

Gillshill Pelican Pre-School

Inspection report for early years provision

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| Unique Reference Number | 509953 |
| Inspection date | 14 January 2008 |
| Inspector | Margaret Bryant |
| Setting Address | Cavendish Road, Hull, Yorkshire, HU8 0JU |
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| Registered person | Gillshill Pelican Pre-School |
| Type of inspection | Integrated |
| Type of care | Sessional care |

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Gillshill Pelican Pre-School has been registered since 1998. It is based in a self-contained building within the grounds of Gillshill and Cavendish primary schools in the east of the city of Hull. The playgroup offers sessional care and opens from Monday to Friday from 09.00 to 11.30 and 13.00 to 15.30. The playgroup opens during term times only. It is registered to care for a total of 26 children aged three years to under five years. Currently there are 63 children on roll aged three and four years and all of these are in receipt of nursery education funding. The playgroup support children with additional needs and those who speak English as an additional language.

The premises are self-contained with toilet facilities, storage, an office and small preparation area for snacks. The playgroup also have direct access to their own enclosed outdoor area, as well as use of the school playing field. The pre-school are managed by a committee. There is a manager who is in charge on a daily basis and, with 10 staff, helps care for the children. There is also a cleaner and an administrative assistant employed. All 11 care staff have a childcare qualification. Seven of them are qualified to a level 3 status, with the other two members working towards obtaining a level 3 qualification.

The playgroup receive support from the local authority. They have also built good links with the local schools and are a member of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have daily opportunities to enjoy outdoor play and benefit from lots of fresh air and exercise, unless there are extreme weather conditions. Staff remind parents to make sure that they provide their children with appropriate outdoor clothing for both hot and cold weather. There is a wide range of outdoor equipment for children to use and children move with increasing control and coordination. They steer their bikes really well and, using their feet to push down the peddles, some children go really fast. Their friends often push them from behind and run really fast to keep up. Children judge one another's space quite well as they negotiate the pathways, often changing direction quite quickly to avoid bumping into their friends.

Effective routines are in place which ensure staff keep all toys and resources clean for children's daily use. Also the cleaner helps keep the premises clean. These measures contribute to making sure the risk to children's health through cross contamination is minimised. Children recognise their own bodily needs. They independently go to the toilet, some children being reminded about the importance of washing their hands afterwards. Some children also need reminding to wash their hands before having their snack. The healthy snack consists of either fresh fruit, crackers or toast to which children help themselves. Children also decide for themselves whether to have water or milk to drink. Some children need help to pour their drinks whilst many independently do this very well. A water cooler is available in the playroom for children to access water throughout the session if they wish.

Children benefit from staff explaining the importance of keeping healthy through exercise and eating healthily. They also learn about how to take care of their teeth through dental hygienists who visit the group and talk to them about this. Staff who know children have been recently to the dentist ask them about their experiences. Children's individual medical information is recorded and any accidents they have are shared with parents. All staff are expected to hold an up-to-date first aid certificate. This ensures they are aware of any new procedures and acquire the necessary skills to attend to children until professional help is sought, if required. Policies about health are shared with parents which ensures they know about the procedures. For example, the sickness policy which informs them not to bring children who are ill to the playgroup. This protects the health of the rest of the children.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Positive steps are taken by staff to promote the safety of children in the playgroup. For example, the external doors are secured and only opened at the beginning of the session to let parents and children in. Arrivals are carefully monitored by staff who stand at the door and warmly greet children into the group. This helps them feel a sense of belonging, be happy and go off to play with their friends. Children's attendance times are recorded as well as those of staff and any visitors. This makes sure that in the event of emergency evacuation all persons can be accounted for. Staff ratios to children exceeds the minimum required. This means that children are always closely attended to and safe as a result.

Children are helped to understand about how to keep themselves safe and about what to do in the event of a fire. Each term they practise the evacuation procedure and take part in discussions about fire safety. Fire drills undertaken take into account children's patterns of attendance. This means that all children know what to do if there is an emergency. Fire fighters recently visited the playgroup before the annual bonfire celebrations. They spoke to children about the dangers of fire and what to do if their clothes catch fire. Some children recall this discussion well. They remember they should stop, drop to the floor and roll over to try and put out the fire.

