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| Inspection date | 22 August 2017 |
| Previous inspection date | 28 March 2017 |

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

Summary of key findings for parents

This provision is inadequate

- Children's safety is significantly compromised. The designated lead persons for safeguarding do not have a secure knowledge of how to keep children safe. They fail to act on information that indicates there is a risk of harm to children outside the setting. Staff do not work in partnership with other professionals to support vulnerable children.
- The provider does not ensure that records required for the safe management of the provision are adequately maintained.
- The deployment of staff is ineffective. Staff fail to remain alert to children taking risks that compromise their safety. They fail to interact well with the children or give them the support they need in their learning.
- The provider's monitoring of teaching is weak. Staff supervision and training fail to improve the quality of staff's interactions, and teaching remains poor.
- The key-person system is ineffective. Staff fail to meet the needs of the younger children as they move up into the pre-school room. They do not help children stay safe, and they fail to make sure that children get sufficient to eat at lunchtime.
- Children make insufficient progress in their learning and development. Staff do not use information about children's learning to plan challenging activities and meet their needs. Children do not reach typical levels of development for their age in readiness for school.
- The provider has failed to address all the actions set at the previous inspection. Further weaknesses have been identified at this inspection that place children at risk of harm. The provider also fails to meet the requirements of the Childcare Register.

It has the following strengths

- Children enjoy playing in the garden, such as when they hunt for bugs.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

| | Due Date |
|--|-----------------|
| <ul style="list-style-type: none"> ■ maintain all records required for the safe and efficient management of the setting, and obtain and share information (with parents and carers, other professionals working with the children, the police, social services and Ofsted as appropriate) to help ensure the needs of all children are met | 25/09/2017 |
| <ul style="list-style-type: none"> ■ ensure all staff, including the designated lead person for safeguarding, understand the safeguarding policy and procedures and have an up-to-date knowledge of safeguarding issues so they are alert to any issues of concern in a child's life at home or elsewhere, and that they report any concerns to appropriate authorities in a timely way | 25/09/2017 |
| <ul style="list-style-type: none"> ■ improve the effectiveness of staff deployment to meet children's care and learning needs and ensure their safety at all times | 25/09/2017 |
| <ul style="list-style-type: none"> ■ ensure arrangements for staff supervision are effective in providing support, coaching and training and enable staff to discuss any issues, particularly concerning children's development or well-being, including child protection concerns and delays in learning | 25/09/2017 |
| <ul style="list-style-type: none"> ■ ensure that the key-person system is effective so that staff know their key children well, including any information pertaining to dietary needs and food preferences, and concerns about their development or well-being outside the setting, to ensure that children's care is tailored to meet their individual needs | 25/09/2017 |
| <ul style="list-style-type: none"> ■ ensure that all equipment is safe and suitable for children, particularly where it is accessible to children of varying age ranges. | 25/09/2017 |

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

| | Due Date |
|--|-----------------|
| <ul style="list-style-type: none"> ■ plan challenging and enjoyable experiences that cover all the areas of learning and development effectively, taking account of the individual needs, interests and stage of development of each child, including those who need more support | 25/09/2017 |
| <ul style="list-style-type: none"> ■ ensure staff use observation and assessment to accurately identify where children are in their learning and what they need to learn next, and keep parents, carers and other professionals involved in children's care and learning regularly informed about children's progress | 25/09/2017 |
| <ul style="list-style-type: none"> ■ monitor the educational programmes effectively to identify and target weaker aspects of children's learning, in particular the progress of boys, to improve outcomes for all children. | 25/09/2017 |

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation of teaching with the provider.
- The inspector held a meeting with the provider and a member of staff.
- The inspector spoke to a parent during the inspection and took account of the written views of other parents.

