

# Gillshill Pelican Pre-School

Inspection report for early years provision

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**Unique reference number** 509953  
**Inspection date** 18/01/2012  
**Inspector** Rosemary Beyer

**Setting address** Cavendish Road, HULL, Yorkshire, HU8 0JU

**Telephone number** 01482 788170

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**Type of setting** Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

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 8.45am to 11.45am and 12.45pm to 3.45pm. 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, and is included on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. 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 supports 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 has direct access to an enclosed outdoor area, as well as use of the school playing field. The pre-school is 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. Of these 10, nine are qualified to level 3 status, one of which is currently doing a degree and another is unqualified but returning to Higher Education. There are also a cleaner and an administrative assistant.

The pre-school receives support from the local authority and is a member of the Pre-school Learning Alliance. Staff have also built good links with the local schools and outside agencies.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's needs are met to a very high standard as staff are proactive in ensuring they have an excellent knowledge of the individual needs of all the children in their care. Partnerships with parents, other carers and other agencies ensure their needs are identified and addressed. Monitoring and evaluation of the setting through self-evaluation enables the staff to implement appropriate improvements, and good account is taken of recommendations made through inspection. As a result parents have access to Ofsted contact details and assessment of children's progress is now more effective. Overall children's independence is developed well.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further opportunities for children to become more independent.

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

The staff are extremely conscious of their responsibilities for the safety and security of all the children in their care. They have an excellent understanding of safeguarding, including child protection matters and have regular training to keep their knowledge up to date. Clear information is readily at hand if needed. They ensure only suitable people have access to the children, with robust systems in place for new staff and to only allow appropriate people on the premises.

Very thorough risk assessments are in place for all aspects of the setting and regularly reviewed. Daily checks ensure the premises and equipment are safe before children arrive. Staff and children are extremely safety conscious, using resources with care and consideration. If toys are broken children know they need to be removed. They are able to access the excellent range of resources easily and adapt activities to suit their needs and interests, for example they can use different fixings when making models or play outside whenever they wish.

The self-evaluation procedure is used very effectively to highlight the setting's strengths and identify areas they wish to improve such as the outside area, which was refurbished and the availability of clothing for the children to enable them to use the outside space more frequently. All staff, parents and children give their views to ensure the setting can meet the needs of all its users effectively.

Partnerships with parents are excellent and they readily praise the setting during discussions. They are confident their children are safe, secure and happy. Any concerns are easy to discuss with key persons and they provide advice about activities to do at home to promote children's development. Parents are welcome to visit the group for stay and play sessions and also to use their talents to inform the children's learning, such as teaching sign language to aid communication with children who have little speech.

Relationships with other carers, local schools and outside agencies are also extremely good. This ensures transition to school is smooth and stress free. It also ensures children's care is consistent, with any additional needs identified and supported. High staffing levels mean children are very well supervised, so their development is promoted to enable them to make good progress whatever their abilities.

## **The quality and standards of the early years provision and outcomes for children**

Children are making excellent progress in their learning given their starting points, ages and abilities. Staff have a very good knowledge of the areas of learning. They use children's starting points, observations and interests to produce individual

plans for activities to support development. Each child has a comprehensive learning journey which shows through photographs, observations and samples of work how the children are progressing. Parents are given advice on how to support their children at home to aid their learning. One parent expressed gratitude that staff had given ideas for resources and activities to support her child's speech development.

The environment is extremely well planned to promote communication, language and literacy, with books readily available for children in the comfortable book area. The books are also used to highlight equality and diversity through activities and celebrations. Chinese New Year and Diwali are both celebrated very enthusiastically with food and craft activities, such as making dragons and using chopsticks. Rangori patterns with coloured sugar are also popular.

Children have free access to the outside area, with wellington boots, fleeces and waterproof suits available so they can play out in all weathers. They are developing an excellent knowledge of the natural world through growing plants, feeding birds and studying insects with magnifying glasses. The redevelopment of the outside area provides opportunities to grow vegetables such as radishes, carrots, beetroot and beans which the children can harvest and then try. They also plant sunflowers which are used to develop an awareness of size through comparison and measurement, then to feed the birds. Tubs of pansies are currently flowering well and the children are excitedly awaiting the appearance of their bulbs. They are also waiting for the arrival of eggs for them to watch chicks hatch in the incubator.

The staff are keen to provide opportunities for children to develop independence and they are free to choose activities. They are becoming very sociable beings, with good manners and consideration shown spontaneously. When using the computer they show good skills with the mouse, but are also happy to wait until their friends have finished their games, and do not become impatient.

The children pour their own drinks at snack time, usually without spills, but do not always get involved in preparation of the fruit or vegetables. They spread their own biscuits and toast very capably. Healthy food and good hygiene are part of their learning and the children understand the importance of hand washing, fresh air and exercise. They know their diet must include a variety of foods to keep them fit and well, and that cleaning their teeth will prevent decay.

Imaginative art work is displayed on the walls and the children enjoy using paint and other mark making materials. They put their names on their pictures and any models they make. During the inspection several children made models of robots, using scissors and tape very capably and discussing how the model should be put together to prevent it falling apart. They assisted each other or asked the nearby adult for help if they needed it. All their works are highly valued and kept safe until they go home.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met