

# Snap! Hauxton

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



## Inspection date

7 June 2019

Previous inspection date

12 February 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This is a provision that requires improvement

- The management team does not provide regular, effective and robust supervision, rigorous performance management and appropriate professional development for staff to fully support them in their practice.
- Staff do not always make full use of opportunities for children to develop their independence, for example during routine times.
- Sometimes staff do not follow hygienic nappy changing procedures to promote children's good health.

### It has the following strengths

- Children are happy and enjoy their time at the nursery. They develop good relationships with staff, which supports their emotional well-being. They settle well and show that they feel safe and secure. For example, babies enjoy regular cuddles with staff.
- Children enjoy playing in the well-resourced outdoor area, where they practise physical skills such as climbing, balancing, using the ride-on toys and exploring the large open space. Staff plan many interesting activities that support children who learn best outdoors.
- Parents enjoy access to the online journal system. This helps them to contribute to their children's learning and keep up to date with their progress. Parents are highly complimentary about the care their children receive at the nursery.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
implement appropriate systems for the supervision of staff which identify and address staff's need for support, coaching and training, in order to promote the interests of children and to strengthen and improve the quality of teaching.	05/07/2019

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

- support staff to extend the current opportunities for children to help them develop their independence
- review the hygiene procedures for nappy changing to reduce the spread of infection and promote children's good health and well-being.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager and provider.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

**Inspector**  
Jacqui Oliver

## Inspection findings

### Effectiveness of leadership and management requires improvement

The manager has regular contact with staff and often works alongside them. However, the systems to manage the performance of staff are not fully effective. The manager does not use supervision and observations of staff practice well enough to evaluate where it needs to improve. For example, the quality of teaching and care practices is inconsistent. Safeguarding is effective. All staff have a sound understanding of how to keep children safe and the procedures to follow should they have a concern about a child's well-being. Risk assessments are carried out to help ensure the premises are safe and secure. Children are appropriately supervised. Rigorous vetting and induction procedures are in place to ensure that staff are suitable to work with children. Staff develop good links with local schools to promote continuity of children's care and learning needs. The management team demonstrates commitment to making the necessary improvements to develop practice and raise the overall quality of the setting.

### Quality of teaching, learning and assessment requires improvement

Children benefit from a well-resourced learning environment and staff offer suitable experiences across the different areas of learning. However, the quality of teaching is variable. For example, some staff focus on supervising children rather than teaching. Despite this, children develop good literacy skills. They learn to recognise letters from their names and the sounds they represent. Children enjoy painting activities. They explore paint with their fingers and make marks on the paper. Babies are encouraged to try different sensory experiences, such as messy play activities, where they investigate different textures. Staff promote children's communication and language development by repeating words, talking to them about what they are doing, singing songs and reading stories.

### Personal development, behaviour and welfare require improvement

Children demonstrate that they feel safe and have formed secure attachments with staff. Some staff act as positive role models and frequently praise children throughout the day. This helps to build their confidence and self-esteem. Staff manage children's behaviour appropriately. Children have daily opportunities to enjoy fresh air and exercise, which contributes towards a healthy lifestyle. However, staff do not always follow the nursery's hygienic nappy changing procedures to reduce the spread of infection and fully promote children's well-being. Children are provided with nutritious meals and staff are aware of how to meet the needs of children who have food intolerances or allergies.

### Outcomes for children require improvement

Overall, children make suitable progress in their learning and develop some key skills in preparation for their move on to school. However, older children are not sufficiently challenged to use their self-care skills, particularly at mealtimes, to help develop their independence. All children enjoy playing outside and are curious about the world around them. Babies learn to crawl and walk, and eagerly explore their environment. Older children learn to recognise letters and the sounds they represent. They are beginning to write their own names. Children grow in confidence as they make choices about what to do. They play cooperatively and learn to share.

## Setting details

<b>Unique reference number</b>	EY298307
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10062111
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Snap! 4 Kids Limited
<b>Registered person unique reference number</b>	RP523139
<b>Date of previous inspection</b>	12 February 2016
<b>Telephone number</b>	01223 477413

Snap! Hauxton registered in 2004. The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or above. 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.

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.

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