

Little Admirals Pre-school

Exercise Deck, Admiral Lord Nelson School, Dundas Lane, Portsmouth, Hampshire, PO3 5XT

Inspection date

16/07/2013

Previous inspection date

02/03/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

1

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- The high ratios of staff to children enable staff to consistently meet children's individual care needs.
- Staff include positive daily routines which encourage children's understanding of behavioural expectations and this soundly promotes their listening and concentration skills.
- Some staff are skilled in instinctively knowing how to challenge children and extend their interests and learning through some spontaneous small group activities.
- New detailed systems for staff performance and appraisal show that positive steps are currently being included to evaluate areas of the provision.

It is not yet good because

- the nominated person has failed to maintain robust systems for checking the suitability of committee members and all staff. This means that the requirements of registration are not met and it has the potential to compromise children's safety.
- staff are not actively planning for children's next steps in development and this results in less focus for play and activities to meet children's individual learning needs.
- children's independence skills are not fostered effectively, for example, at snack time.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 arrived and showed identification documents.
- The inspector explained the inspection process and viewed the premises.
- The inspector observed and discussed the children's activities and daily routines.
- The inspector viewed a range of documentation.
- The inspector shared the inspection judgments and provided feedback.

Inspector

Christine Clint

Full Report

Information about the setting

Little Admirals registered in 2007. It is a community pre-school managed 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 with kitchen and toilet facilities. Children have access to the outside learning area. The pre-school has links with the school on site and uses the adjacent community rooms, the sports hall and the nature area at times. The pre-school is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. Staff support children with special educational needs and/or disabilities. They also support any children and families learning English as an additional language. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The opening times are from 9am until 4pm. Children can attend for the full day or for flexible sessions. There are 13 members of staff including the manager and an administration assistant. All staff working with the children have relevant qualifications in childcare and early years education. There are currently 76 children on roll who are all in the early years age group.

What the setting needs to do to improve further

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

- maintain effective systems to ensure that all committee members and practitioners are suitably vetted, including obtaining Disclosure and Barring Service checks promptly
- use the observations and assessments of children's progress to plan challenging and enjoyable experiences linked to children's next steps in development

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

- strengthen the opportunities for children to become independent, for example, at snack time enabling children to pour their own milk.

Inspection judgements

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

The pre-school staff provide a suitable variety of play provision and offer continuous play opportunities throughout the daily sessions. Children have ample choice and freedom of movement to follow their own play ideas during indoor and outdoor activities. Children are seen to be very active children for most of the session, as they move between activities they choose. They come together for short group times. For example, at registration, they have opportunities to learn each other's names, they count with staff and talk about the weather. Another large group time includes children taking part in singing and actions and practising letter sounds. These group activities encourage children to increase their skills of language and communication, they learn to listen and respond. Some spontaneous small group activities clearly and effectively hold children's interest and challenge their thinking. For example, repeating a colour pattern when lining-up objects. Counting these and adding and subtracting in low numbers, encourages children to problem solve and increases their level of confidence. Children learn to identify number symbols and have opportunities to copy these; they practise counting items to link with the written number. This level of challenge suitably holds children's attention and helps them to increase their concentration.

Staff mostly follow children's lead for play and they show an appropriate understanding of children's age and stage of development. For example, younger children show a fascination with watching the sand move in a timer. Staff explain and turn the timer, allowing children to carry the timer to each activity. Staff explain the increased opportunities for children to have more small play houses outside. Staff understand the benefits for children in finding hiding places and feeling secure. They recognise that this type of play increases children's confidence and encourages their speech and language as well as developing relationships. Key staff show clear knowledge of children's specific learning needs and use the support of other agencies to plan with families for children's future learning.

The manager has introduced detailed systems for recording the progress of two-year-old children attending. Key person staff are working to complete these assessments for all children in this age group. The assessments completed to date show that staff satisfactorily assess progress under the relevant early learning areas and some parents have signed to agree with the assessments. All children have individual learning records and there are appropriately recorded observations to show children's capabilities. However, older children's records of learning do not clearly show their next planned steps for development. Although staff are aware of where children are in their learning they do not actively ensure that planned activities take full account of this. As a result there are times when children are not sufficiently challenged by what is offered. There are also times when younger children who look busy are overlooked. They can be seen wandering between activities but are not always purposefully engaged in any focused learning experiences. This impacts on how well they progress in their learning and development.

The manager and staff encourage parents to spend time in the setting by arranging termly weekend play sessions. Parents attend with their children and take part in children's learning through play and through the activities provided. Most parents provide basic details of children's starting points in development when children first attend. This enables key staff to learn and understand children's level of ability.

