

Genesis Pre-School

St Martin's Hall, North Road, Hull, HU4 6DD

Inspection date

04/07/2013

Previous inspection date

01/11/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- The key person system is firmly embedded and children feel very safe and secure. Partnerships with parents are strong and, as a result, children make good progress in their learning and development from their starting points.
- Practitioners are good role models. They are deployed well, use consistently applied strategies and provide clear guidance for children about what is acceptable behaviour through the consistent use of praise and encouragement.
- The indoor and outdoor child-focused learning environments provide interesting and stimulating activities that engage children and builds on their interests, which in turn promotes their self-esteem and confidence, making them independent learners.
- Children are well prepared to move onto school as they are provided with the appropriate support to get them ready for their transition and are developing the necessary skills to help them embrace new experiences with self-confidence.

It is not yet outstanding because

- There are opportunities to strengthen adult-led activities by taking into account the age and stage of the children, enabling more able children to be consistently challenged even further to extend their current learning and development.
- There is scope to improve examples of illustrations, words and numerals displayed in the outdoor learning environment in order to encourage and support children's interests even further in early reading and writing skills, and their mathematical development.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the hall, the outdoor areas and the snack time.
- The inspector looked at evidence of the suitability of staff, and a selection of policies and risk assessments.
- The inspector looked at children's files, containing observations and assessment records. She also looked at the planning folders.
- The inspector held meetings with the manager and the two deputies.
- The inspector also took into account the views of parents spoken to on the day and through their feedback sheets.

Inspector

Caroline Stott

Full Report

Information about the setting

Genesis Pre-School registered in 2004. It is registered on the Early Years Register. It operates from St Martin's Church Hall in the west of Hull. It is privately run by the Genesis Pre-School Hull Trust. The pre-school serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The pre-school operates during term time only. It is open every weekday morning from 9.15am to 11.45am. Afternoon sessions are 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 pre-school employs eight members of childcare staff. Of these, one holds a degree and two hold foundation degrees, and five hold appropriate early years qualifications at level 3 and 2. Children attend for a variety of sessions. There are currently 47 children attending. The pre-school provides funded early education for three- and four-year-old children. The pre-school is a member of the Pre-School Learning Alliance and receives support from the local authority.

What the setting needs to do to improve further

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

- enhance adult-led activities by taking into account the age and stage of the children, so that more able children are consistently challenged to extend their learning and development even further
- enhance the outdoor area with even more wording to create an environment rich in print in order to ignite children's interest in letters, signs, numbers and symbols.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The practitioners provide well-organised environments, in and out of doors, and offer, mostly, stimulating experiences to support children to develop and learn effectively through the seven areas of learning. They have a good understanding of delivering purposeful and appropriate experiences and activities for children, developed from their interest. For example, children's interest in insects and tadpoles is supported well as a result of practitioner's interaction and guidance to extend children's thinking and learning.

Children and practitioners watch and discuss tadpoles in the pond and talk about insects together. They talk and make observations and consider what tadpoles eat. As a result, children become deeply involved and motivated in their independent learning. Key persons monitor and track children's progress through detailed observations and assessments, which ensures any gaps in children's learning or development are quickly identified. Planning incorporates children's individual interest and the next steps in their learning. Practitioners evaluate and reflect on activities and experiences offered daily, to appraise the value of the opportunities offered and children's learning. The 'progress check at age two' and overview grids monitor children's achievements and abilities well. Consequently, key persons have a secure understanding of children's interests and abilities in order to assist their progress across all the areas of learning.

Children's communication skills are promoted well. They talk confidently with practitioners, their peers and visitors throughout their play and during their learning, enthusiastically. For example, during circle time children stand up and talk about what they have brought in for 'show and tell'. This promotes children's confidence to speak in a familiar group and enables them to gain a positive sense of themselves. Children listen and concentrate and are actively encouraged by practitioners to discuss and ask appropriate questions. This encourages children to speak and listen in a range of situations, to acquire the skills and capacity to develop and learn effectively. Sign language is used competently at registration by practitioners and children. For example, they sign 'good morning' to everyone, including visitors. Children self-register and use name cards to access their snack, promoting their recognition of their name. The pre-school have also introduced a letter of the week, to develop children's understanding of letter sounds. However, opportunities to improve examples of illustrations, words and numerals in the outdoor learning environment are yet to be enhanced. This means some of children's early reading and writing skills and their mathematical development are not always as well developed as possible.

Spontaneous learning opportunities follow children's interest and enable children to learn successfully through exploring within their play and experiences. For example, children confidently move dirt using wheelbarrows and water plants. They discuss filling and emptying containers and sizes, such as big and small. This means they gain an understanding of quantities and measures to promote their mathematical awareness. Children are supported to water the growing vegetables outside to gain an understanding around growth and smell herbs. Children talk about their likes and dislikes, many identify mint and some explain basil is for pasta. This means children gain an understanding of similarities and differences through investigations. Some planned adult-led activities are organised to meet children's next steps in their learning. For example, printing over ready cut out animals. However, more able children are not always stimulated further and consistently challenged to make even greater progress. For example, by being encouraged to use scissors to cut out their own templates. Overall, children are supported well to develop the skills needed in order to progress and to be ready for the next stages in their learning.

