

# Inspection of Pelican Children's Centre

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

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Inspection date: 9 October 2023

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Inadequate

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children are happy, safe and enjoy their time at the setting. They arrive confidently, often forgetting to say goodbye to their parents in their eagerness to greet their friends and staff. Children form close bonds with staff, who welcome the children warmly. Staff work effectively with parents to promote children's health and safety, such as by sharing information about choking hazards and by promoting healthy diets.

Staff know the children well and assess their learning and development accurately. Children make some progress. However, leaders do not ensure that staff plan a curriculum that always takes account of what children know and can do. Consequently, staff do not provide support, activities, and experiences that challenge each child and extend their learning consistently. Although staff share some information with parents, at times they do not promote continuity in children's care and learning. Nonetheless, children have fun while they play with the resources and use their imaginations. For example, they build castles from construction blocks and make pretend meals for the staff and visitors. Children develop social skills. They hug each other spontaneously, play together cooperatively and giggle happily during games of hide and seek.

Overall, staff teach children to behave well, such as to share and take turns with their friends. Due to weaknesses in the delivery of the curriculum, staff do not always engage the children effectively. As such, some children do not concentrate well during these times. They become unfocused and noisy and distract their friends.

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

- Since the last inspection, leaders have taken swift action to improve all staff's understanding of safeguarding. They are clear about the processes to escalate concerns to other agencies, in line with local safeguarding partnership procedures.
- Leaders do not monitor the curriculum or staff's practice accurately enough or provide tailored support and coaching to develop staff's skills. As a result, the planned curriculum does not meet each child's learning needs consistently. At times, staff do not take account of what every child needs to learn next. For example, they plan activities to target a few of the children's next steps in learning but do not consider how to help the other children who take part.
- The quality of staff's practice is variable. As such, staff do not challenge or engage all children effectively. For example, staff read some stories to children that are too advanced for the younger children. These children wander around and play with other toys noisily, distracting their older friends who want to

participate. Staff try to refocus the children by raising their voices over the noise, which is not successful.

- Staff model language well for children. Children communicate their thoughts, ideas and needs clearly and confidently. They ask staff for help, when needed, such as to open their food packets.
- Staff build children's confidence and skills to manage their care needs independently. For example, they kindly reassure children not to worry when they spill their drinks and encourage and praise them enthusiastically. Children serve themselves at snack time, take themselves to the toilet, pour their drinks and wash their used dishes.
- Staff work well with some parents to provide support for children at home. However, they do not exchange detailed information with all parents about children's care, learning and development, to promote consistency and to help children make good progress. Nonetheless, parents provide positive feedback about the setting and staff's warm relationships with the children.
- Children feel secure and settled at the setting. Staff give them a warning before they need to finish their play and start to tidy up so that the children have time to bring their games to a conclusion. Children are eager to help staff, such as with setting up the table for snack and sweeping the floor.
- Staff do not organise periods of transition in the daily routines as well as they could to engage children and keep them focused on their tasks and activities. For instance, children spend too long lining up to wash their hands. Consequently, they become noisy and excitable and cannot hear staff's instructions.
- Children develop their dexterity, coordination and hand strength when using tools. For example, they practise snipping and cutting different textures and materials, and they dig in the garden while looking for insects.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff have completed training and updated their knowledge and understanding of safeguarding matters. They are now confident in knowing the procedures that they should follow if concerns are raised about a member of staff. They are clear about how to recognise concerns about a child's welfare and understand how to record and report these. Staff have a robust knowledge of risk assessment and provide a safe and secure environment for children. They communicate with their colleagues effectively to ensure they work together to supervise the children at all times.

## **What does the setting need to do to improve?**

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
improve the monitoring of the curriculum and staff's practice, and provide more targeted support and coaching, to help staff plan an ambitious curriculum that takes account of what each child knows and can do	10/11/2023
develop the delivery of the curriculum to ensure staff challenge and engage every child in their learning and development	10/11/2023
exchange detailed information with all parents about their children's care, learning and development, to promote continuity in children's experiences.	10/11/2023

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

- review the organisation of transition times throughout the day to support children to focus and engage in routine tasks and activities.

## Setting details

<b>Unique reference number</b>	117138
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	10298986
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	The Pelican Children's Centre
<b>Registered person unique reference number</b>	RP517718
<b>Telephone number</b>	01752 551191
<b>Date of previous inspection</b>	5 May 2023

## Information about this early years setting

Pelican Children's Centre registered in 1997 and is located in Keyham, Plymouth. The setting is open from 8am to 5pm, Monday to Friday, term time only. There are seven members of staff, all of whom hold relevant childcare qualifications at levels 2 and 3. The setting is in receipt of funding to provide free education for children aged two, three and four years.

## Information about this inspection

### Inspector

Sarah Madge

## Inspection activities

- The inspector discussed any continued impact of the pandemic with leaders and has taken that into account in their evaluation of the provider.
- The leaders took the inspector on a learning walk to discuss the organisation and intent of the curriculum.
- The inspector observed the quality of education and considered the impact this has on children's learning. A joint evaluation of an adult-led activity took place between a leader and the inspector.
- The inspector spoke to parents at appropriate times and took account of their views of the setting.
- The inspector spoke with children and staff during the inspection.
- The inspector held a meeting with the leaders and discussed how the setting is managed. The inspector reviewed relevant documentation, including evidence of the suitability of staff.

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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