

Fun House

Whitney Road, Daneshill Industrial Estate, Basingstoke, Hampshire, RG24 8NS

Inspection date	21/11/2012
Previous inspection date	11/05/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are well supported, secure and settled through an effective key person system. Staff have an accurate understanding of children's individual needs through the effective engagement with parents and other agencies.
- Children are confident, enthusiastic and independent as they freely make choices in a well-resourced environment. Staff encourage children to play an active role and make effective observations and assessments to plan the next steps in children's progress.
- Successful communication channels are in place between parents, staff and others.
- The management team have an accurate understanding of the setting and support staff well through effective monitoring systems such as regular supervisions and appraisals. Staff undertake training with enthusiasm in order to develop their skills and knowledge.
- Children are kind and courteous to one another and staff support them effectively to develop their understanding of behavioural expectations, acting as calm, consistent role models.

It is not yet outstanding because

- The programme for mathematical development is not fully explored as displays of numerals are not in place to enable more competent able children to use number in everyday contexts.
- Children do not have access in all areas to non-fiction and child-made books.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the nursery pre school room, garden and out of school club
- The inspector had a meeting with the manager, which included carrying out a joint observation.
- The inspector spoke to children and staff throughout the inspection.
- The inspector held discussions with parents and carers of children in the setting .
- The inspector looked at a sample of documentation , which included policies and procedures, observations and assessments.
- The inspector went in her own car to observe the transportation of school aged children.

Inspector

Mandy Gannon

Full Report

Information about the setting

Fun House Childcare Centre opened in 2003 and re-registered in 2010 to provide nursery care. It is situated on an industrial estate in Basingstoke. It operates in different designated areas for the nursery and out of school provision, within the same building. The setting has disabled access and toilet facilities on the ground floor and access to an enclosed outside area. The setting opens Monday to Friday 7.30am to 6.30pm all year round. There are currently 225 children on roll that attend the holiday scheme and out of school club and 30 children on roll in the nursery. The setting transports children to and from the club from various surrounding schools. The group supports children with English as an additional language and learning difficulties and/or disabilities. There are currently 16 members of staff working with the children. Of these, 10 hold suitable childcare qualifications including one with Qualified Teacher Status and three are working towards childcare qualifications.

What the setting needs to do to improve further

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

- enhance the educational programme for mathematical development by providing number labels for children to use both indoors and outside.
- improve children's literacy by providing fact and fiction books in all areas, including the construction area and add child-made books for sharing with others.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are happy, settled and at ease in this warm, caring setting where the staff team develop strong relationships with children and meet their individual needs. Children enjoy a broad range of suitable toys and activities in a well-organised, enabling environment. Children play an active role in the setting as they confidently follow their interests as they explore making choices and decisions both inside and outdoors. Children develop a strong sense of belonging in a nursery where photographs of them participating in activities are

on display at their level and they talk about their friends and activities. Children have many opportunities to be creative as a wide variety of children's artwork including three-dimensional models is on display, promoting their free expression. Children independently self-register on arrival. Pictorial time lines are in place in the nursery to enable children to develop their understanding of what is next, promoting their sense of security. Children are aware of routines as they confidently access their own bags on their pegs and find their comforter when it is time for bed. Toys and resources are available on low level shelving which children independently access.

Children make good progress in all areas of learning. In relation to their starting point the setting has an accurate view of the needs of each child and takes steps to narrow any gaps. The setting is aware of the need to complete two-year-old- progress checks. Children benefit from a skilled staff team who demonstrate commitment to promote the best possible outcomes for children in their care. Children are actively engaged, at ease and interested in their play and learning. For example, they enjoy dressing up in the role-play area and stand in front of the mirror making faces, dancing and laughing. Staff are skilled at extending and developing children's learning using good questioning techniques. For example, they ask 'what could we use?' 'What have you got in your bag?' Staff skilfully develop children's understanding, differentiating activities to meet individual needs, and support children as they begin to use phonics. For example, the qualified teacher plans a wide range of weekly activities promoting the letter and number of the week. The nursery has a strong partnership in place with parents and carers. They regularly share information through discussions, dairies, newsletters, a parent accessible website and the sharing of children's' development records. Staff encourage parental involvement and children extend their learning as they bring in items from home. Staff ably demonstrate strong teaching skills. Parents spoken to at the inspection praised the settings and how settled and happy their child is, and its fully inclusive ethos stating 'the staff are fantastic and will do what ever is needed to meet my child's needs'.

A separate baby room and sleep room provides a conducive environment with ample space to develop younger children's walking skills. An exciting range of good quality toys and resources are available and include natural materials. Children have many opportunities to make marks as they freely access paper and pens and confidently 'write'. Children enjoy looking at books and sit at ease in the comfortable book area. They confidently look at a wide range of suitable books including both fiction and non-fiction. Although, access to non-fiction books in all areas and the introduction of child-made books is not fully explored. Some labelling is in place with the support of pictorial signs to further aid choices and decisions. Staff support children who are bi-lingual, where other languages are spoken at home by using the skills of staff who are multi-lingual. They have begun to seek key words in their home language to include in their play and learning. The nursery displays family photographs to promote a sense of belonging and to value other cultures. A range of toys and resources to promote mathematics is available including tape measures and scales. Children develop an awareness of size, as they are able to see how tall they are from a height chart on the wall. The use of numbers is not fully explored, however, both indoors and outside in order to increase children's mathematical use of number in everyday contexts. The setting works well with parents and carers in meeting children's needs and aiding transitions. Staff support children well, and have taken steps to initiate links with other settings to share development records, and identify the next

steps in children's learning. This enables children to progress well towards their next stage in their learning.

