

# Inspection of Snap! Hauxton

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

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Inspection date:

1 June 2021

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Requires improvement

## What is it like to attend this early years setting?

### The provision requires improvement

While children are broadly achieving expected levels of development, the quality of interaction between staff and children is variable. Babies wait unnecessarily while staff are organising routine times of the day. Older children sometimes wander between resources with no purpose to their play. Still, children generally enjoy their time at nursery. They settle and explore the resources available to them. Young babies show delight as they catch bubbles and splash their hands in water. Older children use their imaginations to dig in the dirt with small spades as they look for treasure.

Children practise making marks with different items on different surfaces. Toddlers stretch their arms up to the top of a large chalk board and older children use felt-tip pens on paper. This helps children to build the finger muscles needed for writing. Children gain awareness of some mathematical concepts. For example, they use scales for measuring weight. Children are gaining adequate independence skills. Babies can wash their hands under a tap with support. Older children are learning to use a knife and fork at mealtimes.

### What does the early years setting do well and what does it need to do better?

- Leaders are working hard to make improvements for the children. They know what action needs to be taken and continue to support the newly recruited staff team to better their practice. Leaders have identified training needs for all staff. They meet regularly to discuss the support each of them requires. However, these changes have not yet been embedded and staff's interactions with children require further improvement.
- There are some instances of good teaching. Staff encourage children to describe the pictures they want to draw. Staff point out and label different shapes, checking each time if this is what the child meant.
- Staff encourage children to explore a variety of tools and utensils to build their muscles and coordination. Older children use safety scissors to trim the hedge. They twist an outdoor tap on and off to fill buckets with water and transport them to different areas of the garden. Young babies roll over and under soft-play shapes, learning where their bodies are in space.
- Staff are firm but gentle when reminding children about how to behave well. They remain calm and get down to children's level to ensure the children can hear them speak. They help children to understand the consequences of their actions.
- Children with special educational needs and/or disabilities are well supported. Staff work with parents and other professionals to support children to achieve their targets. As a result, these children make good progress in their development from their starting points.

- Parents are happy with the provision the staff provide. There is regular communication about what the children are doing every day. Parents access the online learning journal to find out more information about what their child can do. Parents comment that the staff were 'a godsend' during the recent COVID-19 (coronavirus) lockdowns.
- Staff are professional and caring towards the children. They offer comfort when children need it.
- Children are gaining an understanding of healthy lifestyles. They eat freshly cooked nutritious food. Staff encourage children to wash their hands at appropriate times and spend lots of time outside in the fresh air.
- Staff assess children's development and identify their next steps in learning. However, they do not provide opportunities that help children progress these next steps well enough.
- Staff miss opportunities to build on children's vital language skills. For example, when babies hold a telephone to their ear, staff do not interact with them. Staff do not take opportunities to promote children's vocabulary during daily activities.
- At times, staff do not prepare for routine times of the day in advance. This means children are waiting around amusing themselves rather than joining in meaningful play.

## Safeguarding

The arrangements for safeguarding are effective.

The leaders have an overview of patterns of concern about children and a secure system for monitoring these. Staff can recognise the signs and symptoms of possible abuse. This includes wider safeguarding concerns. Staff know the action to take so that the designated leaders and relevant agencies can help children. Staff know how to contact relevant authorities should anyone make an allegation against a member of staff or the provider. The provider follows suitable recruitment procedures to employ the new members of staff. Staff regularly practise good hygiene procedures to minimise the risk of cross-infection.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
help staff to understand how to implement learning opportunities that respond to children's needs and interests	24/09/2021
improve staff's skills in supporting children's communication and language development.	24/09/2021

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

- embed the programme of performance management to support staff to raise the quality of interactions with children
- help staff to be prepared for all routine times of the day so that children have maximum opportunities for learning.

## Setting details

<b>Unique reference number</b>	EY298307
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10112798
<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 at time of inspection</b>	1 to 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>Telephone number</b>	01223 477413
<b>Date of previous inspection</b>	7 June 2019

## Information about this early years setting

Snap! Hauxton registered in 2004. The nursery employs 10 members of childcare staff. Of these, five 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.

## Information about this inspection

### Inspector

Elke Rockey

## Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector completed a learning walk alongside the deputy manager to discuss the intent of the curriculum.
- The deputy manager and the inspector jointly observed and evaluated two activities.
- The inspector tracked the learning experiences of children.
- The inspector held a leadership meeting with the provider, deputy manager and area manager.
- The inspector and shadow inspector spoke to children, parents and staff at appropriate times throughout the day.
- The inspector looked at relevant documentation, including evidence of training and the suitability of staff.

We carried out this inspection 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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