

Inspection of Gemini Preparatory School

Old School Lane, Rise, HULL HU11 5BW

Inspection date: 10 March 2025

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

What is it like to attend this early years setting?

The provision is good

Children enjoy their time with very nurturing and caring staff. They eagerly sit in the carpet area to listen to the rhyming story, 'Superworm'. Staff read to children in an expressive and lively way. They successfully capture and maintain children's interest and attention. Children finish sentences and say, 'Hip, hip hooray for Superworm,' as staff pause their reading. They show their knowledge of how to cross the road safely. For instance, children say they must stop, look and listen. They also explain how they cross the road when the 'green man' is showing. Staff expose children to new words and vocabulary through regular stories. They help expand children's literacy and communication skills very well.

Children benefit from a broad range of opportunities to engage in active play. They show the muscle strength in their legs as they confidently ride wheeled toys outside and use rubber balls with handles to bounce around the grass. Children also enjoy walks in the rural location. They observe farm animals, such as sheep and lambs, from their outdoor space.

Children behave very well. They have wonderful friendships with other children and warm interactions with staff. Children have very good manners. For example, when staff thank children for moving their chairs so they can get past, they respond, 'You're welcome.'

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

- Children use dough to make shapes that replicate the worm in the story. They show what they know and remember as they repeat refrains from the stories they listen to. Children use rolling pins and other tools to make marks on the dough. Staff model how to roll the dough in their hands. Children show their understanding of shape by saying they have made a love heart and star. Staff link the curriculum learning very well. They support children to develop their hand strength and hand-eye coordination skills. This, together with reading, promotes children's emerging literacy development very well.
- Children enjoy playing with pretend cars and farm animals. They learn words such as churn and urn. Children know milk comes from cows. Staff extend children's learning by saying that milk can also be turned into butter and cheese. Staff link mathematics well into children's play. For example, they show size in context. Staff compare a pretend cow and calf, describing them as mum and baby, big and small. Children learn animal sounds. They match pretend animals to the pictures they see.
- Staff support children in developing the independence skills needed for their move on to school. Children put on their outdoor clothing and shoes themselves where possible. They ask for help where needed and giggle when they put their

leg into the arm section of their all-in-one suit. When the outfit is finally on, children show how proud they are of their own achievements, as they call out, 'I did it.' Staff sing action songs with children as they wait for their friends before going outside to play.

- Children learn about good hygiene practice. They know to wash their hands before eating food and afterwards. Staff sit with children at all mealtimes, and, together, they engage in wonderful back-and-forth conversations.
- Leaders offer a thorough induction for staff. Staff attend training that helps to enhance their knowledge and skills and mandatory courses such as safeguarding and paediatric first aid. Staff have regular supervision and team meetings. They agree that their well-being is always considered in the workplace. However, leaders recognise the importance of continuing to monitor each other's practice so that the quality of education is consistently at the highest level.
- Children engage very well in role play, explaining they are going to make vegetable soup with carrots and potatoes. Some children sit with their pretend babies while listening to stories. They gently stroke the baby's head, saying 'shush' as they do so. Children create their own scenarios and link them to stories they have heard. For example, they talk of their baby having an accident and how the air ambulance came to pick them up. Children show very good imagination and demonstrate what they have been taught and remember.
- Parents and grandparents write very positive comments about the care and learning afforded to their child and grandchild. Comments include how their child's confidence, speech and social skills have come on 'leaps and bounds' since attending the setting. Parents and grandparents record how staff are consistently kind, caring and attentive, ensuring each child is supported.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- continue to monitor each other's interactions with children so that the quality of practice continues to build consistently over time to benefit all children.

Setting details

Unique reference number	314635
Local authority	East Riding of Yorkshire
Inspection number	10380076
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	1 to 4
Total number of places	12
Number of children on roll	14
Name of registered person	Pollendine, Dawn Jeanette
Registered person unique reference number	RP512183
Telephone number	01964 564194
Date of previous inspection	7 November 2024

Information about this early years setting

Gemini Preparatory School registered in 1993. The pre-school employs three members of childcare staff, all of whom hold early years qualifications at level 3 or above. The pre-school opens Monday to Friday for 43 weeks of the year. Sessions are from 9am until 3pm. The provider offers the government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector
Jane Tucker

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- 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.
- Parents and grandparents shared their written views of the setting with the inspector.

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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