

# Snap! 4 Kids

6A Chapel Street, Cambridge, Cambridgeshire, CB4 1DY



## Inspection date

Previous inspection date

13 September 2016

26 April 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Leaders value their staff and are committed to supporting their continued professional development to raise standards in practice and the quality of learning experiences for the children.
- Staff are enthusiastic and demonstrate high expectations of what children can achieve. They introduce innovative, fun and challenging learning opportunities which reflect children's individual interests. Children are eager to participate.
- Staff know the children very well. They regularly observe children as they play and accurately assess the progress they make.
- Staff are kind, friendly and approachable. They prioritise children's emotional well-being. They sensitively support children during times of change, such as when they start at nursery and when they move rooms within nursery.

### It is not yet outstanding because:

- Although leaders review staff performance and the progress that children make, this is not yet sufficiently embedded to evaluate the impact of staff practice on the progress made by specific groups of children that attend, to further identify areas for improvement.
- Staff have not yet found successful ways to consistently support and involve parents in their child's continued learning at home.
- Staff in the baby room have not ensured the environment is free from distractions to maximise children's listening and attention skills to further support their communication and language development.

## What the setting needs to do to improve further

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

- enhance the evaluation of the impact of staff practice on the different groups of children that attend to target support and planning to further drive improvements in staff practice and help all children make the best possible progress
- strengthen the partnership with parents by exploring even more ways to engage them in the support of children's learning at home
- provide an environment which enables babies and young children to further develop listening and attention skills to support their already good communication and language development.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Gail Warnes

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Leaders ensure staff are trained and receive regular updates in safeguarding procedures so they understand their role to protect children from harm. Staff know what to do should they have any concerns regarding a child's welfare. Recruitment processes are rigorous to ensure only suitable adults work with the children. Self-evaluation is honest, and clearly identifies priorities for improvement. The recently established senior management team is enthusiastic to drive identified improvements and further develop the already good practice. Staff establish effective partnerships with other professionals to support children's individual needs. Staff share information with the schools children will attend to support this transition. Parents are positive about the nursery and staff.

### Quality of teaching, learning and assessment is good

Staff are enthusiastic and motivated to plan challenging and exciting learning experiences for the children. Children in the pre-school room eagerly join in with a group activity to create their own storybook. They confidently express their own ideas clearly. Staff listen attentively and skilfully ask questions to develop children's deeper thinking and imagination. Children create their own pictures for the story and some children show interest in writing for themselves. Later in the day children extend the ideas from the group activity into their play as they find treasure in the sand pit. Younger children enjoy space and time to explore their environment, climbing on soft-play equipment. Staff warmly chat to them as they play, repeating sounds and words they make.

### Personal development, behaviour and welfare are good

Children establish secure attachments with staff. They demonstrate that they feel safe and secure, confidently seeking their familiar adult for reassurance when they feel upset. Staff are good role models. They create a positive, relaxed atmosphere of mutual trust and respect. Children are well behaved and respond well to gentle reminders of behavioural expectations. Staff support children to share toys and to respect each other and the environment. Children enjoy exploring the outdoor area, which has a designated space for older children to pursue more vigorous activities, such as riding scooters and running. There are safe, quiet areas outdoors for younger children who are beginning to crawl and walk. Staff teach children to manage their own risk as they negotiate age-appropriate climbing equipment. The nursery chef provides healthy meals and snacks, such as sausage casserole and vegetables, which the children readily eat.

### Outcomes for children are good

All children make good progress, including those for whom English is an additional language, given their starting points and capabilities. They are confident to explore, demonstrating curiosity in the world around them. Older children form friendships with their peers and enjoy sharing their experiences together. Children are developing their independence skills. They are acquiring good skills and attitudes to support their future education.

## Setting details

<b>Unique reference number</b>	221636
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1063736
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	106
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Snap! 4 Kids Limited
<b>Registered person unique reference number</b>	RP523139
<b>Date of previous inspection</b>	26 April 2013
<b>Telephone number</b>	01223 477412

Snap! 4 Kids was registered in 2001. The nursery employs 11 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 and above. The manager holds early years qualifications at level 5 and the deputy has qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children for whom English is an additional language.

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