

Inspection of Pelican Children's Centre

Pelican Centre, 66 Saltash Road, Keyham, Plymouth, Devon PL2 1QS

Inspection date: 5 May 2023

Overall effectiveness	Inadequate
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

Leaders do not ensure children's safety. They do not check staff's understanding of child protection to ensure they know who the relevant agencies are should they need to refer any welfare concerns. Staff do not identify risks within the environment while children are eating. Additionally, the key-person system is not effective in meeting all children's needs.

Most children enter the setting happily, and staff greet them warmly. Children behave well and play cooperatively. They have a positive attitude to learning and show good communication skills. Younger children learn new vocabulary, such as 'big' and 'little', while playing with toy sea creatures. Older children confidently speak in sentences and talk about the setting's pet gecko, 'Captain'.

Staff plan the curriculum well to build on what children already know and can do. For instance, all children enjoy making sandwiches for snack. Staff support younger children to use a knife safely while spreading butter onto their bread. Older children explain the sequence of how to make a sandwich, supporting their thinking skills well.

Leaders use additional funding effectively to provide support to children with special educational needs and/or disabilities. Staff attend training and use visual prompts to teach sign language to the children. Children begin to copy and communicate using actions and simple words.

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

- Leaders do not identify weaknesses within staff practice to safeguard children. They do not ensure all staff understand where to report any welfare concerns outside of the setting. Risk assessments are not effective. Leaders do not follow safer food guidelines, meaning that children sometimes eat fruit prepared in a way that could mean that they choke.
- The key-person system is weak. Staff do not communicate well enough with parents to find out why children are upset on arrival, meaning they do not know why some children are crying. Additionally, staff do not adapt daily routines quickly enough when children are hungry. Consequently, some children become distressed as they wait for food.
- Children enjoy a good range of physical activities. Inside, they enjoy playing with large, soft bricks and throwing plastic balls into the net. Outside, children balance on wooden beams and pull themselves onto the tyre swing, helping to develop their core strength.
- Parents report that they receive information about what their children have been learning. They comment that staff are supportive to them as a whole family.

Parents say children have made progress since starting, particularly in their communication skills.

- Children independently use one-handed tools and equipment. Younger children enjoy using small paintbrushes in the sand tray. They enjoy brushing away the sand to reveal a picture underneath. Older children learn how to use plastic syringes and water pipettes. All children develop strong hand muscles in preparation for early writing.
- Staff help children to learn about significant events, such as the King's coronation. Children talk about how the King will wear a crown, and they proudly show visitors their own creative crowns that they have made. Children develop good imagination skills. In the role-play area, children dress up as the Royal family and pretend to have 'afternoon tea'.
- Staff help children to manage their personal needs well. Younger children understand hygiene practices. Older children confidently manage their own toileting needs. All children independently wash their hands and understand the importance of good cleanliness.
- Children have good opportunities to develop their early reading skills. Staff use stories alongside activities to help children understand that information can be retrieved from books. Staff read children their favourite tales and then encourage them to act out narratives, such as the 'Three Billy Goats Gruff'.
- Staff have implemented new ideas in the setting to benefit children's learning. For instance, they have created an outdoor playhouse, where children can read and engage in pretend play, such as 'cooking'. They have attached pieces of guttering to the outside wall. Children experiment with different-sized pebbles as they roll them down the guttering. They solve problems well, working out which pebbles will roll and those that do not.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders fail to ensure all staff understand relevant safeguarding procedures, and they do not identify risks when children are eating. Although staff recognise when a child may be at risk of harm and know to share their concerns with leaders, they are less clear who to speak to outside of the setting if necessary to ensure children's welfare. Closed circuit television and keypad locks on doors help to keep the premises secure. Staff use a password protection system to ensure only authorised persons can collect children from the setting. Staff help children to understand how to use equipment safely, such as not waving scissors around to prevent injury.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure all staff know who to report any safeguarding concerns to outside of the setting	12/05/2023
improve risk assessments to identify and manage all potential risks to children to ensure their safety	12/05/2023
ensure the key-person system is effective in meeting all children's needs promptly.	12/05/2023

Setting details

Unique reference number	117138
Local authority	Plymouth
Inspection number	10285543
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 at time of inspection	2 to 4
Total number of places	32
Number of children on roll	48
Name of registered person	The Pelican Children's Centre
Registered person unique reference number	RP517718
Telephone number	01752 551191
Date of previous inspection	10 October 2017

Information about this early years setting

Pelican Children's Centre registered in 1997 and is located in Keyham, Plymouth. The setting is open Monday to Friday, from 8am to 5pm, term time only. There are seven members of staff who all hold relevant childcare qualifications at level 2 and 3. There is one apprentice studying for a childcare qualification. The nursery receives funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanne Steward

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector spoke with leaders about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation during snack time.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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