

# Inspection of Snaps Day Nursery

Snaps Nursery, 118 Westborough Road, WESTCLIFF-ON-SEA, Essex SS0 9JG

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Inspection date:

20 June 2023

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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

Good

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

### The provision requires improvement

Children arrive happy and confidently separate from their carers. They settle quickly and have positive relationships with the staff and their peers. However, there are weaknesses in the quality of education. Although staff are clear about what they want their key children to learn next, they do not ensure that all children are given the attention and teaching they need to achieve their full potential. The provider has not considered how to deploy staff effectively. There are a number of children at the nursery who require additional support and, at times, staff focus on completing domestic routines. This means that staff miss rich opportunities to engage positively with children so that they benefit from rich interactions.

Children request help and support when they need it. They confidently approach new people, talking to them about their day and asking them to read to them. This demonstrates that they feel safe and secure in the nursery. Children freely explore books and enjoy joining in with action rhymes. They suggest songs that they could sing with their friends during circle time. Children generally behave well. They engage in play individually and in small groups with their friends. However, staff do not help them to be aware of how their behaviour affects others.

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

- Children do not benefit from consistent and frequent staff interaction which stimulates curiosity, interest, or excitement. Staff do not extend what children already know and can do consistently. Staff provide basic information when children play and ask them simple questions. However, they do not regularly model a wide range of vocabulary or use effective questions to encourage children's critical thinking. As a result, children are not making the best possible progress.
- On some occasions, staff are not aware of what is happening around them when they focus on individual children or small groups. For example, they do not notice when children eat the sand. This means that times when children may need additional support go unnoticed.
- Children form positive relationships with their peers. However, on occasions when children struggle to regulate their behaviour and need support, staff do not always help them understand what might happen next if they behave in a certain way. For instance, staff remind children not to throw sand on the floor without telling them why this could be dangerous. As a result, children do not always understand the potential impact of their behaviour.
- Staff encourage children to wash their hands at key times during the day, such as before eating and after using the bathroom. However, staff do not model good hygiene practice consistently. They do not always wash their hands or immediately dispose of tissues after wiping children's noses. This poses a risk of

cross-infection and does not promote good hygiene.

- Children's independence is promoted from a young age. They are given choices about what they would like to play with throughout the session. Older children vote for the activity they would like to engage in before lunch. Younger children are encouraged to use a dustpan and brush to sweep up sand from the floor and use cutlery to feed themselves. Children know when they need to help tidy up and do this happily with little support.
- Staff well-being is a strong focus for the management team. Staff are inducted well for their role, both when they begin employment and when they are promoted. They have regular supervision sessions and are offered frequent professional development opportunities. Staff express that they are happy in their roles and enjoy working in the nursery. This creates a positive culture where staff feel valued and respected.
- Staff form positive partnerships with parents. Parents report they are well supported by the staff team and their children are happy to come to the nursery. They feel the communication at the nursery is effective. They are kept informed of their children's progress and given ideas about how they can support their children at home.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff team understand their roles and responsibilities to keep children safe. They have a robust understanding of the indicators that may mean a child is at risk of harm. Staff know the procedures to follow if they have a concern about a child's well-being. They know how to report concerns to an appropriate professional. There is a robust recruitment and induction procedure in place. Safeguarding is discussed during supervision meetings and at staff meetings. Staff are aware of safeguarding issues, such as female genital mutilation and county lines.

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

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

	Due date
strengthen the quality of staff interaction and teaching to ensure that all children have appropriate support and challenge that supports and extends the next steps in their learning	12/07/2023

train staff to be more vigilant to ensure that all children are supervised effectively at all times.	12/07/2023
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**To further improve the quality of the early years provision, the provider should:**

- help children to develop a deeper understanding of the rules and expectations at the nursery
- support staff to implement the nursery's hygiene procedures in relation to handwashing and nose wiping consistently.

## Setting details

<b>Unique reference number</b>	EY231620
<b>Local authority</b>	Southend-on-Sea
<b>Inspection number</b>	10296076
<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>	2 to 4
<b>Total number of places</b>	38
<b>Number of children on roll</b>	109
<b>Name of registered person</b>	SNN Limited
<b>Registered person unique reference number</b>	RP906982
<b>Telephone number</b>	01702 353789
<b>Date of previous inspection</b>	6 June 2018

## Information about this early years setting

Snaps Day Nursery registered in 2003. The nursery employs 12 members of childcare staff. Of these, eight hold an appropriate early years qualification at level 3 or above. The nursery opens from Monday to Friday, term time only. Sessions are from 8am to 5.30pm. The nursery is in receipt of funding for the early education of two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lyndsey Barwick

## 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 their evaluation of the provider.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the deputy manager.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector spoke to several parents during the inspection and took account of their views.

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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