

# Genesis Pre-School

Inspection report for early years provision

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| <b>Unique reference number</b> | EY285572       |
| <b>Inspection date</b>         | 01/11/2011     |
| <b>Inspector</b>               | Jonathan Davey |

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| <b>Type of setting</b> | Childcare - Non-Domestic |
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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

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## Description of the setting

Genesis Pre-School opened in 2004 and operates from St Martin's Church Hall in the west of Hull. It is privately run by the Genesis Pre-School Hull Trust. A maximum of 34 children may attend the pre-school at any one time. The pre-school is open every weekday morning from 9.15am to 11.45am. Afternoon sessions are run on Tuesdays and Thursdays from 12.45pm to 3.15pm. A lunchtime club is held on Tuesday, Thursday and Friday from 11.45am to 12.45pm. The setting operates during term time only. All children share access to an enclosed outside area.

There are currently 32 children aged from two to under five years on roll. Of these, 22 receive funding for early education. The pre-school currently supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

The pre-school employs nine members of staff, all of whom work on a part-time basis. Seven staff hold an appropriate early years qualification and two are working towards a qualification. The group is a member of the Pre-School Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a secure and welcoming environment. The qualified staff recognise and respond to individual requirements of children and strive to ensure their care, learning and welfare needs are met. All children make good progress in their learning and development because they enjoy a wide range of play opportunities, both indoors and outside which covers all aspects of learning well. The setting keeps the parents informed about what their children are doing, using learning journeys and obtains information about their needs and routines. The staff are enthusiastic and reflect upon their practice to identify aspects for development.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- update the policies and procedures to record complaints in line with the Early Years Foundation Stage welfare requirements, showing the correct Ofsted contact details (Documentation). 15/11/2011

To further improve the early years provision the registered person should:

- embed planning and assessment systems so that what is observed and

- analysed supports the planning of the next steps
- ensure all policies and procedures are regularly reviewed and updated
- include the celebration of different festivals and events in activity planning to raise children's awareness and understanding of the culture and belief of others.

## **The effectiveness of leadership and management of the early years provision**

Children are well protected because all staff have a good understanding of safeguarding procedures. Staff have completed relevant safeguarding training and are aware of their responsibility to refer any concerns about a child's welfare. Children are protected as the well-qualified staff keep the premises secure and supervise the children at all times. Regular risk assessments ensure hazards are reduced and daily checks ensure the environment is safe for children. Monitoring systems are in place for all the record keeping. Policies and procedures are reviewed and updated accordingly and the manager makes good use of a range of monitoring activities relating to the provision and outcomes for children. However, some written procedures are underdeveloped. For example, those relating to the settings record of complaints. This means that although good working practices to keep children safe and secure, with most written information in place to support this, some have limited information or are not clear to fully ensure their effectiveness. Recommendations raised at the last inspection have been addressed. The manager is working hard to identify and actions areas for development.

The setting values working with others to support the care, education and well-being of children. For example, they work closely with other local schools, with their students leading a project to further develop the quality of the outdoor area. Positive relationships with parents exist and good working practices are being developed, enhanced and extended by fostering partnerships with the Local Authority and other professional agencies. Parents and carers are encouraged to share what they know about their child when they first start, which helps staff to have a sound knowledge of each individual child's background. Registration forms are completed by the parent as part of a rigorous induction process. Resources are well-organised, fit for purpose and support children's development. The outside area is well resourced, enclosed and has lots of different areas to keep children entertained, such as ride on trikes, large tyres, wooden pirate ship and an all-weather canopy. This gives the children lots of opportunities to enhance their own personal, emotional and physical development. All children are starting to develop their awareness of diversity through activities and resources. They access a range of resources to help them positively explore and value differences and similarities in the wider world, although, this is under-developed. Staff are aware of how to support children with special educational needs and/or disabilities and those who speak English as an additional language. They have appropriate systems in place to fully support individual children, with good use of sign language.

## **The quality and standards of the early years provision and outcomes for children**

Children make good progress in their learning and development and towards the early learning goals. They enjoy and achieve because they are provided with a broad and interesting range of learning experiences and activities, both inside and outside. For instance, the children enjoy playing on the trikes, with a staff member acting as a lollypop lady, issuing 'speeding fines'. The children have a lovely warm relationship with the staff and are very settled and contented. Staff complete regular holistic observations on the children's play and record this in the child's own individual learning record. This information is then used to plan activities to enhance individual learning and progression, however, planning and assessment does not always clearly identify how activities will be evaluated to promote individual children's progress towards the early learning goals.

Children are eager to play and join in with activities on offer. They are keen to participate in the range of art and craft activities. They confidently select from a wide range of coloured paints and paper to create a firework picture, which is displayed on the bonfire board. Staff use effective questioning skills to develop children's vocabulary as they discuss the different materials. Children are well supported to develop early writing skills, for example, older children eagerly draw pictures and letters outside, using large chinks. Children frequently count during games and circle time and have good opportunities to recognise numbers and learn simple calculation through songs and rhymes. Children's information and communication technology skills are generally promoted as they experience regular opportunities to access children's laptop computers, compact disc player and digital cameras.

Children are confident with the staff and have free access to fresh drinking water and milk, which promotes independence. The older children are able to plan for and assist in the serving of varied and fresh snacks. Staff are role models as they sit together and learn good table manners. The children follow good hygiene routines. Older children show understanding of how to stay healthy as they talk about the reasons why they have to wash their hands before dinner or snack. Children demonstrate good co-ordination and spatial awareness, with them expertly climbing the outdoor wooden pirate ship. Children are included in the setting and are developing their skills in making a positive contribution. Children are developing an awareness of acceptable behaviour because staff offer clear explanations. Staff get to know the children really well as they have developed close relationships with parents. Parents and carers are well informed about all aspects of their own children's achievement, well-being and development.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

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| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

### The effectiveness of leadership and management of the early years provision

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| The effectiveness with which the setting deploys resources   | 2 |
| The effectiveness with which the setting promotes equality and diversity                             | 2 |
| The effectiveness of safeguarding  | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships  | 2 |
| The effectiveness of the setting's engagement with parents and carers                                | 2 |

### The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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### Outcomes for children in the Early Years Foundation Stage

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| <b>Outcomes for children in the Early Years Foundation Stage</b> | 2 |
| The extent to which children achieve and enjoy their learning    | 2 |
| The extent to which children feel safe                           | 2 |
| The extent to which children adopt healthy lifestyles            | 2 |
| The extent to which children make a positive contribution        | 2 |
| The extent to which children develop skills for the future       | 2 |

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