

Gemini Preparatory School

Old School Lane, Rise, HULL HU11 5BW



Inspection date	30 January 2019
Previous inspection date	20 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff develop very good relationships with children. Children are able to work independently and seek staff out for comfort and support when needed. Daily routines are well organised. As a result, children are confident and have a clear understanding of what will happen next.
- Staff work really well with other agencies and professionals to meet children's individual needs. They ensure that there is regular communication and that relevant information is promptly shared.
- Partnerships with parents are very good. Staff regularly update and share information about their child's progress and development. Parents comment on how this helps them to continue their children's learning at home and how they feel part of the 'Gemini family'.
- Overall, children progress well across all areas of learning. Children's communication and language development is supported very well. They speak confidently with staff, visitors and each other.
- The programme for the professional development of all staff does not focus robustly on raising the quality of teaching to an outstanding level.
- The organisation of space and resources within the room does not encourage younger children to freely access and use books.

What the setting needs to do to improve further

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

- build on the programme of continuous professional development, so that the quality of teaching is constantly improving
- increase opportunities for younger children to develop their early reading skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Eileen Grimes

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and staff fully understand their roles and responsibilities and are well qualified. Consequently, children's safety and well-being are maintained. Staff have a thorough knowledge of the procedures to follow if they have concerns about children. The manager and staff are committed to ensuring children's safety and they understand procedures to manage risk effectively. The manager has high expectations for quality and, through self evaluation, sets a clear direction for future improvements. Staff participate in regular supervision sessions to discuss children's progress, how they can effectively support their learning and identify staff training and support. The manager makes effective use of information about individual children's stage of development to check on any gaps in learning. Additional support is put in place quickly to promote children's good progress.

Quality of teaching, learning and assessment is good

Staff carefully observe and assess individual children's development and provide regular reports for parents, including the progress check for two-year-old children. Staff plan challenging activities that help children to make good progress. For example, children explore with their senses using a range of materials. Staff support them in being independent learners as they select their activities and also access additional resources. Staff effectively support children's mathematical development. Children regularly count, describe shapes and think about size during activities. They enjoy activities which support their physical development. For example, children squeal with delight as they enthusiastically dance to a favourite song.

Personal development, behaviour and welfare are good

Staff regularly praise the children for a job well done. For example, when children are helping to tidy away activities ready for snack and lunch. Staff are beginning to help children learn the difference between right and wrong. Staff remind the children how to behave. For example, staff explain to children why they need to share and not take toys from one another. Older children are extremely supportive and caring towards their younger peers. They help them complete puzzles and chat with them over lunch. Children have access to outdoor play throughout the day and are skilled at manoeuvring cars around the cones. This positively supports their physical development.

Outcomes for children are good

All children make good progress from their individual starting points. Children show they are developing a range of skills that help prepare them for school. They are competent in managing their self-care needs, relative to their ages, and are confident in making independent choices. Children make good progress in all areas of their learning and development.

Setting details

Unique reference number	314635
Local authority	East Riding of Yorkshire
Inspection number	10060159
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	12
Number of children on roll	24
Name of registered person	Pollendine, Dawn Jeanette
Registered person unique reference number	RP512183
Date of previous inspection	20 October 2014
Telephone number	01964 564194

Gemini Preparatory School registered in 1993. The pre-school employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday for 43 weeks of the year. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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