

# Fun House

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



## Inspection date

6 February 2015

Previous inspection date

15 January 2014

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### **This provision requires improvement. It is not yet good because:**

- Children make steady, rather than good, progress because some activities lack sufficient challenge. This is the result of inconsistencies in the quality of planning and of variable teaching.
- Supervision arrangements are not effective in promoting the professional development of staff to help them all teach well.
- The quality and success of educational programmes are not being monitored closely enough to identify gaps in children's learning.
- Leaders do not ensure that the record of attendance is maintained.

### **It has the following strengths**

- The key-person system effectively promotes positive relationships and supports parents' involvement. Children settle quickly and enjoy coming to the nursery.
- Staff have a good understanding of safeguarding procedures and know how to identify and report any concerns that they may have about children in their care.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the quality of supervision for staff and provide support, coaching and training, where necessary so all staff are skilled at extending children's learning
- improve checks on the effectiveness of educational programmes in supporting children's learning across all areas, so that these are all delivered well
- maintain an accurate daily record of attendance to ensure that it contains the names of the children being cared for on the premises and their hours of attendance

### To meet the requirements of the Childcare Register the provider must:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register).

## Inspection activities

- The inspector observed activities in the main indoor areas, including the main nursery rooms and the soft play area, and viewed the outside area.
- The inspector spoke to members of staff and children at appropriate times during the inspection, and held a meeting with the manager and owner of the setting. Discussions included how the professional development of staff is promoted.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation and evidence of staff suitability to work with children. In addition, a range of other documentation, including policies and procedures to safeguard children's welfare, were checked, including the record of children's attendance.

## Inspector

Melissa Cox

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

The inconsistency in the quality of teaching means that although children make progress, this is sometimes slowed by a lack of challenge and support by staff. However, there are some elements of the educational programmes where staff are more confident. For example, they encourage children to investigate a wide range of natural resources in small group play sessions. Children gain much from this activity as they express their creativity through dance, or experiment with a wide range of everyday materials. When interacting with children, some staff ask questions that are too general or are too quick to provide children with the answer. This does not fully support children's communication and language, or encourage them to think things through for themselves. Recent revisions to the assessment arrangements mean that these are now more accurate. However, staff do not always use their assessments to plan appropriately challenging activities. As a result, at times during the day, older children are not fully occupied and become bored. This affects their generally good behaviour. Staff make adequate use of any information parents share on activities and learning taking place at home.

### **The contribution of the early years provision to the well-being of children requires improvement**

Staff work closely with parents to help children settle in the nursery. The staff provide a nursery environment that promotes children's learning and independence in most areas. Children are beginning to develop positive attitudes towards healthy eating. The selection of meals on offer is nutritious and enjoyed by the children, with many asking for second portions. Children are steadily learning to manage their self-care needs, with the assistance of staff. This suitably prepares them for their move to school. Daily routines ensure that children have time to play outside and to rest according to their needs.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

Leaders have an adequate understanding of their responsibilities to promote children's care and learning. However, the manager does not identify specific teaching weaknesses for individual staff. In addition, monitoring of the progress that children are making is not robust enough to identify any gaps in achievement. There are suitable procedures that underpin working practices, but staff do not complete not some necessary records properly. The attendance register is missing entries. Staff keep access doors locked and there are systems to monitor visitors. Recruitment procedures are robust and ensure that all adults are suitable to work with children. Staff are working with local authority advisors to evaluate and identify areas for improvement. A number of new initiatives are beginning to have a positive impact on the quality of the provision, such as the use of natural resources for play. Effective partnerships with other agencies have been established.

## Setting details

<b>Unique reference number</b>	EY242713
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	968273
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	45
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Fun House Ltd
<b>Date of previous inspection</b>	15 January 2014
<b>Telephone number</b>	01256 471066

Fun House Childcare Centre registered in 2010. It opens Monday to Friday 7.30am to 6.30pm all year round. The nursery is in receipt of funding to provide free early education for children aged two, three and four. There are currently six members of staff working with the children, including a cook. Five members of staff hold relevant early years qualifications, including one with Qualified Teacher Status.

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.

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