Inspector
Melissa Cox

Inspection findings

Effectiveness of the leadership and management is inadequate

The management of the setting is ineffective and significant weaknesses remain in how staff safeguard and promote children's welfare. This is despite intensive support from the local authority and further training and support for staff. The provider lacks the capacity to identify and address weaknesses herself. Her evaluation of the provision is inaccurate and has led to misdirected targets for improvement. Minimal improvements have been made since the last inspection and practice has deteriorated in areas which were of concern at previous inspections. Safeguarding is ineffective. The provider and the manager, who are the designated leads for safeguarding, have a poor understanding of safeguarding matters despite attending recent training. They fail to maintain robust records of any concerns they have about children's well-being, in accordance with the setting's safeguarding policy. They do not readily share information, including welfare concerns, with other agencies, placing children at significant risk. Staff are suitably qualified but do not use their knowledge to ensure children make consistently good progress in readiness for school. Staff receive insufficient supervision and support to improve their teaching skills. Poor practice remains unchallenged, which has a detrimental effect on outcomes for children. Staff fail to use what they have learned on recent training. For example, despite attending a course about how to support boys' learning styles, staff provide very little additional support for boys. Staff fail to work in effective partnership with parents and others to meet children's individual needs.

Quality of teaching, learning and assessment is inadequate

The provider has not made the necessary improvements to the quality of teaching. Staff practice has not improved sufficiently to support children to make good progress overall. Staff offer children a very limited range of play opportunities and do not tailor their interactions to support children's individual next steps in learning. Staff either interrupt children's play unnecessarily or leave them to play on their own while they attend to routine tasks. Focused group activities in the pre-school room are poorly planned and do not meet the needs of the youngest children in the group. For example, staff introduced a group activity to explore the letter 'T' and its sound. The group included very young two-year-olds. Staff failed to consider differing abilities. They asked children to name objects that could be known by more than one name that did not necessarily correspond with the chosen letter. They told children they had named the items incorrectly and this caused confusion. Older children are not challenged in their learning. Staff fail to support them to build on what they already know, and children's attention is easily distracted because they lack motivation and interest. Staff inaccurately identify children's next steps in learning so parents and others do not get a clear picture of children's progress and how to support them further.

Personal development, behaviour and welfare are inadequate

Staff's weak safeguarding knowledge compromises children's welfare and safety. Key persons are not sufficiently vigilant in recording and sharing information when they have concerns about a child in their care. Staff are not deployed effectively to keep children safe. On occasions, staff manage groups of children outside on their own, where they sit

with their back to the areas where children are playing and fail to assure children's safety. For example, babies are not adequately supervised and wander into areas that are assessed as suitable only for older children. Children's safety inside is also poorly supported due to the ineffective deployment of staff. For example, toddlers struggle on their own to use equipment better suited for older children. They slip and fall off a tall step positioned to give older children access to a sink for handwashing. Staff are not sufficiently vigilant in supervising children during such tasks. Staff do not promote children's good health. On the day of the inspection, the majority of children did not like the only lunch option offered. They failed to eat it and indicated that they were still hungry. Staff provide some support for children to manage their feelings and behaviour.

Outcomes for children are inadequate

The persistent weaknesses in the quality of teaching, staff deployment and monitoring of children's learning affect the progress children make. Too many children are working below typical levels of development expected for their age and over time, and they are not catching up quickly enough. Boys in particular fail to make adequate progress in key areas of their learning, such as speech and language, which affects their readiness for school. Older children lack challenge in their play and are not encouraged to reach their full potential. They quickly lose interest in activities before moving on to more mundane, repetitive play. Babies develop some basic skills, such as crawling and walking. However, by the time they are ready to move to the next room in the nursery, they are already showing signs that they are falling behind in their early communication and speaking skills. Additional funding is not used effectively and staff fail to target areas where children need additional support.

Setting details

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| Unique reference number | EY242713 |
| Local authority | Hampshire |
| Inspection number | 1096841 |
| 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 | 45 |
| Number of children on roll | 20 |
| Name of registered person | Fun House Limited |
| Registered person unique reference number | RP907113 |
| Date of previous inspection | 28 March 2017 |
| Telephone number | 01256 471066 |

Fun House childcare centre registered in 2010. It is situated in Basingstoke, Hampshire. Opening times are Monday to Friday from 7.30am to 6.30pm all year round. It consists of a nursery, an after-school club and a holiday playscheme. The nursery is in receipt of funding to provide free early education for children aged three and four years. The provider works full time in the provision and is qualified to level 3. She employs 16 members of staff. Of these, seven hold early years qualifications at level 3 and five 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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