledge of the nursery's procedures for safeguarding children. Through the staff handbook the nursery ensures that all staff are all fully aware of the steps to take should they have any concerns about the welfare of a child. Clear written risk assessments have been undertaken for all areas, including equipment and activities both within and in the outside play area to ensure that children are well protected from any potential dangers. The emergency evacuation procedures are practised by staff with children on a regular basis. This ensures that children's safety is a high priority and is a reminder so children develop their knowledge on keeping safe.

There is a comprehensive range of policies and procedures in place to support the clear aims of the nursery and these are shared with parents. Through the notice boards in each room, parents are kept fully informed about activities planned to support their children's early education. Parents' views are sought through a questionnaire which is accessible online and can be completed anonymously about any changes they feel can improve the nurseries practice. This ensures that they are involved and that their views are sought and acknowledged. Parents are kept fully informed and involved with their children's progress as they can discuss their learning journey records with staff at any time. Parents are encouraged to add comments on their children's learning and development at home. For older children this is done through completing the 'what I did at the weekend'; for younger children parents add comments to the 'learning tree'. This reflects their involvement and support for their children's ongoing learning and development. The nursery has regular parents evenings and open days which helps to ensure parents are kept updated on their children's progress and learning. Teachers from the local school have visited the nursery to meet children and help with their transitions when they start full-time education. The nursery has some links with other early years settings that children attend. However, there is no consistent approach to exchange of information to ensure that children's learning and development is fully supported.

The majority of staff hold early years qualifications or they are undertaking training. This helps to support children in their ongoing learning and development. All staff have input into planning activities each week around the individual needs of their key children. The staff are supported in attending further training for their development to extend their knowledge and increase their experience. Through the regularly updated action plan, the nursery's practice is reviewed and evaluated, and areas for development to benefit children's learning and development have been clearly identified. All staff can input their ideas for development into the action plan to develop the practice of the nursery. The nursery has in place a comprehensive range of policies and procedures to support its good practice and these are regularly reviewed and updated. This knowledge is then used to ensure children's needs can be met and to develop and improve the nursery's practice further.

## **The quality and standards of the early years provision and outcomes for children**

Children are provided with fresh fruit and vegetables for snacks and meals that promote their health. The nursery employs a fully qualified cook who prepares the snacks and meals for children and ensures that their individual dietary needs are fully met. The menus are displayed and offer a wide variety of foods so that all meals are balanced and help to promote the good health of children further. Staff ensure that all children's health and medical needs are fully supported through the range of clear policies and procedures they have in place. Children have access to large play equipment and a range of activities in the garden where they can climb, crawl, ride, jump and balance to support their physical development well. This also helps them to develop a positive attitude to exercise and promotes their healthy growth and development. Children are developing a good understanding around personal hygiene as they all wash their hands before eating.

Staff undertake regular observations on children's individual interests and the next steps in their learning have been clearly identified so that all six areas are included. Children's progress records are updated regularly and their individual interests and needs are incorporated into the weekly plans to ensure that they are all making progress. The planning includes any areas identified for future learning to support children's continued progress. Children with special educational needs are fully supported as there is a designated staff member who holds additional qualifications.

Children learn about the wider world and other cultures and beliefs through a range of activities throughout the year. Festivals around children's own backgrounds and beliefs are also celebrated within the nursery. This ensures that children are able to learn about their own heritage, and that of others. Staff ask the parents of children with English as an additional language for words in their home language which are displayed within the setting. This allows parents and children to see that their home language and ethnicity is acknowledged and well supported. Children are able to self-select age appropriate resources as they are stored at a low level. Children are taken on regular outings within the local community to develop their understanding of the world around them and their environment.

Children are learning expected codes of behaviour as they display good manners to each other and staff during the sessions. They all help to tidy away resources at the end of a session. This helps children to learn respect for their environment and how to care for their resources. Children enjoy looking at books and listening to stories read to them by staff. This promotes their interest in literacy and supports their early reading skills. Staff ask the children questions and give them instructions to follow which promotes their thinking skills and develops their understanding about communication well. Children enjoy singing number rhymes from memory and experiment with sound as they play with musical instruments. This helps to develop their knowledge around numeracy. Children watch as chocolate melts and they then mix it with shredded wheat to create cakes. This

allows children to explore different textures, observe the changes as the ingredients are mixed, and develops their dexterity as they use spoons to place the mixture into cake cases. Children have opportunities to solve problems as they experiment with volume as they fill and empty containers during sand play. They add water to the sand as they know that this will help enable them to create sand castles.

Babies are provided with a range of textures and manipulative resources. This allows them to experiment with textures as they explore a range of items from treasure baskets and play with shredded paper. Toddlers have opportunities to paint and older children have free access to a range of resources so they can draw and write for a purpose. Younger children are provided with a range of push button toys. These help to develop children's understanding of technology that is suited to their age. At 'circle' time, staff encourage children to talk about the activities they have done, as this helps to develop their confidence and self-esteem. Younger children are supported with personal hygiene routines and feeding themselves. Older children serve their own food and pour their own drinks at meal times. This ensures that all children are supported in developing skills to care for themselves and this promotes their independence well. Children are able to make choices about what they play with to support their independence.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

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

Met