Children enjoy opportunities which involve risk-taking under the watchful eyes of staff. For example, outdoors children use milk crates which they upturn and fit together. They have real fun as they try and keep their balance when the crates wobble as they step on them. They walk very carefully across these, developing increasing control of their bodies as they jump off and then repeat their actions. Children also learn about road safety. They know when they go on outings they should hold hands and always stay close to an adult. They also practise road safety in the playgroup using a set of small traffic lights and a road crossing. Children are further safeguarded because staff show a good understanding of what to do if they have concerns about children in their care. They attend child protection training as mandatory and update this as required. All staff are aware of the Local Safeguarding Children Board and the procedure that operates within the group.

Helping children achieve well and enjoy what they do

The provision is good.

All children are confident, self-assured and eager to learn. Children speak confidently to one another and to staff. They also listen well to others and especially when conversation interests them. They happily engage in activities using their imagination, for example, when they use the many props in the well-equipped home corner. They imitate what adults do as they play alongside one another. Some children lay the table, others stand at the cooker stirring the food in their pans for tea. Other children attend to their babies whose nappies need changing. Children chatter to one another in these imaginary situations whilst being careful to keep stirring the food they prepare. Other children use gestures and facial expressions to show their like or dislike for the imaginary food, set out on the table for them to eat.

All children really enjoy listening to their favourite stories. They help staff tell some of these as they talk and sing along with a narrative tape on a musical player. Children excitedly anticipate the familiar, repeated refrains and enthusiastically say these together with staff. They know when to use actions which they readily convey and this reinforces their understanding about words, such as under, over and through. The familiar rhyme helps increase their vocabulary and understanding, including words, such as 'squelch' as children tread through the imaginary mud.

All children are extremely well cared for by caring, kind and attentive staff. They are very skilled and ensure children are provided with a wide range of opportunities to enhance their care and learning.

Nursery Education.

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. All staff know children very well and meet regularly to discuss their individual progress. They make written observations about children as they play and develop. With their knowledge and their written observations the curriculum is planned. The planning

considers the long term, medium term and short term and all six areas of learning are included. Staff are all aware of the 'Curriculum guidance to the foundation stage' and use this well to determine children's next steps of learning. Individual stepping stones are decided upon after staff spend long periods of time discussing individual children's next steps of learning. What is not clear, however, and is not clearly evidenced, is the link between what is observed and how planning is determined for children's next steps.

Staff firmly believe in following children's lead in what they want to do. There is a routine in place, however, this is flexible and allows for spontaneity. When children are playing, staff gently intervene to promote and extend their learning. For example, when children play with the play dough staff help them to take an interest in shapes, using different shaped cutters. Children show sustained interest as they manipulate the dough and arrange their shapes to make objects, such as snowmen. Some children show awareness of similarities of shapes in the environment as they listen to the story staff tell. For example, as they see illustrations of stars in the sky they remember about star fish. Children can correctly identify many mathematical shapes.

As children construct towers with different shaped bricks, staff talk to them about the colours they use and help them to show an interest in numbers. Together they count the bricks and talk about big and biggest and small and smallest. Children enjoy joining in with number songs and rhymes. Some rhymes deduct a number each verse. Staff help children to understand about calculation as after each verse they count on their fingers the number which remains. Children see numbers and letters displayed in the playgroup and their names as labels. Their coat pegs display their names. Also the system of self-registration at the start of the session and for snack time involves children selecting their own names. This helps with their recognition of letters and their names.

There are many opportunities for children to develop an interest in writing with pads and pencils in several areas. Children pretend to write down what is said to them as they answer the imaginary telephone call in their office. They draw well giving meanings to marks and happily talk about the pictures they draw and paint. Some children recognise individual letters of their name with some children able to write most of the letters of their own names very well. Staff encourage children to develop their confidence in front of others. For example, children are encouraged to sing alone in front of others. Staff ask children simple questions as they play to make them think. They talk through activities which helps them remember significant events, such as things that happen at home or at playgroup. For example, staff help children to remember their Christmas play and the individual parts they played. Children remember really well and reflect together with staff about what they wore, what they said and how much they enjoyed it.

Children are helped to understand about the world around them. They learn how to operate simple equipment, such as pulleys which carry their buckets of sand up and down. They are helped to notice features of the environment, such as the weather. When playing outdoors they notice leaves which blow around in the wind. Discussion then leads to talking about other things that move in the wind, including kites which need wind to fly. This then leads onto children deciding to make kites which they construct and fly in the wind. Photographs on display show children making kites. Staff encourage children to talk about their families and those people who are familiar to them. They remember and talk about significant things that have happened to them. For example, children remember about their recent vaccination at the doctor's. Staff show interest and talk about this experience with the children.

