

Snap! Hauxton

33 High Street, Hauxton, Cambridge, Cambridgeshire, CB22 5HW

Inspection date

18/04/2013

Previous inspection date

19/01/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children benefit from a good range of enjoyable sensory experiences, such as exploring paint, dough, pasta and rice, to extend their understanding of the world.
- Staff work well together and are energetic and enthusiastic. As a result, children are motivated learners, who enjoy their time in the setting.
- Children's communication and language is developing well due to skilful storytelling, entertaining story sessions and frequent opportunities to explore music, songs and rhymes.

It is not yet good because

- Parents' opportunities to share in and contribute regularly to their children's learning are not fully developed. Additionally, the collection of children's starting points on placement is inconsistent, which impacts on the accuracy of children's assessments.
- Partnerships with some Early Years Foundation Stage providers do not fully ensure consistency of learning for those children, who attend more than one setting.
- Pre-school children do not benefit from a word rich environment, so that they can consolidate their literacy skills and learn about each other's languages and scripts.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the children and their interactions with staff.
- The inspector reviewed documentation, including risk assessments, registers, accident records and the children's learning journals.
- The inspector interviewed the provider and the manager and completed a joint observation with the manager.
- The views of parents were sought, both through discussion and written evidence, to gain their opinions on the quality of the service.

Inspector

Veronica Sharpe

Full Report

Information about the setting

Snap! Hauxton has been registered since 2004 and operates from a converted bungalow in Hauxton, Cambridgeshire. It is registered on the Early Years Register and both parts of the Childcare Register. The nursery is privately owned. Children have use of four group rooms, including a sleep room for babies. There are several enclosed outdoor play areas.

The nursery is open from 8am until 6pm with optional early and late starts by prior arrangement. Pick-ups, at the end of the school day, from the nearby primary schools in Hauxton and Great Shelford are also available if requested. There are currently 39 children on roll within the early years age range, who attend for a variety of sessions. A small number of children have special educational needs and/or disabilities and some have English as an additional language. The nursery offers places to three- and four-year-old children eligible for early years funding.

The nursery employs 10 members of staff, including the manager, to work directly with the children. All of these hold childcare qualifications with six staff holding a qualification at level 3 and four holding qualifications at level 2. Two members of staff are working towards higher qualifications and one member of staff is working towards a management qualification at level 4. The nursery also employs a nursery cook and relief staff. The providers own another nursery, Snap! 4 Kids in Cambridge city.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop further the partnerships with parents, so they are encouraged and supported to contribute to their children's learning and development, both initially and on an ongoing basis
- improve further the two-way partnerships with other Early Years Foundation Stage providers to enhance children's consistent learning experiences across both settings.

To further improve the quality of the early years provision the provider should:

- increase children's opportunities to see a wide range of lettering and writing, including labelling and signage, so that they can consolidate their literacy skills and learn about each other's languages and scripts.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy a reasonable range of age-appropriate activities that help them to make satisfactory progress in their learning and development. Staff plan and provide a balanced programme of adult-led activities and children have ample opportunities for independent play. Staff observe and assess children's achievements and monitor their progress to ensure that they are achieving according to their individual development bands. Key persons talk with parents periodically and arrange open evenings, so that they can inform parents about their children's progress. Information collected from parents specifically about children's learning and development when they first start is inconsistent, therefore, affecting the accuracy of initial assessments. Additionally, although, some parents volunteer information about children's learning at home, staff are not proactive in enabling all parents to take advantage of those opportunities. Consequently, information from home is not consistently incorporated into the assessments to fully ensure that children make the best possible progress.

Children in all areas develop a love of books and stories. Staff read to them frequently and ensure that there is always a good selection available. Some staff are skilled story tellers and engage children effectively, enabling them to join in, act out roles and speculate on what happens next. Children, who speak English as an additional language receive satisfactory support from the adults around them through use of visual prompts and some key words in children's home languages. Staff plan suitable activities that encourage children's physical skills, which prepares them for early writing, such as, cutting, drawing and using play dough. Older children easily access chalks, pencils, crayons and markers to develop their early writing skills. There is some labelling and print on displays to promote children's understanding of letters and words. However, pre-school children, in particular, lack a word rich environment that encourages them to consolidate their literacy skills and explore each other's languages and scripts.

Independent access to construction toys gives children suitable opportunities to design and build imaginatively. Staff talk to them as they fit together train tracks and encourage them to think about the different ways that the track fits together, appropriately extending their learning. Children show an interest in mathematics as they count out threading pieces and sort them into their colours and shapes, correctly assigning them to the 'yellow pile' or the 'square pile'. Staff play games with older children, helping them to take turns and match the picture cards correctly. Throughout the activities, staff talk with the children and encourage their interactions, thereby, suitably developing their communication and language. Older children are competent users of technology and operate simple computer programmes, take photographs and use timers. Younger children handle interactive books and have fun with pop-up toys, which prepares them adequately for their future learning.

