

# Gillshill Pelican Pre-School

Cavendish Road, Hull, Yorkshire, HU8 0JU



## Inspection date

12 February 2015

Previous inspection date

18 January 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- The quality of teaching for every child is outstanding. Staff provide a broad and varied range of activities and learning experiences, inside and outdoors, which are stimulating, interesting and challenging. Children are very active and highly involved in their play and demonstrate a very strong desire to learn.
- The staff team expertly find out what interests and excites the children to learn. They use this information skilfully to plan challenging activities and provide a broad range of stimulating resources, to help children to learn in ways that are unique and individual to themselves.
- Staff confidently help and support children to develop a wide range of meaningful skills. They continually look for innovative ways to widen children's experiences and extend their learning at the pre-school, in the local schools and in the community.
- Children are treated with great respect and each one's uniqueness is recognised. Staff form strong attachments to the children and, steadfastly help them to develop in confidence and independence so that they are well prepared for their future learning and, eventually, for school.
- The members of the well-qualified staff team work extremely well together. They share a positive commitment to the ongoing development of each member of staff in the team, alongside the continual improvement of the pre-schools provision for children's care, learning and development.
- Staff are confidently and competently supported by the team leader. The clear systems she has expertly established to enhance and extend their professional working practice show staff are valued and well respected.
- Staff's unwavering enthusiasm to provide learning experiences and activities that are of a consistently high quality means children make rapid progress and they develop very positive attitudes towards learning.

## What the setting needs to do to improve further

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

- investigate ways to strengthen the pre-school's relationships with joint providers and local children's centres to achieve more effective ways to share information resulting in improved partnership working.

### Inspection activities

- The inspector looked at the indoor and outdoor areas used by children.
- The inspector observed the quality of teaching and looked at activity planning and the monitoring of children's progress to assess the impact this has on children's learning.
- The inspector spoke with staff, the two deputy managers, children and a parent at appropriate times during the inspection and held a meeting with the team leader.
- The inspector observed a varied range of learning activities, including children taking part in a phonics activity and a short computer lesson held in one of the adjacent schools.
- The inspector held a meeting with the pre-school's team leader and looked at a sample of relevant documentation, such as the setting's policies and procedures and evidence of the suitability of staff to work with children.

### Inspector

Jackie Phillips

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

The pre-school team has a thorough, and extremely secure, understanding of the requirements of the Early Years Foundation Stage. Staff expertly use this knowledge to provide children with an exceptional programme for learning. This involves planning a varied, stimulating and challenging range of activities that take place inside the pre-school and outdoors. It includes exceptional learning experiences that regularly take place in the two adjacent schools and in the community. For example, children learn how to use a computer, ably supported by older school children in a classroom. The quality of teaching is consistently of a very high standard. All members of the team are skilful at identifying children's individual learning needs. They find meaningful ways to capture children's interests and imaginations, so that they are always highly motivated to learn. The precise assessment of each child's progress is focused on their achievements and the next steps for their learning. The secure relationships that staff form with parents help children's learning to be habitually shared between home and the pre-school. The result is that children make rapid progress in their learning.

### **The contribution of the early years provision to the well-being of children is outstanding**

Staff are highly skilled in helping children to develop in confidence and independence. They are diligent to exchange information with parents, finding out as much as they can, to fully and effectively support each child's care, learning and well-being. This includes children with specific health needs and those for whom English is not their home language. Staff confidently find innovative ways to help new children to settle at the pre-school and settle at their own pace. They fully understand about helping children to acquire self-control and social skills, in order for them to be well prepared for school. The highly stimulating environment, inside and outdoors, very effectively supports children's all-round care, learning and development. Staff have an excellent understanding of their responsibilities to protect and safeguard children, and of how to support them to learn how to keep themselves safe and healthy.

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

The pre-school team, led by a confident and resourceful leader, is uncompromising in the expectations it has of the staff and children. Staff access a wide variety of training courses and experience discussion and evaluation of their practice, to check their performance with the team leader. This ensures that the children continually receive high quality teaching and learning experiences. Parents are included in the decision making about issues relating to the evaluation of the pre-school and its provision for children. The staff are continually reflecting on their practice and there is a strong drive and unwavering commitment to improve and maintain the exceptionally high standards that are already in place. The team leader has accurately recognised the need to strengthen the links that are in place with joint providers and children's centres, by further investigating ways to improve and develop fully effective partnership working.

## Setting details

<b>Unique reference number</b>	509953
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	848044
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	55
<b>Name of provider</b>	Gillshill Pelican Pre-School Committee
<b>Date of previous inspection</b>	18 January 2012
<b>Telephone number</b>	01482 788170

Gillshill Pelican Pre-school was registered in 1993. The pre-school employs nine members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including one with an early years degree. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.45am until 3.45pm. The pre-school provides funded early education for three- and four-year-old children.

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