

# Inspection of Little Admirals Stamshaw

Stamshaw & Tipner Community Centre, 69 Wilson Road, Portsmouth PO2 8LE

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Inspection date: 10 November 2022

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| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are excited to play, learn and enjoy their day at pre-school. As they arrive, they are greeted warmly by staff who know them and their families exceptionally well. Older children quickly become absorbed in conversations about what they have been doing at home. Younger children show close, affectionate relationships with comforting and caring staff. They have cuddles and smiles together, which demonstrates that they feel safe and secure at the nursery.

Managers ensure that children benefit from a well-organised curriculum that follows their interests and motivates them to learn. Together, staff and managers use their knowledge to create activities that support children at different levels of ability. For example, they create minibeast hunting activities inside, to allow children to explore with magnifying glasses, soil and toy bugs. Older children are offered challenge as they identify each one and tick them off on their checklist. They pay close attention to the first letter of each minibeast name. Alongside this, younger children are supported in developing their language skills as they are offered new vocabulary during the activity. For example, they learn words such as 'woodlouse' and 'antennae'. Children become absorbed in their play and continue to be supported by enthusiastic staff. They are confidently developing positive attitudes to learning.

## **What does the early years setting do well and what does it need to do better?**

- The manager has high expectations for all children. She has a clear understanding of what she wants children to know and learn. The manager supports her staff in planning suitably challenging activities that can be adapted for children at their own personal level of learning. She ensures that children with special educational needs and/or disabilities (SEND), are swiftly identified and supported fully. She works closely with other professionals, such as health visitors and speech and language therapists to extend this support further. Through this, children achieve the best possible outcomes.
- Staff engage in meaningful interactions with children throughout their learning and play. They spend time together in the role-play area, making plates of food and serving them to one another. Staff constructively use these opportunities to extend children's conversational skills and build on their ability to explain their personal experiences.
- Staff have a good understanding of how to support children to develop their literacy skills. They read books to children with imagination and enthusiasm throughout the day. Staff take considerable time to discuss the stories and pictures that children are looking at independently. Children are beginning to develop a love of reading.
- Parents report that they feel included and are kept informed of their child's

progress. They know what their children are working towards and value the opportunity to attend parents evening with their key worker. Parent partnerships are strong.

- Children are beginning to build a good understanding of how to play with their friends. They often play kindly and share fairly. However, at times, instructions and rules are not consistently given with a meaningful explanation. As a result, children do not always understand behavioural expectations.
- Children are supported in beginning to understand some early mathematical skills. However, occasionally, intentional learning opportunities do not always support children in learning mathematical concepts appropriate for their age. Therefore, children are not always fully challenged in this area of learning.
- Throughout the day, children are given plenty of opportunities to develop their physical skills as they explore their movements on the climbing frame. They run, jump and balance as they skilfully move around the outside play spaces. Children are supported in managing risks for themselves, with staff readily on hand to help if necessary.
- Leaders and managers fully support staff in accessing training. They carry out frequent supervisions when staff discuss aspects of their knowledge that they would like to consolidate or expand on further. Staff also share that their well-being is well supported by the management team. A work life balance is strongly promoted, helping staff feel valued and respected in their roles.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know how to ensure the safety and welfare of children. They regularly attend training to keep their knowledge up to date. The designated safeguarding lead attends a range of different courses and provides training to the staff to further communicate any additional information gained. Staff know the procedure they must follow should they ever be concerned about an adult working with children. Furthermore, they can concisely explain any signs or symptoms that may lead them to be concerned that a child has become victim to abuse. This includes signs of gender-based violence.

## **What does the setting need to do to improve?**

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

- build on how learning opportunities can be strengthened to further support children's learning of mathematical concepts
- enhance the way in which rules are conveyed and explained, to ensure children fully understand the behavioural expectations.

## Setting details

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|--|--------------------------------------|
| <b>Unique reference number</b>                     | 2594986                              |
| <b>Local authority</b>                             | Portsmouth                           |
| <b>Inspection number</b>                           | 10251358                             |
| <b>Type of provision</b>                           | Childcare on non-domestic premises   |
| <b>Registers</b>                                   | Early Years Register                 |
| <b>Day care type</b>                               | Sessional day care                   |
| <b>Age range of children at time of inspection</b> | 1 to 4                               |
| <b>Total number of places</b>                      | 48                                   |
| <b>Number of children on roll</b>                  | 48                                   |
| <b>Name of registered person</b>                   | Little Admirals Pre-School Committee |
| <b>Registered person unique reference number</b>   | RP520916                             |
| <b>Telephone number</b>                            | 02392781367                          |
| <b>Date of previous inspection</b>                 | Not applicable                       |

## Information about this early years setting

Little Admirals Pre-school registered in 2020 and is located 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 pre-school employs 11 staff. Of these, six hold an appropriate level 3 qualification and the manager holds a level 5 qualification.

## Information about this inspection

### Inspector

Nicola Houston

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- Parents shared their views of the setting with the inspector.

We carried out this inspection 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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