

# Fun House

Inspection report for early years provision

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<b>Unique reference number</b>	EY242713
<b>Inspection date</b>	11/05/2009
<b>Inspector</b>	Jacqueline Munden
<b>Setting address</b>	Whitney Road, Daneshill Industrial Estate, Basingstoke, Hampshire, RG24 8NS
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Fun House After School and Holiday Club opened in 2003. It is situated on an industrial estate in Basingstoke. It operates from the Fun House soft play activity centre. The group have their own play rooms and toilets on the first floor and share the facilities of the Fun House on the ground floor. The setting has disabled access and toilet facilities on the ground floor.

The group takes up to 50 children aged four to eight years in the after school club and up to 100 children aged four to eight years in holiday scheme. Older children are also cared for. The group opens Monday to Friday 15:00 to 18:00 term time and 08:00 to 18:00 in school holidays. There are currently 200 children on roll that attend the holiday scheme and after school club. The children are transported to the club from various surrounding schools. The group supports children with learning difficulties and/or disabilities.

There are currently seven members of staff of whom at least half hold suitable childcare qualifications.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The club is well organised and the strong links forged with parents ensures all children are effectively included. The strong management structure of the setting promotes continuous evaluation and development in all areas of the provision to provide a fully inclusive environment. Children enjoy their time at the setting and good attention is generally paid to ensuring their safety, welfare and learning and development are promoted well.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- increase opportunities for children to access outdoor play and monitor the noise levels inside
- ensure the kitchen and reception area are inaccessible to children

To fully meet the specific requirements of the EYFS, the registered person must:

- maintain a record of children's times of arrival and departure. (Safeguarding and welfare) (also applies to both parts of the Childcare Register)

18/05/2009

## **The leadership and management of the early years provision**

Children benefit from the good organisation of the setting. Management demonstrates a strong understanding of their responsibility to meet the requirements of registration and a commitment to making improvements to benefit children. However, the system used for recording children's times of arrival and departure, as required by regulation, is not always completed accurately. The system of self-evaluation, which includes seeking the opinions of parents and children, is effective in ensuring areas for improvement are identified and changes implemented.

Staff are enthusiastic and work well together as a team. They improve their skills in caring for children and helping them to achieve while enjoying their time in the club through attending training. The use of regular appraisals and staff meetings ensure staff are aware of and implement the wide range of policies and procedures to promote children's health and welfare. Risk assessments are generally used effectively to ensure children's safety in the club and when travelling to and from schools. However, staff sometimes do not ensure the reception and kitchen areas are inaccessible. Staff provide a fun and stimulating environment, although music played throughout the session makes conversation at certain times, such as when eating, difficult.

Staff recognise the importance of having strong relationships with parents and with other providers of the Early Years Foundation Stage (EYFS) that children attend to further complement the care they provide and to ensure all children's needs are met. Effective measures are taken to involve parents in their child's learning. For example, a key person is implemented as children start at the setting which helps with the settling in process; this establishes a firm relationship as parents meet with them frequently to discuss their child's needs, interests and progress. The setting promotes an inclusive environment and supports children with learning difficulties and/or disabilities well; therefore, all children are valued and fully included. Effective systems to help children feel valued and develop a sense of belonging are in place. For example, each receives a handbook at registration to help them get to know the names of staff, and with useful contact details of outside support agencies.

## **The quality and standards of the early years provision**

Children are happy and actively involved in their play due to the wide range of activities and resources provided. Staff prepare the areas with games and resources for when children arrive but the store cupboard is made accessible for them to make their own choices also. Staff recognise the need for children to be able to rest or play as they need. Children enjoy and benefit from the opportunity to let off steam and develop physical skills in the large soft play area at the setting; staff support those children who are less confident or less able to explore and increase their enjoyment well. However, there are few opportunities for

children to play outdoors to promote their good health although management is aware of this and is in the process of investigating ways to improve this area of play. Children are confident and chat freely with staff and others as they sit in the comfortable quiet area on sofas. They understand boundaries and expectations and cooperate and play together well. For example, they take turns in playing table football and computer games. Children are polite, encouraged by staff who act as good role models.

Staff get to know children quickly and ensure their needs are met. Their starting points are established and their ongoing interests are used to plan a range of activities that help them progress. Children are involved in the assessment and planning process as they add ideas and suggestions of what they would like to do and eat to the ideas board.

Children learn how to keep themselves safe as they travel from school and when on outings in the holiday club. They take part in regular fire drills and move around the setting safely. Children learn to keep healthy by following effective daily hygiene routines. They know to wash their hands before eating and enjoy nutritious snacks and drinks.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (Records to be kept) 18/05/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (Records to be kept) 18/05/2009