

Inspection of Gillshill Pelican Preschool

Cavendish Road, Hull, Yorkshire HU8 0JU

Inspection date: 24 January 2020

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy in the stimulating and exciting environment. They are very curious and highly motivated to learn as they move around the setting. Children are confident and independent learners who work together to build and create. For example, they are encouraged to problem-solve and find solutions as they make wind turbines. Children seek other materials to contribute to their play, using their inquisitive imaginations.

The staff's wide-ranging knowledge of teaching means they use highly skilled interactions and resources to help children make excellent progress. Staff plan a broad curriculum which is adapted to follow children's interests, in order to provide inspiring and imaginative experiences. For example, staff quickly adapt the resources to teach children about visiting the doctor. All staff have high expectations for children's learning and, as a result, children are developing quickly. Every opportunity is taken to support children in facilitating the next steps in their learning.

Children behave exceptionally well. They are involved in creating and maintaining the rules. Staff positively reinforce the rules and remind children about staying safe. Children are kind and extremely polite. They patiently wait to ask their questions and interrupt at appropriate times. Staff are extremely positive role models. Children establish excellent relationships with them and they thrive on the praise given by staff.

What does the early years setting do well and what does it need to do better?

- Children make exceptional progress with their speech and language. Their skills are extended through a language-rich environment and staff give children numerous opportunities to build on their wide vocabulary. For example, children instruct staff how to interact in their play when pretending to build a house. In these high-level interactions, children tell the staff about the number of bricks and the tools needed. Staff ask questions as they play, but follow the children's lead in the activity.
- Staff provide excellent opportunities to progress children's mathematical development. Mathematical language threads seamlessly through all activities. Staff talk to children about big and small, before children talk about adults being 'massive'.
- Staff have high expectations for all children's achievements. They carry out in-depth observations and assessments of children's learning. Their accurate evaluations mean the next steps for children's learning are easily identified to progress their learning.
- Staff work exceptionally well with parents of children with special educational

needs and/or disabilities, to ensure that the provision is inclusive. The management team ensures funding is used effectively to benefit individual children in their development.

- The staff support children remarkably well to develop their self-care skills, so they can independently manage personal care. Children benefit from the routines of the day and are able to refer to picture boards in times of uncertainty. This contributes significantly to their self-assurance.
- Children demonstrate high levels of independence. For example, they pour their own drinks and help themselves to snacks. They access the toilet independently and know to wash their hands afterwards. These skills contribute to their fantastic confidence and self-esteem.
- Children have an excellent awareness of healthy lifestyles. They know why they should make healthy food choices and follow good hygiene routines. Children eagerly participate in teeth brushing after lunch, as they enthusiastically follow the action songs. Staff support parents further by providing highly effective guidance to support their children's health.
- Staff are inspirational. They use academic research and learning to make changes to their practice. Staff access a range of training courses and this impacts positively on the children's learning.
- Partnerships with parents are extremely strong and highly effective. Staff share information with parents via the online communication system and through daily discussions. This ensures parents are fully immersed in their children's learning. Parents report that staff go above and beyond in supporting them with their child's behaviour and development at home.
- Managers extensively reflect on the quality of the practice in the setting. They regularly evaluate the work of the setting to drive improvement and ensure the highest possible standards for all children are maintained.
- Staff have forged strong, successful links with local schools. They proactively share information, and this contributes significantly to preparing children for the next steps in their learning. This means children are confident and secure and transition successfully.

Safeguarding

The arrangements for safeguarding are effective.

Staff have an excellent awareness of safeguarding and the wider issues associated with keeping children safe. Staff's knowledge is extremely relevant to the children in their care and ensuring their well-being. Managers ensure safeguarding is at the forefront of staff's minds. For example, they discuss safeguarding during termly training days and test staff's knowledge during team meetings. Staff are robustly recruited and their ongoing suitability is monitored. Staff ensure the environment is safe for the children and act swiftly to minimise risks. Staff respond quickly to comments made by children. For example, when a child says they have answered the door at home, staff speak to all the children about ensuring an adult opens the door at all times, in order to stay safe.

Setting details

Unique reference number	509953
Local authority	Kingston Upon Hull City Council
Inspection number	10117719
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	3 to 4
Total number of places	26
Number of children on roll	42
Name of registered person	Gillshill Pelican Pre-School Playgroup
Registered person unique reference number	RP519376
Telephone number	01482 788 170
Date of previous inspection	12 February 2015

Information about this early years setting

Gillshill Pelican Preschool registered in 1993 and is managed by a committee. It is located in the grounds of Gillshill School, Hull. The pre-school provides funded early education for three- and four-year-old children. It opens from Monday to Friday during term time only. Sessions are from 8.45am until 3.45pm. The pre-school employs eight members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including one with an early years degree.

Information about this inspection

Inspector

Dawn Woodhouse-Wykes

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 took account of the views of parents who provided written and verbal feedback.
- The inspector talked to staff and children at appropriate times during the inspection.
- The inspector looked at a range of documentation, including evidence of the suitability of adults working on the premises, and a sample of the written policies and procedures.
- The inspector looked at a sample of children's records and discussed the systems for planning children's play experiences.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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