

# Inspection of Snap! 4 Kids

6A Chapel Street, Cambridge, Cambridgeshire CB4 1DY

---

Inspection date: 12 July 2022

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Good

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

### **The provision is inadequate**

Children develop emotional attachments to staff. When they come into the nursery, they choose what they want to do but staff do not teach well enough to build on what they already know. Staff do respond to children's interests, such as providing activities in response to children's interest in butterflies that they saw in the garden. However, these are not adapted well enough for children to participate at their own level. Children do not make the best possible progress from their starting points. Some children do not develop a good attitude to learning. They frequently lack motivation to engage in activities and staff do not notice or encourage them into activities.

Children's individual needs are not consistently met. Some children are not fully included in routine activities, such as snack time. Some older children are frequently upset, and this sometimes goes unnoticed. After lunch, children spend an unreasonable amount of time unsupervised. At this inspection, children sat alone for nearly half an hour looking at books while staff cleared away tables, completed paperwork and put other children to bed. Children's behaviour deteriorated as they squabbled over books and where to sit. Despite this, children do know what is expected of them. They are reminded of the consistent ground rules, such as being kind to each other.

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

- Children have several settling-in visits when they first start at the nursery, to help them to become familiar with their new environment and their key person. However, staff do not prepare children for transitions within the nursery. When children move from the baby room to the pre-school room, they are not accompanied by their key person for visits. Some children find these visits traumatic. They take a long time to settle in their new room, although eventually they form emotional bonds with staff.
- Staff do not demonstrate that they have a good understanding of how children learn, nor do they indicate that they know their key children well enough. They do not identify meaningful next steps in children's learning or plan an enjoyable experience for each child. This does not help children to make the best possible progress or develop the key skills needed to be ready for school.
- Staff do not engage well enough in children's play and learning or build on what children already know. Staff are not deployed effectively. They often spend time standing and watching children, moving to engage with them when they notice that they are being observed. Children do enjoy attention from staff when they engage with them.
- Overall, staff support children's developing speech and language skills. For example, when children are looking at posters relating to eating healthily, staff

introduce the names of foods and engage children in conversation about foods they like to eat. Staff model taking turns in conversation and listen to what children have to say. They respond positively to the babbles of babies.

- Children learn about the importance of good health and hygiene. They wash their hands before eating and manage their personal care relevant to their age and stage of development. Staff ensure that children's special dietary needs are met.
- Staff build positive relationships with parents. Parents describe staff as friendly and caring. They feel confident to discuss any concerns that they may have. Parents state that communication is good and they are kept well informed through online and daily verbal communication.
- Staff have regular opportunities for supervision meetings with management. Their well-being is prioritised by the management team. The manager supports trainees through their apprenticeships.
- The provider and manager are committed to the improvement of the nursery. They have become aware of the weaknesses in the provision and have identified initial plans to address them.

## Safeguarding

The arrangements for safeguarding are effective.

The provider has robust recruitment and selection procedures in place, to ensure that those working with children are suitable to do so. Staff maintain training in child protection, to ensure that they are aware of the signs and symptoms of abuse and know how to report concerns. There are designated leads for safeguarding within the nursery. They take responsibility for coordinating child protection matters and ensuring that concerns are reported in an appropriate and timely manner. Staff know the process to follow if they have a concern about a colleague.

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

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

	<b>Due date</b>
improve staff skills and teaching to ensure that children receive consistently good quality learning and development experiences	31/08/2022
deploy staff effectively to ensure that children's individual needs are met at all times	31/08/2022

provide children with activities that offer an appropriate level of challenge and motivate them to play and learn	31/08/2022
review the effectiveness of children's transition from the baby room to the pre-school room to fully support their emotional needs.	31/08/2022

## Setting details

<b>Unique reference number</b>	221636
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10234366
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	106
<b>Number of children on roll</b>	46
<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>	13 September 2016

## Information about this early years setting

Snap! 4 Kids was registered in 2001. The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 and above. One member of staff 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.

## Information about this inspection

### Inspector

Jacqui Mason

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector and the manager completed a tour of the nursery to understand how the early years provision and the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- Staff spoke with the inspector at appropriate times throughout the inspection. The inspector completed a joint observation with the manager.
- The inspector held a meeting with the provider and manager and also discussed self-evaluation.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- A small number of parents shared their views of the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022