Staff share individual information and plan for children who are moving to school. They prepare in advance and visit schools with children or reception teachers come to the setting to meet the children. Staff offer children ideas for asking questions and this helps to build children's confidence when meeting new people. Children are increasing their ability to respond and follow the daily pre-school rules; they learn to listen to staff instructions. These routines increase older children's understanding for moving on in their learning.

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

There is an effective key person system and staff show clear knowledge of individual children's capabilities and characteristics. These processes support the links with families and strengthen children's ability to settle and increase their sense of belonging.

Children show they know the daily routines for group registration and they clearly respond to the music for tidying up. These positive daily routines encourage children's understanding of behaviour and soundly promote their listening and concentration skills. They all sing together at registration time and happily join hands in a circle. They are keen to take on responsibilities and ask if they can help staff to count all the children. There are daily opportunities for children to make decisions and they learn to manage their personal care. Children decide when to have morning snacks and these are prepared in advance. However children have fewer opportunities at these times to be fully independent as they do not serve their own cereals or pour the milk themselves.

Children often develop relationships through spontaneous play and by freely joining active group play, for example using water pistols outside in the hot weather. They run and aim at each other understanding the fun of taking part. Staff promote children's physical health effectively through providing ample opportunities for outdoor play. Staff explain the need to wear sun hats to protect children from the heat and children learn that they need to drink plenty of water. These outdoor play routines clearly promote children's understanding of the importance of good health. They have healthy snacks and learn about growing vegetables in the garden.

Staff follow daily routines that are planned to support children's safety and children are encouraged to learn about risks and hazard, especially during physical outdoor play and by slowing down their movements for indoor play. The pre-school has visits from the local fire and police departments and children learn about dangers in the community. However the lack of robust suitability checks for individual staff members working in the pre-school reduces the level of overall safety of children in the setting.

Staff are well deployed and they provide a good balanced range of resources to support children's learning. These activities are freely available and accessible. Some staff show more focused ideas in encouraging play to develop children's all round learning. Children learn and talk confidently about moving on to school because they are well-prepared for future changes.

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

This inspection was brought forward as a result of concerns raised relating to the suitability of staff and the processes in place for checking staff suitability. It is found that applications for suitability checks for committee members who make up the registered provider have not been submitted. Also procedures for completing staff suitability checks have not been robustly applied. Although most staff have undergone thorough vetting, checks for one staff member who has been employed for over three months have not been completed. The manager confirms that this member of staff is not left unsupervised with children; therefore the impact on children's welfare and safety is lessened. This breach of the safeguarding and welfare requirements also means that the requirements of the Childcare register are not met.

The newly appointed manager has a clear understanding of the setting's responsibility in meeting the learning and development requirements. She is actively re-organising many areas of the provision and sharing responsibilities with staff to improve the educational programmes for the children attending. At present, the planning for activities does not fully reflect children's individual learning needs because staff are not linking the planning with children's next steps in development. This means that learning activities are not fully matched to children's development needs.

The manager has dedicated her time to reviewing all the pre-school policies and procedures and to developing relevant and detailed staff appraisal and supervision sessions. These enable staff to fully evaluate their performance and discuss any points raised by the manager. There are clearly recorded plans for training and any courses staff attend are listed. The manager has also included termly supervision sessions to enable all staff to discuss their work regularly. These changes show that positive steps are being taken to evaluate the provision and drive future improvements.

Children's individual care needs are effectively met because there are ample staff at each session. Staff have a sound level of understanding about the requirements for responding to any concerns about the children in their care. All staff attend training in child protection and the manager has reviewed and updated all written procedures to meet the Statutory Framework for the Early Years Foundation Stage.

Staff work well with other agencies and this supports the families attending. They regularly share information verbally and encourage parents and other carers to become involved with the setting's weekend activities. Daily communications with parents are positively reinforcing the importance of supporting children's progress across all areas of learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Not Met

The requirements for the voluntary part of the Childcare Register are

**(with
actions)**

**Not Met
(with
actions)**

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

- make sure that effective systems are used to ensure that all persons that represent the registered provider and any person caring for, or in regular contact with children is suitable to work with children, which must include obtaining a Disclosure and Barring Service check (compulsory Childcare Register)
- make sure that effective systems are used to ensure that all persons that represent the registered provider and any person caring for, or in regular contact with children is suitable to work with children, which must include obtaining a Disclosure and Barring Service check (voluntary Childcare Register)

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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 action. 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	EY312742
Local authority	Portsmouth
Inspection number	923406
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	40
Number of children on roll	76
Name of provider	Little Admirals Pre-School Committee
Date of previous inspection	02/03/2011
Telephone number	02392 781367

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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, which are usually the childminder's 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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