Children learn about music in enjoyable ways through direct experience with a good variety of musical instruments. They have regular times where they learn to blow into a trumpet or listen to the sounds of flutes and violins. Staff encourage children to sing and

dance to familiar songs and rhymes and introduce new music from other lands. As a result, children effectively develop their musicality and creativity. Staff introduce children to a broad range of media and sensory materials. Building blocks and varied coloured paints encourage older children to express themselves using large bold movements. Younger children sift their hands through sand, rice or cooked pasta to explore texture and consistency. Treasure baskets containing natural resources, such as cones and wood enable children to explore the world around them.

The contribution of the early years provision to the well-being of children

Staff develop a sound understanding of their key children within this small and friendly setting. They quickly get to know the children and show warm and affectionate relationships with them. Babies follow their own routines for food and sleep, so that they are rested and comfortable. Parents are encouraged to take part in the settling-in process to enable children to become familiar with the setting and their key person. As a result, transitions from home into nursery are smooth. Staff provide children with positive role models and encourage polite and kind behaviour. They praise children readily when they help with small tasks, such as tidying up, which helps to raise children's self-esteem.

Children develop healthy lifestyles because they access the outdoor areas freely throughout the nursery day. Staff positively encourage children to participate in active games, such as 'What's the Time Mr Wolf', which develops their enthusiasm for enjoyable exercise. Varied equipment, such as, balance beams, tunnels and tyres, encourage children to test their physical skills and take risks with increasing confidence. Staff talk to older children about the impact of exercise on their bodies, such as increasing their heart rate, which enables them to learn about the need for energetic play. Babies are appropriately supported in their physical development because staff encourage them to pull themselves up and give them 'tummy time'.

Children make healthy selections at snack time and have a reasonable range of appetising cooked meals at lunchtimes. Older children participate in preparing their own snacks and sandwiches and pour their own drinks to promote their independence. Children learn about safety in practical ways as they practise the fire drill and learn to move and carry chairs safely. Staff encourage children to develop their independence in practical tasks, such as washing their hands and getting their coats ready for outdoor activities. All of this helps to prepare children adequately for the next stage in their learning, including school. Staff maintain efficient nappy changing routines and keep the nursery hygienically clean to promote children's health and avoid cross-infections.

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

Children are adequately safeguarded by clear written policies and procedures, which are prominently displayed, so that staff have easy reference to them. Most staff have attended safeguarding training and all are suitably aware of their responsibilities to keep children safe. Staff conduct daily checks of the nursery premises to ensure children's safety indoors and outside. Written risk assessments further enhance children's safety and take account

of other factors, such as the cleanliness of toys and equipment. As a result, children play in a safe and adequately clean environment. Recruitment procedures are thorough to ensure that all staff undergo appropriate checks to ensure they are safe and suitable to work with the children. The manager operates a well thought out induction programme, so that staff are made suitably aware of their roles and responsibilities. Effective emergency procedures, such as the employment of relief staff, help to ensure adult to child ratios are consistently met. All of which helps to ensure children's safety.

The manager monitors the performance of staff through regular meetings and appraisals. A robust programme of professional development has helped to develop a fully qualified and enthusiastic staff team, who work hard to motivate and enthuse the children. The introduction of new planning and assessment enables staff to track children with reasonable accuracy and therefore, plan efficiently for the next steps in their learning. However, methods to gather information from parents about their children's learning on a regular basis are not consistent. As a result, opportunities to use what children enjoy and can do at home to further target planning are not fully utilised. The nursery's self-evaluation has been mostly effective in driving improvement. Almost all of the actions and recommendations from the last inspection have been successfully met. The nursery has gone on to develop free-flow play into the garden and enhance the nursery environment with new toys and equipment. There are clear action plans to further enhance the provision for all children, such as a dedicated all weather play area for the babies.

Parents indicate that they are satisfied with the nursery and believe their children are safe and well cared for. They receive a range of written policies and procedures that inform them well about the provision. Staff provide parents with daily feedback about children's health and well-being and make sure that they know about any accidents or incidents. Parents are beginning to use the nursery website, where news and forthcoming events are posted. Partnerships with other agencies, such as speech and language specialists, are sufficient enough to ensure children with special educational needs and/or disabilities receive suitable support. The nursery has developed reasonable partnerships with their nearest local schools and pre-schools. Children make visits and have some shared events with them, which supports transitions effectively for those, who will attend those settings. There is some sharing of information relating to learning and development, which helps to improve consistency. For children, who attend other settings or who move onto schools outside the immediate locality links are less effective at supporting their shared learning experiences and their move into the next stage of learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY298307
Local authority	Cambridgeshire
Inspection number	907553
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	34
Number of children on roll	39
Name of provider	Snap! 4 Kids Limited
Date of previous inspection	19/01/2012
Telephone number	01223 870966

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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