

Little Admirals Pre-school

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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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).

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.

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Description of the setting

Little Admirals was previously called Moneyfields Pre-School and moved to its present site in 2005. The Pre-school changed its name to Little Admirals Pre-school in April 2007 and is managed as a community group by a voluntary committee. The pre-school occupies the community wing on the premises of The Admiral Lord Nelson School in Portsmouth, Hampshire.

The accommodation includes a large hall, a kitchen and toilet facilities as well as two storage rooms. There is an enclosed outside learning area. The pre-school has links with the school on site and has use of the adjacent community rooms, the school's large sports hall occasionally and the nature area.

The pre-school is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children from two to eight years may attend the pre-school at any one time. At present, there are 75 children on roll from two years to under five and on the day of the inspection 34 children were present. The pre-school can support children with English as an additional language and/or special educational needs and/or disabilities children. The pre-school is in receipt of funding for the provision of free early education for 53 children, aged two, three and four years. The opening times are from 9am until 4pm. A lunch club is offered from noon until 1pm. Parents supply children with a packed lunch. Provision is offered each day of the week during school term times.

The pre-school is a member of the Pre-school Learning Alliance and receives support from a range of professionals within the local authority. The pre-school is accessible for children and adults who may have disabilities. Ten members of staff are employed. The manager has a Foundation degree and has almost completed a degree in education and training. All other members of staff except one have National Vocational Qualifications at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Provision is outstanding and the highly efficient partnerships between the management of the pre-school, parents and carers, link schools and other agencies ensure that the needs of all groups of children are met effectively. All routines in place to ensure the security and safety of all children in this inclusive pre-school are outstanding. The issues identified for improvement at the last inspection have been dealt with very efficiently. The manager and her staff show a robust commitment to continuous improvement and the capacity to improve further is excellent.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- review further the early years provision to ensure the next steps of learning for individual children are always consistently identified.

The effectiveness of leadership and management of the early years provision

Leadership and management are exceptionally focused at embedding ambition and driving improvement. Members of staff work efficiently as a team. They undertake training and are encouraged to meet ambitious targets, especially safeguarding. Very efficient systems are in place for recruiting and checking the suitability of new staff. Required policies and procedures reflect the high expectations placed upon children's safety. Children have an excellent understanding of how to move around in ways that ensures everyone is safe. This contributes to the outstanding steps taken to promote safeguarding.

Self-evaluation, both formal and informal, involves all staff and provides an accurate diagnosis of strengths and weaknesses. In addition, short staff meetings take place at the beginning of each day to reflect on the successful or not so successful outcomes of the previous day's planning. This provides the manager and her team with extremely useful insights into how to improve planning and practice in order to ensure that all groups of children continue to make the best possible progress. Planning is of a very high standard and exceptionally well targeted towards individual needs. Assessment overall is excellent but, very occasionally, when the children's next steps in learning are identified the focus is on the group's needs rather than individual children. Resources are excellent and kept in good order by the staff. They are used imaginatively to support children's continuing excellent progress and high achievement. All members of staff fully respect the diversity of the different backgrounds and abilities of the children and are exceptionally sensitive at ensuring equal access for all.

Outstanding links with the host school and with other agencies and parents and carers ensure all children thrive and make excellent progress. Staff visit other pre-schools to ensure children have a similar experience. Links with the host school allows the children to use outside areas, such as the nature park. Ongoing links with parents and carers ensure they have a good understanding of the excellent progress their children make. Parents and carers are very supportive of the special days organised for fathers in particular. They said how good it is to spend time with their children.

The quality and standards of the early years provision and outcomes for children

The staff's good knowledge of the Early Years Foundation Stage requirements means that they are exceptionally skilled in helping children progress very quickly in their learning both in and out of doors. This prepares them very well for the

next stage of their education. The excellent organisation of learning opportunities ensures that children in different groups enjoy rich and imaginative experiences. Very thorough daily risk assessments are carried out appropriately both inside and outside. As a result, the children are very happy, feel totally safe and are actively engaged with the resources. Their behaviour is exemplary. Most children, including those who find learning difficult, make excellent progress and are developing skills for the future. Staff are extremely patient and kind with the youngest children, especially those who find parting from their parents and carers difficult. They play alongside children by showing excellent empathetic skills and encouraging them to become more involved with the resources. Eventually, the children relax and become absorbed in the extensive range of toys and other resources. Older more confident children delight in learning and are very caring and kind to the younger children helping them to put their outdoor clothes on when it is free flow time. Recently, access to the outdoor learning environment has been greatly improved to ensure children now have complete choice and independence to decide where they play. Children are totally safe and secure moving in and out of the setting.

The manager and staff have been particularly innovative in ensuring that they have purchased or made resources to interest boys, in particular, in order to ensure that boys make just as good progress as girls. As a result, all children now make significant gains in their learning and their progress is often excellent relative to their starting points. Children with physical and learning difficulties make equally good progress because of very helpful advice and visits from outside agencies.

Children's creativity is supported through a range of activities, such as learning sounds of letters and names of numbers through songs, rhymes and dance. They learn to keep themselves safe as they listen and carry out simple instructions. Children have excellent opportunities to contribute to the setting. They enjoy washing the toys when they need freshening up. Outside, children play vigorously on the grassed low hilly parts. They become very absorbed in pushing their toy cars down tubes, walking down and retrieving them and repeating their actions. Sitting in little cars, the children whizz down the hills again and again. These activities add to the children's knowledge and understanding of the world and improve their physical skills. The manager and staff use questions very sensitively to encourage children to talk about their learning and to extend their vocabulary when playing alongside them.

Children eat healthy snacks freshly prepared on the premises. They have an excellent understanding of healthy eating as well as hygiene through discussions with staff and through helping to prepare and clear away the food. Children learn to use knives and help to clear away and wash up the utensils.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

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