

Inspection of Snap! Hauxton

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

Inspection date: 12 May 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Since the last inspection, the provider and leadership team have meticulously reviewed and addressed areas of weakness relating to management and staff practice. The staff demonstrate a very good understanding of how children learn. They provide well-planned opportunities inside and outside that consider children's individual interests and abilities.

Children build securely on their previous learning, practising the skills they acquire and developing a good understanding of different concepts. For example, the youngest children enjoy playing in water, pouring and splashing. They notice that as they splash, the water lands on their heads, making them giggle. Staff are quick to talk about rain, and children enjoy exploring as they flick drops from their hands into the air and watch with fascination as it drips back down. Older children use syringes with great interest. They demonstrate extremely good coordination as they carefully pull on the plunger, watching the water fill the tube. Children are happy, confident, creative and enthusiastic learners.

Children are safe and thrive in this caring and supportive environment. They behave well, look after equipment, and know how to tidy up after themselves. Children are considerate of others and play well together. Staff are skilled in dealing with upsets and mishaps. Children learn what is acceptable behaviour through discussion and daily routines that include using kind hands and words.

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

- Staff know and understand the children well. Children have their needs met and their interests built on. Those with special educational needs and/or disabilities (SEND) do well. Staff work with parents and outside agencies to involve children with SEND in all aspects of nursery life.
- Parents and carers appreciate and are highly complimentary about managers and the entire staff team, who support their children to make good progress. For instance, parents talk about the different story books their children tell them about and how they obtain copies and enjoy spending time reading these with them at home.
- The leadership team and staff place great emphasis on language for communication. This helps to ensure that all children, including those who speak English as an additional language, make good progress. Staff use a range of techniques to support language development, such as responding to babies' babbling with facial expressions and intonation, using simple sign language and plenty of repetition. All children become confident communicators as they progress through the nursery.
- Children get to know stories very well. For example, when exploring the story of

the 'Three little pigs', they have great fun recalling the different characters, predicting what happens next and joining in with repeated refrains.

- Staff foster children's curiosity in mathematics. They build the teaching of mathematics into the daily routine, for example counting plates or chalks, or how many stripes on a child's jumper. Staff encourage children to count and use mathematical language. Children can identify a range of different shapes and solve simple mathematical problems as they play.
- Staff keep records of learning and celebrate success with the children. They strive to help children make the best possible start to their education. As a result, children's self-esteem is high, and they appear happy and settled. Staff plan exciting activities to build on children's interests. They make sure children know what they need to understand, before they move them on to more challenging activities. Children's behaviour is very good and they go about their daily business in a tranquil, safe and calm environment.
- Staff speak highly of the leadership team. They appreciate the help and guidance they receive with their ongoing training. Staff feel that the consideration leaders give to their personal circumstances supports them extremely well and, as a result, they feel that they work well as a team and that they and their efforts are valued.
- When children from different ethnicities first attend the nursery, key words and visual clues help them to settle quickly. However, over time, emphasis on reflecting their heritage and culture is not addressed as effectively.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the nursery. The leadership team ensures that all staff keep child protection, including wider issues, such as the 'Prevent' duty, at the forefront of their minds. Staff undertake regular training so that they remain familiar with their responsibilities to keep children safe. There are clear systems in place for checking, initially and ongoing, the suitability of managers and staff. This ensures that all adults remain safe to work with children.

What does the setting need to do to improve?

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

- consider further ways in which to acknowledge and value the diverse nature of the children attending.

Setting details

Unique reference number	EY298307
Local authority	Cambridgeshire
Inspection number	10198621
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	46
Number of children on roll	35
Name of registered person	Snap! 4 Kids Limited
Registered person unique reference number	RP523139
Telephone number	01223 477413
Date of previous inspection	1 June 2021

Information about this early years setting

Snap! Hauxton registered in 2004 and is situated in Hauxton, Cambridgeshire. The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round. Sessions are from 8am to 6pm. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Lynn Clements

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and the provider, and this has been taken into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk of the nursery, inside and outside.
- The inspector carried out a joint observation of an activity with the deputy manager, and together they evaluated this.
- Children spoke to the inspector about what they enjoy doing in the setting.
- The inspector reviewed relevant documentation, including the suitability checks of all adults working in the setting.
- Parents and staff spoke with the inspector at appropriate times during the inspection.

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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