Helping children make a positive contribution

The provision is good.

Children are all individually greeted as they arrive at the playgroup which helps them feel valued and included. Most children know what is expected of them in terms of behaviour and they get along together very well. Some minor disputes between children are quickly resolved by staff, who help them to understand about sharing and taking turns. Staff always give children explanations as to why behaviour displayed may be unwanted. All children receive praise and encouragement and there are many friendships in place between children.

Children are helped to develop a positive sense of identity. This is because all staff take time to understand children's individual needs. This includes children who have learning difficulties, those from different cultural backgrounds and those children who speak English as an additional language. Staff work closely with parents to make sure children are not disadvantaged in any way, and feel truly respected as a member of the group. Specialist help is sought if parents are happy with this which provides helpful guidance to staff and benefits children. Children take part in celebrations, such as the Hindu festival of Divali and the Chinese New Year. A map of the world is used to show children where different countries are. This stimulates their thinking and generates conversation about holidays as they talk about places they have been. These sessions help children to develop a sense of identity and increases their knowledge about the world and people around them. Children's spiritual, moral, social, cultural development is fostered.

Partnership with parents is good. Parents are fully included in all aspects of the playgroup and its operation. Before children commence at the playgroup they are invited to an open day. This provides staff with an opportunity to talk to them about the policies and procedures. Also to explain to parents about what the funding means in terms of their children's education. Parents receive a leaflet with some information in, including the playgroup's policy on sickness and illness. A notice board includes information about the current topic and the complaints procedure. This has contact details of Ofsted. Despite this, not all parents are clear about who to complain to. Information from parents about children's starting points is obtained. Parents also receive a newly implemented progress report and can look at their children's achievement folders whenever they wish. Some parents help out in the playgroup.

Organisation

The organisation is good.

Children benefit from being cared for in a setting which is very well organised. They are free to exercise their independence and have free access to a wide range of opportunities, all within their easy reach. Children enjoy daily opportunities to decide for themselves whether to play outdoors or indoors. Staff on duty at any one time exceeds the ratios required. This, therefore, ensures children are fully supported in their play and learning. All staff are very experienced and well qualified.

The systems in place for the recruitment of any new staff are very secure and consider legislation in terms of equal opportunities. There is an induction system for new staff and annual staff appraisals take place. However, the majority of staff who are currently employed have worked in the group for several years. This means that all staff know one another very well and, as a result, good team working relationships are in place. Required documentation is all in place and is carefully locked away when not in use. Written policies and procedures support records and these are all regularly reviewed and updated, in line with legislative change.

Leadership and management are good. The manager has been in this role for several years and is a very good leader. She is committed to improving the service which ultimately benefits the care and education of all children. She encourages a real team atmosphere because she carefully listens to staff and values what they have to say. Staff are encouraged to attend relevant training to enhance their knowledge which ultimately benefits children. The manager makes sure that all staff are included in planning meetings and that the planning covers all six areas of learning. She acknowledges where improvements are required and values the support of advisory staff who work in the community. She reflects continually with staff on best practice to clearly show how children are making progress. Overall the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the time of the last care inspection the pre-school were asked to develop staff's knowledge of equal opportunities to help them to understand about different religious and cultural backgrounds. Most staff have attended some training in this area and with children they celebrate different religious and cultural festivals. This enables children to learn about the wider world. The playgroup were also asked to ensure that their child protection procedure fully complied with the guidance which at the time was the Area Child Protection Committee. This was done. However, it is now the Safeguarding Children Board and their procedure is currently being amended with help from the local authority. The procedure for referring concerns within the playgroup in the meantime is known by all staff. Therefore, children's safety is not compromised and they are protected from possible harm.

At the time of the last nursery education inspection they were asked to improve mathematical development to ensure all children have daily opportunities to be involved in problem solving and calculation. This is now in place with children being helped to learn about numbers, problem solving and some calculation. They were also asked to improve the links between children's assessments and future planning, clearly demonstrating children's next steps of learning. This was looked at, but plans in place, and the recommendation in this report, clearly show this is still being addressed.

Complaints since the last inspection

In April 2006 Ofsted received concerns in relation to National Standard 13: Child protection and National Standard 14: Documentation. Ofsted contacted the provision. The provision provided an investigation response regarding the concerns raised. Ofsted are satisfied the provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- further develop information given to parents, particularly the contact details of Ofsted.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop systems which clearly show the links between children's assessments, future planning and individual children's next steps of learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk