



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 509953

DfES Number: 518350

INSPECTION DETAILS

Inspection Date 16/11/2004
Inspector Name Sarah, Louise Gilpin

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Gillshill Pelican Pre-School
Setting Address Cavendish Road
Hull
HU8 0JU

REGISTERED PROVIDER DETAILS

Name Gillshill Pelican Pre-School 1033109

ORGANISATION DETAILS

Name Gillshill Pelican Pre-School
Address Cavendish Road
Hull
North Humberside
HU8 0JU

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Gillshill Pelican Pre-School Playgroup has been operating for a number years. The group is committee run and operates from a purpose built single story building in the grounds of Gillshill and Cavendish Primary Schools in Kingston upon Hull. It opens five days a week during school term times. The group serves the local community.

The setting is currently caring for 57 children of which 57 three-year-olds and no four-year-olds are in receipt of nursery education funding. There is provision for children with special educational needs (SEN) and those children who speak English as an additional language (EAL).

The group provides sessional care from 09:00 until 11:30 and 13:00 until 15:30.

There are ten part time staff work with the children. All have early years qualifications. The setting receives support from the Local Authority and is a member of the Pre-School Learning Alliance.

How good is the Day Care?

Gillshill Pelican Pre-School Playgroup provides good quality care for children. The well organised nursery is managed effectively and there are well qualified staff who provide a warm and welcoming environment for children. The majority of the policies and procedures are clear and they are successfully implemented by the staff to promote the safety and well-being of children.

Staff work directly with the children throughout the playgroup sessions. They plan successfully for the children using the foundation stage curriculum. Clear priority is placed on children developing their independence skills and the good quality educational resources are arranged on low storage to allow free and easy access.

Children's behaviour is well managed by a consistent approach, where praise is given freely. Children with special educational needs are welcomed into the setting and staff work hard to ensure their individual needs are met appropriately.

There is a successful partnership with parents. They are informed about the playgroup through regular newsletters. Parents are invited to become involved in their children's learning by assisting during the sessions. The children's achievements and the sessions events are discussed as the children are collected.

What has improved since the last inspection?

At the previous inspection in 2002, the play group was asked to provide a written record signed by parents of any medicines administered to the children. There is now a clear procedure for recording the details of all medicines given to children which are appropriately endorsed by the parents.

What is being done well?

- The very good relationships with parents means that relevant information is readily exchanged between staff and the parent or carer.
- Staff successfully build warm and trusting relationships with the children, who as a result are happy and well settled in the playgroup.
- The children with special educational needs are successfully included into the playgroup, where they are effectively supported by the staff team.
- The playgroup environment both indoors and outside is used very well by staff to promote children's growing independence, through the well planned layout of furniture and resources which can be easily accessed by the children.
- The children have access to a very good range of interesting and educational toys, resources and equipment.

What needs to be improved?

- the clarity of the child protection policy
- staff's understanding of multi-cultural issues.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
9	Develop staff's knowledge and understanding of equal opportunities issues.
13	Ensure that the child protection procedure for the playgroup complies fully with local Area Child Protection Committee (ACPC) procedures.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Gillshill Pelican Pre-school Playgroup provides a stimulating environment for the children who as a result make generally good progress towards the early learning goals. They make generally good progress in their mathematical development and very good progress in the other five areas.

The quality of teaching is generally good. Staff have a well developed understanding of the early learning goals and how children learn, although insufficient links are made between the assessment of the children and future planning, staff enjoy very good interactions with the children which ensures they feel safe and secure in the setting. The well planned playgroup environment means that children have free and easy access to the equipment and resources and staff successfully promote the inclusion of children with special educational needs, making sure their needs are consistently met. There is suitable provision for children who speak English as an additional language.

Leadership and management is very good. The team leader is committed to providing good quality care and education for the children attending the group. She recognises the setting strengths and areas for development. The leadership and management is strong and supports staff in caring for the children and provides opportunities through appraisal and training for professional development.

The partnership with parents is very good. Parents comment positively about the playgroup environment. They are provided with a good level of quality information about the setting and the progress their children are making in their learning. The displays of plans for children are informative and helping out during the sessions provides opportunities for parents to be directly involved in their children's learning.

What is being done well?

- Parents are successfully made to feel welcome and valued through a range of planned opportunities such as working alongside staff during the session.
- There are very good relationships between staff and children this means they are secure, confident and very happy in the playgroup.
- Children's spoken language is developing really well, three-year-old children effectively negotiate with their peers and the more confident children have good conversational skills.
- The staff's sound knowledge of the foundation stage ensures they plan effectively for the children and as a direct result children make very good progress in most areas of their learning.
- Children enjoy many opportunities to develop their physical skills through planned activities such as using large equipment in the garden and small

equipment inside which helps to develop their hand-eye coordination.

- Children enthusiastically and freely experiment with their own creativity and thoroughly enjoy access to a broad range of craft activities.

What needs to be improved?

- children's progress in mathematics
- the links between assessment and planning

What has improved since the last inspection?

At the last inspection in 2000, the setting was asked to address the following areas. Firstly to improve opportunities for children to develop personal independence. The children are now provided with many opportunities to develop their independence through well planned and organised activities such as snack time where they can serve themselves and choose from the foods provided, and regular P.E. sessions mean that children can successfully dress and undress. The setting was asked to develop the assessments of children to clearly show progress, and staff now complete assessments of the children which clearly show through colour coding their progress over time. Finally they were required to review aspects of the language and literacy programme and children's progress in this area shows they are receiving a good range of activities related to word and letter recognition.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very confident, motivated and eager to play and learn. They build warm relationships with the staff and form firm friendships with their peers, they especially like to seek others out to share experiences. Children are beginning to recognise the needs of others and take turns during activities. They easily manage their own personal hygiene and can put on their own coats and shoes.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are very confident speakers, they enjoy learning and testing new vocabulary related to what they see and do. They enjoy chatting to staff and their friends while they play. Children talk freely about those around them and enjoy retelling events from their homes and families. They thoroughly enjoy stories and become actively involved in sequences they know.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are beginning to become interested in numbers and counting activities. They effectively use their knowledge of shape to build and construct purposefully. Children are starting to accurately use mathematical language in their play, such as in the role-play area. However, they have limited opportunities to problem solve using everyday practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children are very interested in their environment, they show an increasing awareness of change for example when making dough. They purposefully build and enjoy the many well resourced construction and creative areas. Children are developing an interest in programmable toys and equipment. They talk freely about past events and recall what has happened the day before.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move very confidently around the setting, they successfully access a range of small and large equipment, such as climbing frames and balls. They are competent when pedalling ride on toys, they move with speed and show appropriate care for their peers. Children enthusiastically engage in many activities that promotes their growing hand-eye coordination and some children are accurately forming the letters of their names.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children successfully use their own experiences to extend role-play, they take roles and play cooperatively to act out a story. They enjoy experimenting with their own creativity, making and building a range of interesting models and creations. Children use all of their senses to make and mould with malleable materials after they have made their own play dough each day.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Review aspects of the programme for mathematical development to ensure children have opportunities to learn about problem solving and calculating through meaningful everyday activities.
- Improve the links between the assessments of children and the future planning to clearly demonstrate the next steps for children's learning.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.