

Inspection of SNOOP

Inspire Bradford Business Park, Newlands Way, BRADFORD, West Yorkshire BD10 0JE

Inspection date: 5 October 2023

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

The provision is good

The leader, manager and staff provide a very special nursery that embraces everyone who enters. They place children and families at the centre of all they do. Staff are caring, dedicated and passionate in their work. They go above and beyond to support all families, especially those who are vulnerable. Staff provide a calm, welcoming and highly inclusive nursery where children's uniqueness is cherished. Children are happy and thrive in the nurturing care that staff provide.

Children enter nursery enthusiastically and they are eager to explore. They show how safe they feel and talk confidently to the inspector about what they are doing. Staff have high expectations of children's learning overall. They read 'The Colour Monster' story and use specially made play people to bring the story to life. Children learn to use different strategies to help them regulate their own emotions. Staff help them to identify and name a range of emotions they experience. Children's behaviour is good.

Staff encourage children to be independent. Children are motivated to do things for themselves. They pour their milk from the jug and concentrate well as they peel their own oranges. Children manage their self-help skills. They put their own coat on and zip it up. Staff provide just enough support to help children succeed.

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

- The leader, manager and staff provide exemplary support to children with special educational needs and/or disabilities (SEND). Staff work very closely with a wide range of professionals. They are swift to intervene where children's progress is less than expected. Staff use carefully constructed support plans to help children to make progress. External professionals praise staff for their 'dedicated approach'. The leader shares her knowledge to inform the teaching of children with SEND in other settings locally and nationally.
- Staff teach mathematics effectively. They use children's imaginative play to help them understand positional language, such as 'on top of' and 'under'. Staff teach children songs to promote their understanding of early subtraction. Children confidently act out being speckled frogs. They identify how many are left as they pretend to jump into the pond. Children delight in counting and are learning to order play resources according to their size.
- Children are motivated and enjoy exploring the world around them. They concentrate well as they drop objects into the water tray and delight in watching stones sink to the bottom. Children who are most able know about the solar system and the small moon. They also know about an extensive range of animals, including hyenas and gorillas. However, staff do not consistently build on children's existing knowledge to extend their learning to its highest level.

- Parents and carers speak extremely highly of the nursery. They are very pleased with the progress their children make and the support they receive. Parents are kept informed about their children's learning. They feel that staff are interested in them as a whole family. Parents state that 'the things staff do are fantastic' and the experience that they and their children receive has been 'life-changing'.
- Staff focus strongly on supporting children's language skills. They introduce new words such as 'iridescent' and 'stomping' to help develop children's vocabulary. Staff sing songs throughout the day and encourage children to join in. This helps them to understand the pattern and flow of language. Children develop good communication and language skills.
- Children enjoy borrowing books from the lending library at nursery. Staff help parents to understand the importance of reading stories to their children. They also provide guidance to help parents support their children's literacy skills at home. Staff involve children in the rhyme challenge at the local library. Children develop a good knowledge of songs and rhymes. This further supports their listening, memory and early literacy skills.
- Staff promote children's health very well. They share information with parents about how to make healthy lunch boxes. Staff provide children with water, milk and healthy foods at snack times. Children spend plenty of time outdoors. They challenge their physical skills as they climb and balance on the climbing frame. Children learn to care for their teeth and develop healthy lifestyles.

Safeguarding

The arrangements for safeguarding are effective.

The leader ensures that safeguarding children is given the highest priority. Three staff are trained as lead practitioners for safeguarding. Staff regularly access safeguarding training to update their knowledge. They know how to identify children who may be at risk of harm. Staff understand the procedure to follow should they have concerns about the welfare of a child or the behaviour of a colleague. The leader uses robust recruitment, induction, supervision sessions, probationary periods and training to ensure that staff are suitable and understand their role. Staff are vigilant and ensure that no one can enter the nursery unannounced. The manager organises regular fire evacuations to ensure that children know what to do in an emergency.

What does the setting need to do to improve?

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

- strengthen teaching to ensure that all staff consistently build on the most-able children's existing knowledge to further extend their learning, particularly in understanding the world.

Setting details

Unique reference number	EY444807
Local authority	Bradford
Inspection number	10308371
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	2 to 4
Total number of places	16
Number of children on roll	17
Name of registered person	Snoop
Registered person unique reference number	RP905053
Telephone number	01274 292126
Date of previous inspection	28 March 2018

Information about this early years setting

SNOOP registered in 2012 and is situated in Eccleshill, Bradford. The nursery employs six members of staff. Of these, five hold early years qualification at level 3 or above, including two who hold level five qualifications and one who holds a qualification at level 4. The nursery opens from 9am to 3.30pm, term time only. The nursery receives early education funding for two-, three- and four- year-old children. Children who are in receipt of early years pupil premium and children with special educational needs and/or disabilities also attend.

Information about this inspection

Inspector

Angela Sugden

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 manager and the inspector completed a learning walk together. She told the inspector about the intentions for children's learning and how the curriculum is planned for children.
- Parents told the inspector, through face-to-face and telephone discussions, how their children's learning is supported, how staff keep them informed and how their children are kept safe.
- The inspector carried out a joint observation with the manager. They discussed teaching and the impact this had on children's learning.
- The leader, manager, staff, a trustee, the portage home visitor and children spoke to the inspector during the inspection.
- The inspector made observations throughout the inspection of children's experiences indoors and outdoors and assessed the impact on their learning.
- The leader and manager discussed their self-evaluation and plans for the nursery. She showed the inspector relevant documentation.

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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