

Inspection of Gillshill Pelican Preschool

Cavendish Road, Hull, Yorkshire HU8 0JU

Inspection date:

30 September 2025

Overall effectiveness

Outstanding

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 arrive happily and settle quickly into the familiar routines of the day. They are warmly welcomed by the enthusiastic staff, hang up their coats and join their friends with confidence. This creates a calm and purposeful start where children feel secure and ready to learn. Staff model positive interactions, and children respond with kindness and respect. They take turns, share resources and show care for one another.

Children enjoy a wide range of projects and activities that capture their interest. They collect autumn leaves, explore recycling and learn about artists. Visitors, including police officers, dentists, the fire service and the Northern Ballet, provide memorable experiences that build on children's knowledge and understanding of the world. These opportunities spark curiosity, extend vocabulary and develop a love of learning. Outdoors, children explore nature with enthusiasm. When they find insects in the garden, staff encourage them to use magnifying glasses and record their discoveries on checklists. Children eagerly observe a snail, showing concentration, patience and fascination. Children benefit from a curriculum that is ambitious and carefully planned. Staff build on what children already know, revisiting ideas and practising skills to deepen learning. For example, children describe autumn objects and then use them in creative and scientific exploration. This approach enables them to think critically, solve problems and make meaningful connections in their learning.

Children's well-being is prioritised. They take part in mindfulness and relaxation activities, talk about their feelings and learn practical strategies to manage emotions. These experiences help children to recognise kindness, happiness and calmness, promoting resilience and emotional literacy. Staff also promote healthy routines through daily physical play, nutritious snacks and opportunities for self-care, such as brushing teeth and washing hands independently.

All children, including those with special educational needs and/or disabilities (SEND), are fully included and supported to achieve. Staff use assessment and professional guidance effectively to plan targeted interventions that help every child to make strong progress. The curriculum reflects and celebrates diversity, helping children to learn about different families, cultures and communities.

Children leave the nursery as confident, motivated and independent learners who are exceptionally well prepared for the next stage of their education.

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

- The curriculum aims for children to move on to their next steps in education as

motivated and enthusiastic learners. Children approach new experiences with confidence and show perseverance when solving problems. As a result, they are exceptionally well equipped with the knowledge, skills and self-assurance they need for a successful start at school.

- Staff demonstrate exceptional skill in supporting children with SEND. Individual needs are identified swiftly, and targeted strategies are implemented to remove barriers to learning. Staff work closely with parents and external professionals to ensure support is consistent and impactful. As a result, all children are fully included in all aspects of the curriculum and make significant progress from their individual starting points.
- Children's health, self-care and independence are promoted exceptionally well. They take responsibility for their own personal routines, such as washing hands, brushing teeth and preparing fruit at snack time. Staff skilfully encourage children to make healthy choices and take part in daily physical activity, both indoors and outdoors. This means children develop excellent coordination, confidence and a strong understanding of how to lead active, healthy lives.
- The setting promotes diversity and inclusion exceptionally well. Children learn about different cultures, families and communities through meaningful discussions, stories and celebrations. Staff skilfully use everyday experiences to help children appreciate similarities and differences, promoting respect and understanding from an early age. As a result, children show genuine curiosity about the world around them and demonstrate kindness, empathy and acceptance towards others.
- Partnerships with parents are highly effective. Parents speak extremely positively about the care and education their children receive and describe staff as approachable and supportive. Regular communication, online updates and face-to-face discussions ensure parents are well informed about their children's progress. Staff share ideas and guidance to help families extend learning at home, creating a strong and consistent approach that supports children's continued development.
- Leadership and management are highly effective. Leaders have a clear vision for continuous improvement and provide strong direction for the staff team. They foster a reflective culture where staff feel valued, supported and motivated to deliver the best outcomes for children. Regular supervision, training and evaluation of practice ensure that teaching and learning remain consistently high. Leaders monitor the curriculum carefully to ensure it meets the needs of all children, including those with SEND, so that every child achieves the best possible start in education.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	509953
Local authority	Kingston Upon Hull City Council
Inspection number	10408090
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 at time of inspection	3 to 4
Total number of places	42
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	24 January 2020

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, all of whom hold appropriate early years qualifications at level 3 or above, including one with an early years degree.

Information about this inspection

Inspector

Briani Morris

Inspection activities

- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Staff spoke to the inspector about how they support children with SEND.

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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