

Little Admirals Pre-school



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

Inspection date	27 June 2019
Previous inspection date	12 May 2016

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

Summary of key findings for parents

This provision is good

- The leadership of the pre-school is strong. The committee and management team is dedicated to the continual development of the setting and has a clear vision for the future. All staff work closely together to provide children with high-quality care and learning opportunities.
- Staff develop caring, affectionate relationships with children. They get to know children well by gathering detailed information about their home routines, abilities, interests and needs from entry. Children are happy, settled and secure. They enthusiastically attend the pre-school and take part in a good variety of enjoyable activities.
- Staff provide a warm and welcoming environment. Children demonstrate that they feel safe and secure. Staff build positive relationships with children and continuously offer them gentle reassurance, praise and encouragement. Children are happy, settled and confident.
- Staff work well together with parents and other professionals to ensure that they meet children's individual care and learning needs. Children with special educational needs and/or disabilities are well supported and make very good progress at the pre-school.
- Staff complete detailed observations and assessments based around children's interests and individual needs. This enables them to build on what children already know and can do successfully. Children make good progress in their learning relative to their starting points.
- At times, staff do not consistently make full use of their questioning techniques and interactions with the children to extend their learning and offer further challenge.
- On occasions, older children lack opportunities to investigate and use technology independently for different purposes in their play and learning.

What the setting needs to do to improve further

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

- make better use of interactions with children and questioning techniques to consistently offer challenge and extend children's learning further
- extend opportunities for pre-school children to access, select and use technology independently for different purposes in their play and learning.

Inspection activities

- The inspector held conversations with the management team, staff and children throughout the inspection.
- The inspector observed activities both indoors and outdoors to make a judgement on the quality of teaching and the impact this has on children's learning.
- The inspector spoke to parents and considered their views.
- The inspector completed a joint observation with the manager.
- The inspector sampled documents, including children records, policies and safeguarding information, and checked evidence of the suitability and qualifications of staff.

Inspector

Sarah Denman

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The management team and staff have a good understanding of their roles and responsibilities to safeguard children. Their knowledge is reviewed regularly, for example by accessing training. The management team has robust procedures for recruiting and checking the ongoing suitability of staff. Staff benefit from regular and structured supervision meetings. They are encouraged to attend training to strengthen their professional skills. For example, recent training has helped staff to engage more positively with children during their play. The manager makes good use of additional funding to ensure it is used to benefit children's individual needs. Parents speak very highly of the service they receive. They greatly appreciate the efforts of staff and value the contributions they make to their children's lives.

Quality of teaching, learning and assessment is good

Staff promote children's early writing skills well. For instance, younger children benefit from enjoyable opportunities to strengthen their hand muscles, for example by using spray trigger bottles to release paint before they use their hands to mix the colours together. Older children have plenty of opportunities to practise their early writing skills, for instance by tracing their names or attempting to write them independently. Children enjoy building outside using construction resources, such as large foam bricks. They work together with support to stack and balance the bricks and confidently predict how tall they can build their wall. Staff introduce language, such as 'higher' and 'taller', and help children to count the bricks they have stacked. This helps to promote children's good mathematical learning even further.

Personal development, behaviour and welfare are good

Children are very active and enjoy exploring the indoor and outdoor areas. For example, when outside, staff encourage children to participate in an energetic game of hide and seek. This helps support children's physical development and large-muscle skills well. An effective key-person system is in place and staff understand the unique needs of all children. Staff encourage children to learn how to keep themselves safe. For example, during hot weather, daily routines are adapted so that sun cream is applied and children take time to access regular drinks to keep themselves hydrated. Staff talk to children about the effects of the sun on their bodies and remind them about wearing their hats while outside playing to help protect them.

Outcomes for children are good

Children are keen learners. Younger children explore the environment with confidence and focus intently on their chosen activities. Older children use their imaginations and creativity well in their play. Children are very welcoming to visitors, and many of them show curiosity and an interest in what others are doing. Children are developing a positive sense of themselves and others. For example, older children discuss their pending move to 'big school'. They excitedly share information about their new teachers and the colour of the new uniform they will eventually wear. All children develop the skills they require for their future learning.

Setting details

Unique reference number	EY312742
Local authority	Portsmouth
Inspection number	10073567
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	52
Number of children on roll	71
Name of registered person	Little Admirals Pre-School Committee
Registered person unique reference number	RP520916
Date of previous inspection	12 May 2016
Telephone number	02392 781367

Little Admirals Pre-school registered in 2005. 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 setting is open Monday to Friday from 8am to 4pm, during term time only. It is in receipt of funding for the provision of free early education for children aged two, three and four years. The committee employs 14 staff. Of these, two hold appropriate early years qualifications at level 2, eight hold level 3, one holds level 5 and one senior staff member holds a level 6 degree in early years.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

