

Snaps Nursery

118 Westborough Road, Westcliff-on-Sea, Essex, SS0 9JG



Inspection date

9 July 2015

Previous inspection date

2 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is good and staff plan a balance of adult-led and child-initiated learning experiences. As a result, all children make good progress as their individual interests are followed.
- Children's language and communication skills are given high priority. Staff encourage children in conversation, helping them to develop their vocabulary and become skilful communicators.
- Staff work closely with external agencies and other professionals to ensure children with special educational needs and/or disabilities are well supported. Therefore, effective strategies are in place to meet children's individual requirements.
- Effective partnership working with parents means that there is a united approach to meeting individual children's needs and helping them to develop relevant skills for the future.
- Staff attend safeguarding training to keep their knowledge updated. They have a good understanding of safeguarding issues and the procedures to follow in the event of a concern about a child in their care.

It is not yet outstanding because:

- The information that staff obtain from parents about their children's learning and development, as they start the nursery, is not yet sufficient enough to comprehensively assess children's initial achievements.
- Children do not always have sufficient space in the outside play area to enhance their progress and promote individual learning styles.
- Occasionally, interaction between staff and children does not always challenge learning.

What the setting needs to do to improve further

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

- strengthen the arrangements for obtaining even more information from new parents to enhance understanding about children's precise starting points in each area of learning
- consider ways to develop the planning of the outdoor environment, allowing children more freedom and space to engage in the activities provided
- continue to support staff to enable them to develop their teaching strategies.

Inspection activities

- The inspector observed teaching practices in the Seahorse room, the Dolphin room and the garden.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager of the provision.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

Inspector

Tina Mason

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children are actively engaged and motivated as staff provide them with a wide variety of interesting and challenging activities. Younger children develop their curiosity as they explore and investigate sensory materials. Older children show concentration and perseverance as they build models from recycled boxes and plastic cups. Staff generally interact well with children and engage in purposeful discussion. Occasionally, staff do not always extend their questioning to challenge children's learning further. Staff complete regular observations and assessments to recognise children's achievements and identify their next steps in learning and track their ongoing progress. Children are regularly involved in group-time activities, which support their language, personal, social and emotional development. For example, children's interest is captured as staff introduce puppets. By bringing these puppets to life, the children become actively involved in circle time.

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

Staff have implemented an effective key-person system which contributes towards children developing positive relationships. The environment is warm, bright and welcoming, which helps children to feel confident and comfortable. Staff provide clear guidance so children learn about safety and take appropriate risks. They fully understand the boundaries and expectations. Staff have established good relationships with local primary schools, which helps children to be well supported and prepared for the next stage in their learning. The thoughtfully planned playrooms create an enabling environment for children where they can develop their independence. Children have access to an outdoor play area. They get lots of exercise which helps them to remain healthy. However, too many activities are provided in this area at one time and children do not have sufficient space in which to play. For example, children riding around on scooters get in the way of children playing with other equipment, such as bats and balls.

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

The motivated staff team is led by a management team that is committed to promoting good quality care. Staff are well qualified and are encouraged to undertake regular training to update their skills and knowledge. The manager has a clear understanding of the setting's strengths and areas for improvement. Detailed evaluation of children's assessment information means that potential learning needs are recognised and met quickly. Staff work hard to establish and maintain successful partnerships with other professionals and parents. This means they can obtain the advice and guidance they need to effectively support the children and their families. The key persons obtain general information about children's care from their parents when they first start, to establish an understanding about their individual needs. However, this information does not always include details about children's specific learning and developmental milestones to enhance planning.

Setting details

Unique reference number	EY231620
Local authority	Southend on Sea
Inspection number	869946
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 12
Total number of places	38
Number of children on roll	85
Name of provider	SNN Limited
Date of previous inspection	2 November 2011
Telephone number	01702 353789

Snaps Nursery was registered in 2003. It is open from Monday to Friday, term time only. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs nine staff. Of these, all hold appropriate early years qualifications.

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