

Snap! Hauxton

Inspection report for early years provision

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Inspection date	19/01/2012
Inspector	Anna Davies

Setting address	33 High Street, Hauxton, CAMBRIDGE, Cambridgeshire, CB22 5HW
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Type of setting	Childcare - Non-Domestic

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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! Hauxton is a nursery that is privately owned by Snap 4 Kids Ltd, in the village of Hauxton, near Cambridge. The company also own another nursery in Cambridge. It operates from a converted bungalow situated on the edge of the village. There are three group rooms, with toilets, kitchen and laundry room. All group rooms open directly onto outdoor play areas. There are several outdoor play areas including a covered patio. Opening times are 7.30am to 6.30pm, Monday to Friday all year round. Access into and out of the nursery is via a step to the front door.

The nursery is registered on the Early Years Register. A maximum of 34 children may attend the nursery at any one time. There are currently 36 children on roll, of these 35 are within the early years age range. This provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The nursery supports children who speak English as an additional language.

There are 10 members of staff who work with the children. The manager and deputy manager both hold appropriate level 3 qualifications and four staff hold appropriate level 2 qualifications, all of whom are currently working towards a level 3 qualification. Two staff hold level 2 qualifications and two apprentices are working towards level 2 qualifications. The setting also employs a Garden Club lady and a chef. The setting provides funded early education for three- and four-year-olds and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make satisfactory progress in their learning and development and staff ensure the individual needs of children are appropriately met through strong relationships with parents. However, monitoring, assessment and planning arrangements are not yet fully effective in all rooms. Staff provide a warm and welcoming environment so children enjoy their time at the nursery and their welfare is promoted satisfactorily. Systems to monitor and evaluate the provision are mostly accurate. Most of the required documentation is in place and most requirements with regard to safeguarding are in place.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 09/02/2012

- designate a practitioner to take lead responsibility for safeguarding children within the setting and liaising with local statutory children's services agencies as appropriate. They must also attend a child protection training course (Safeguarding and promoting children's welfare).

09/02/2012

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

- improve the consistency of observation, planning and assessment systems, this relates to developing the use of children's next steps in the overall planning to more effectively promote individualised learning
- improve the planning for outdoor learning opportunities for children of all ages, all year round
- ensure that children's personal hygiene routines are monitored effectively to ensure consistency
- develop further the partnerships with other providers of the Early Years Foundation Stage to ensure effective continuity and progression when children attend more than one setting.

The effectiveness of leadership and management of the early years provision

Effective recruitment procedures ensure those working with the children are suitable to do so. Ofsted have been informed of the new manager and she is in the process of completing the necessary forms so that the relevant suitability checks can be initiated. Staff demonstrate a suitable understanding of the procedures to follow should they have concerns about a child in their care. Currently there is no designated practitioner within the setting to take the lead responsibility for safeguarding children as this role was held by the previous manager. This is a legal requirement. However, the new manager is booking on an advanced safeguarding course in the next couple of weeks and in the meantime the setting have access to their sister setting's designated practitioner if they require advice or guidance. Although a risk assessment has previously been conducted, evidence of its review within the last year could not be found at the inspection. This is a breach of a legal requirement. However, the setting is safe and staff demonstrate that they are able to take necessary action to reduce risks to children safety. For example, they remove the rainwater from the paddling pool as children go out to play.

Staff work well together. They access regular training and effective support from the sister setting is helping the new manager establish her role and existing staff to develop theirs further. Staff are sensitive to children's individual needs and ensure that children feel included at all times. Children whom speak English as an additional language are included and they are respected through displays of words in their home languages. The deployment and use of space and resources is satisfactory although the setting do not maximise the use of the extensive outdoor play spaces as they do not routinely plan outdoor learning opportunities for all aged children, all year round.

The owner of the nursery has clear priorities for improvement. Systems of self-evaluation are mostly accurate in their assessment of the setting's strengths and weaknesses. The setting is responsive to parental feedback via online surveys, for example, providing family days so that parents have opportunities to meet with others and to join in activities at the setting with their child. Recommendations and actions previously raised have been addressed satisfactorily. The setting are working with the local authority to make and sustain improvements. Staff share information about children's learning and development with the reception teachers of children using the after school club. However, partnerships with other providers for younger children in the nursery also attending other settings are less well established. Partnerships with parents are a key strength of the setting. Developing methods of communication with parents has been prioritised and there are effective methods used to share information about their children's progress. Parents spoken to during the inspection made positive comments about the staff and the settings flexibility which they appreciated.

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

Staff interact with children positively to support their play and activities. They ask them questions to make them think and take a genuine interest in their play ideas. An effective key worker system ensures that new children feel safe, seeking comfort and cuddles when they need reassurance. Observation, planning and assessment procedures continue to evolve and develop. Observations are generally recorded regularly and sufficient information is gathered to evidence the progress children are making. However, these systems are inconsistent across the rooms. For example, whilst activities in all rooms are based on children's interests, only the pre-school room plans activities effectively around individual children's next steps of learning. In other rooms, planning is generic and as a result, activities miss opportunities to promote individualised learning which does not enable children to make as much progress as possible.

Children enjoy warm and friendly relationships with staff and one another. They are developing confidence about expressing their feelings with the use of an 'emotion ball'. Children's choices and decisions are generally respected. Children enjoy favourite books and demonstrate that they can follow storylines by answering questions and predicting what will happen next. They independently look at books and this initiates discussions with staff as they relate phrases in books to experiences they have shared at nursery. A range of resources help children to develop their numeracy skills and number language is used during activities to promote learning in a practical way. For example, children count the number of eggs the chickens have laid. Babies develop their senses through touchy feely boards on the wall, treasure baskets and sensory activities such as 'gloop'. Children learn about lifecycles and caring for living things as they have raised chickens from eggs and now visit the coop to collect the eggs they have laid. Through the gardening club, children have learnt about growing fruit and vegetables and how these healthy foods contribute towards a healthy lifestyle. A

freely accessible computer and various electronic toys enable children to develop early technology skills, vital for their future. When children play outside, they enjoy the spacious garden areas for physical activities such as climbing, running and sliding. Their creativity is developing through a suitable range of art and craft, role play and imaginative activities.

The nursery is satisfactorily clean and hygienic. Nappy changing procedures effectively reduce the risk of cross-contamination. Staff cleaning rotas and checklists ensure that they are aware of their responsibilities with regards the cleanliness of the nursery. Children generally follow effective hygiene routines. However, staff do not always monitor children as they wash their hands which means that some do not use soap before they take food from communal snack bowls. This is not effective in reducing the risk of cross-contamination. Meals and snacks are a balanced mix of food groups cooked by the chef at the sister setting, brought over and appropriately served. Accident and medication records are suitably maintained. Children behave well. They are encouraged to share and reminded of the 'golden rules' when appropriate. Regular evacuation drills help children to begin to understand about safety and gives them confidence about what to do in an emergency.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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

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

Met