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| Inspection date | 28 March 2017 |
| Previous inspection date | 24 August 2015 |

| The quality and standards of the early years provision | This inspection: | Inadequate | 4 |
|---|-------------------------|----------------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Inadequate | 4 |
| Quality of teaching, learning and assessment | | Requires improvement | 3 |
| Personal development, behaviour and welfare | | Inadequate | 4 |
| Outcomes for children | | Requires improvement | 3 |

Summary of key findings for parents

This provision is inadequate

- Leaders do not have a secure enough picture of the quality of the provision. Consequently, they have failed to identify a number of breaches in the legal requirements. This compromises children's health, safety and well-being.
- Procedures to ensure all staff know their roles and responsibilities, and what is expected of them, are not sufficiently robust. Not all staff have a secure enough understanding of their responsibilities to safeguard children.
- The quality of teaching is not consistently of a good standard. Some staff fail to make the most of learning opportunities to support children's progress. This impacts on the progress children make. Mealtimes in the pre-school room are not organised well.
- Opportunities for parents to be better informed about their child's progress, and to play a more active role in supporting this, have not yet been considered.
- The organisation and routine of the after school club does not ensure that younger children are engaged in activities and their needs are met.

It has the following strengths

- Positive relationships are established between staff and children. Staff know children and their families well. Leaders provide appropriate support and work well with families when difficulties arise.
- Good priority is placed on supporting children who need extra help in learning to communicate. For example, staff use specific sessions and resources, such as bubbles in 'Mrs Brownling's Box', to help children develop the skills they need to form sounds and promote their language development.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

| | Due Date |
|---|-----------------|
| <ul style="list-style-type: none"> ■ ensure all staff have a secure knowledge and understanding of the safeguarding policy and procedures, with particular regard to whistleblowing and their understanding of their responsibility to safeguard children beyond the setting | 25/04/2017 |
| <ul style="list-style-type: none"> ■ improve the systems in place to monitor practice to ensure teaching is consistently of a good standard and staff make the most of learning opportunities to promote children’s learning | 25/04/2017 |
| <ul style="list-style-type: none"> ■ strengthen the arrangements for the induction of new staff to ensure all staff understand what is expected of them and are clear about their roles and responsibilities | 25/04/2017 |
| <ul style="list-style-type: none"> ■ improve the arrangements for the supervision of staff, to include all staff and leaders, and use these discussions to identify learning priorities to strengthen their skills and knowledge and improve practice | 25/04/2017 |
| <ul style="list-style-type: none"> ■ improve the organisation of mealtimes, including the deployment of staff, in the pre-school room to ensure children’s individual needs are met and their understanding of hygiene and table manners is promoted | 25/04/2017 |
| <ul style="list-style-type: none"> ■ improve opportunities to share information with parents so they are clear about what their child needs to learn next and how they can support this at home | 25/04/2017 |
| <ul style="list-style-type: none"> ■ improve arrangements for the deployment of staff; management of children's behaviour, and the organisation of the after school club so that younger children attending are actively engaged in activities and their needs are met. | 25/04/2017 |

Inspection activities

- This inspection was carried out following the risk assessment process. Concerns were raised about an incident that had occurred in the setting and about ratios within the nursery.
- The inspector observed the quality of teaching and its impact on children's learning both indoors and outdoors.
- The inspector conducted a joint observation in the pre-school room with the provider.
- The inspector spoke to staff and children at suitable times during the inspection.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector held a meeting with the provider and the manager.
- The inspector looked at a range of documentation, including evidence of staff suitability; registers; planning documents and records of children's progress.

Inspector

Gill Wallace

Inspection findings

Effectiveness of the leadership and management is inadequate

Self-evaluation is not accurate and leaders have failed to recognise weaknesses within the provision. Arrangements for safeguarding are not effective. Systems in place to induct and train all staff are not monitored closely enough. As a result, some staff are not familiar with local procedures and government guidance that sets out their responsibilities to safeguard children. They do not know what is expected of them should they have concerns about a child or an adult working in the setting. Organisation of mealtimes in the pre-school room does not ensure that children are given the correct meals when food is brought out. The deployment of staff is not effective in supporting children to follow good hygiene procedures and learn table manners in order to support the development of their social skills. Although the manager monitors practice, this is not sufficiently rigorous to address variations in teaching. Arrangements to support staff and monitor practice in the after school club are weak. Consequently, younger children attending are bored and staff fail to meet their needs. Some recent training for nursery staff has had a positive impact on teaching and the development of children's communication skills in the pre-school room. For example, staff have introduced different questioning techniques to help support interaction and encourage children to think through their ideas and solve problems themselves.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is too variable. Some staff do not have a clear enough picture of what children know and can do and what they need to learn next. Although babies and younger children are happy and engaged, some staff do not interact sufficiently well to extend children's learning. Some teaching is good, particularly in relation to supporting children's language. Staff build on children's interests to support their development. For example, in the pre-school room staff question children about the shape and size of pieces of train track as children work out how best to construct their track with their friends. Although parents have access to assessments made on children, there is not a strong enough focus on trying to engage parents in their child's learning.

Personal development, behaviour and welfare are inadequate

Failings in meeting some of the safeguarding and welfare requirements have a significant impact on leaders' ability to ensure children are safe. The after school club provision does not meet the needs of the younger children attending. Children's behaviour is disruptive and chaotic, which means the younger children do not want to go in the adventure play centre. Younger children are bored and sit with nothing to do until after snack time. Despite these weaknesses, children form secure attachments with staff. Babies' and younger children's care needs are met and they settle well using familiar comforters from home. Overall, children's behaviour in the nursery is good. Staff praise children and value their achievements, which helps children to gain in confidence and develop good self-esteem. Children enjoy their time at nursery and make friends, which helps to prepare them for going to school.

Outcomes for children require improvement

Although children make progress, they do not achieve as well as they could because of the variability in teaching. Some staff fail to recognise opportunities to support and extend children's learning through routines and children's play. Children are happy and are beginning to be independent. They listen to each other's ideas, show good imagination and negotiate with their friends when building models together. Children enjoy listening to stories; they recognise sounds and practise writing which helps to develop their early literacy skills. Babies engage in sensory play, for example using sensory bottles and baskets and accessing the sensory room. They participate in songs and action rhymes, which helps to develop their early communication skills. Babies bounce up and down in delight clapping their hands at the end of each song.

Setting details

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| Unique reference number | EY242713 |
| Local authority | Hampshire |
| Inspection number | 1084551 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 8 |
| Total number of places | 114 |
| Number of children on roll | 304 |
| Name of registered person | Fun House Limited |
| Registered person unique reference number | RP907113 |
| Date of previous inspection | 24 August 2015 |
| Telephone number | 01256 471066 |

Fun House Childcare Centre registered in 2010. It is situated in Basingstoke, Hampshire. Opening times are Monday to Friday 7.30am to 6.30pm all year round. It consists of a nursery, after school club and holiday play scheme. The nursery is in receipt of funding to provide free early education for children aged three and four. The provider works full-time in the provision and is qualified to level 3. In addition, she employs 13 staff. Of these, five hold early years qualifications at level 3 and four are qualified to level 2.

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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