The contribution of the early years provision to the well-being of children

Children benefit from a thorough and effective key person system where effective staff engagement with parents helps staff meet children's individual needs. Children feel safe in an environment where risks have been minimised and thorough risk assessments including daily checks are undertaken. Children develop an understanding of keeping themselves safe as staff support them as they use a step to reach the sink when washing their hands and remind them to sit down until they have finished what they are eating. Children learn how to keep themselves safe when travelling to and from school. They walk sensibly back to the car after collecting others, sit in booster seats and fasten their seatbelts. They participate in regular fire evacuation drills and move around the setting safely. Children confidently explore their environment, returning to familiar adults to seek reassurance as they become tired. This demonstrates their secure attachments. They happily go to bed and settle immediately in an environment where they feel secure. The nursery provides an attractive, child friendly and fully inclusive environment, supporting children with learning difficulties and / or disabilities. Children are confident, motivated and enthusiastic and demonstrate good self-esteem. Staff seek and encourage the views of children who play an active role in the setting. Individual pegs in the nursery include photographs, enhancing a sense of belonging, where children hang their belongings and independently access. Children benefit from an environment which is well organised with interesting, exciting resources and equipment.

Children successfully develop an accurate understanding of good hygiene practice. Staff follow good hygiene practices when changing nappies, individual cots, and bed linen to minimise cross infection. Children confidently carry out self-care skills as they put on their coats and shoes to go outside, and are aware to wash their hands before eating meals or snacks. They wash their hands thoroughly using paper towels, which they dispose of appropriately. Posters around the bathroom remind children of effective hand washing procedures. Children benefit from a balanced, healthy, nutritious menu, which is prepared on site. Individual dietary requirements are met and staff encourage children to make choices and be independent as they serve themselves vegetables and select cups, cutlery and straws. Children develop an understanding of the benefits of a healthy diet as they talk about how food gives them energy and builds big muscles. All children develop their social skills as they sit together at snack and mealtimes. Children benefit from frequent opportunities to participate in physical activities both indoors and outside. The nursery children excitedly use the enclosed well-resourced outdoor area where they access a wide range of interesting toys and resources. For example, children match pictures of animals as they find them on a large frieze on the wall. They bang on tubular pipes as they make music and staff effectively encourage them to use a variety of ride on toys developing their skills to pedal. Children also benefit from an extensive indoor soft play area and the staff cordon off the car park to provide an area to play games, ride bikes and scooters.

Overall children behave well as staff have an accurate understanding of their individual

needs. Children are polite and courteous as they say please and thank you. Staff act as calm, consistent role models and children are actively encouraged to be aware of others feelings and behavioural expectations. Effective explanations and appropriate praise and encouragement reinforce children's understanding of expected behaviour as they learn to share and take turns. Children are kind and respect each other. For example, a child was helping to tidy up in the nursery and accidentally knocked another child's toe and immediately without prompting apologised and offered the child a hug.

The effectiveness of the leadership and management of the early years provision

The setting has an accurate understanding of meeting the safeguarding and welfare requirements. Thorough recruitment and vetting procedures are in place where staff, who are still going through checks, are supervised at all times. The setting promotes security with cameras in operation throughout the setting. Staff have a thorough understanding of the safeguarding policy and procedure and have undertaken training. They are aware of the steps to follow should they have any concerns and local contact details are available. The policy includes the use of mobile phones, as some staff have a phone available when transporting children, for emergency situations. The management team have a monitoring programme in place to check policies are being adhered to. The setting promotes children's safety and well-being as accurate records are in place of children's, staff's and visitors arrival and departure times. Staff closely supervise children when they play and sleep. The manager is the designated person for safeguarding. She has undertaken training, and has a thorough understanding of procedures to follow. Staff effectively promote children's welfare as records accurately reflect accidents, incidents and the administration of medication.

The setting shows commitment to improvement as the management team lead by example as effective role models, showing a desire to make improvements. The setting has an accurate understanding of its strengths and works closely with all involved including staff, parents and children. This helps to identify areas to include in their development plan. The setting has taken steps in making improvements. For example, the setting now closes to the public after school and part of the car park area is cordoned off to enable children to access the outdoors. A successful induction and appraisal programme is in place and the setting promotes and is supportive in the continuous professional development of its staff team. As a result, staff feel valued and show motivation and enthusiasm in their work. The management team work closely with the staff and regularly monitor staff's practice through observations in the rooms and checking documentation.

A competent staff team work well together to support children effectively in order that they are ready for the next stage in their learning. Effective monitoring is in place to identify children who require additional support. The setting values the uniqueness of each child. They work effectively with other agencies, schools and parents to meet children's individual needs. This includes activities that are successfully differentiated to cater for different abilities and ways of learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY242713
Local authority	Hampshire
Inspection number	892560
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	114
Number of children on roll	255
Name of provider	Fun House Ltd
Date of previous inspection	11/05/2009
Telephone number	01256 471066

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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