Practitioners and parents complete introductory session sheets to establish and discuss children's starting points in detail. This helps practitioners to gain an understanding of what children can and cannot do and knowledge of their early interests. Parents contribute

to children's learning and development, through adding their comments about their children's interests and achievements to observations and progress reports. Parents can view their children's development and learning file at any time and parent meetings are regular events. Therefore, parents are encouraged to be involved with their children's learning and progress throughout their time at the pre-school. Children's comments are valued as they discuss what they would like to see and do in the pre-school through many means, such as circle times. This means their views are encouraged and supported.

The contribution of the early years provision to the well-being of children

There is a well-established key person system, which helps to develop secure relationships with both children and their parents. Close partnership working with parents ensures practitioners know all children's needs well. This supports children to form stable emotional attachments and appropriate bonds with the practitioners. As a result, children develop confidence and independence, and are eager to explore the environments, in and out of doors. The areas reflect and support children's current interests and needs, creating a, mostly, stimulating environment where children engage in their play freely. Children's behaviour is good because key persons know their key children well. Practitioners give clear guidance to children about acceptable behaviour and manners. Children are encouraged to think about boundaries as practitioners talk about what is and is not safe and the consequences that could be incurred. For example, children are encouraged to ride their bikes on one side of the decking and other children are encouraged not to run around this area. This encourages positive relationships and supports children to understand consistent boundaries within the pre-school.

The outdoor areas provide different well-arranged, interesting areas for children to explore freely, such as a waterway arrangement and digging areas. Also, a pirate ship to explore and paint with water, and a construction area to build and pretend to mend their bikes. This enables children to gain an understanding of the importance of outdoor play and physical exercise. Children investigate and are curious; they use tools and handle equipment effectively, and show good control and coordination as they negotiate their way around. Children are encouraged to be independent by accessing their own snack and packed lunch. They confidently collect up dishes and cups, and use hand sanitising gel and scrape waste into the required tubs, supported and encouraged by nearby practitioners. This supports children to understand the importance of a healthy diet and good eating habits.

Key persons support transitions into the pre-school, by attending visits with parents and complete thorough paperwork. The pre-school invites local schools to visit and requests visits to the schools, to support children in readiness for their eventual transition. They place a strong emphasis on helping children become familiar with the new experience. For example, they display photographs and statements of new routines and procedures. Practitioners discuss in great detail which schools children are attending, teachers names and friends they are going with during rehearsals of the leaving assembly. Consequently, children's progress through the transitional period is supported well to prepare them for

their next stage in their learning and development.

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

The pre-school creates a safe and stimulating environment because the practitioners are fully aware of the safeguarding and welfare requirements of the Early Years Foundation Stage. They have a very good understanding of safeguarding policies and how to report any concerns they may have. Practitioners all complete safeguarding training and complete thorough daily checks of the premises. The main door is secure and parents and visitors ring the doorbell to gain entrance. Practitioners make certain only authorised people have access to children by requesting identification when visitors arrive and permitting only known people to collect the children. For example, they gain passwords and photographic evidence. Safety gates to all areas maintain children's safety. These measures, along with detailed policies and risk assessments, which are completed for all aspects of the environment, maintain the pre-school's security.

The practitioners have a sound understanding of the learning and development requirements of the Early Years Foundation Stage. They provide varied and imaginative experiences for children, giving them the opportunity to be motivated and independent learners. Key persons monitor and track observations of children, related to what they can do. The detailed assessments of children's progress through annual reports, the 'progress check at age two' and tracking grids, monitor children's achievements well. Consequently, children's abilities and progress are supported effectively. The manager analyses practice, areas of learning and children's development through many detailed graphs and pie charts to monitor children's skills, abilities and progress. This ensures a broad range of experiences are maintained, offered and evaluated to aid all children's learning and development.

Practitioners are fully committed to improving their practice through completing relevant training in childcare, such as completing first aid and sign language training. Recruitment procedures are robust and practitioners all have designated roles to foster a culture of mutual team support. They all have individual training and professional development plans in order to improve their knowledge and practice. The manager monitors key person's children's files and is fully aware that the new supervisory meetings need to be carefully monitored to ensure practitioner's knowledge, understanding and practice is improved upon. To further improve the quality of learning experiences for children. The management team and trustees hold regular meetings to examine and monitor issues, such as how the policies work. The manager and practitioners have completed a self-evaluation that identifies strengths and weaknesses, and they use this to set targets and detailed action plans for improvement. For example, to improve the condition of the building, they continue to work together with the trustees and the church. Parents and staff complete feedback sheets, to establish their views and wishes. Consequently, the pre-school have aims and priorities to improve the provision so that children can continue to make progress in their learning.

The practitioners have a strong relationship with parents and they speak very highly of the pre-school and the practitioners. The pre-school work hard to extend partnerships with other settings that children attend. For example, they use shared books to support the continuity of children's interests, and their learning and development. They complete transition forms for schools and other settings to corroborate children's learning and development, interests and needs.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY285572
Local authority	Kingston upon Hull
Inspection number	872858
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	34
Number of children on roll	47
Name of provider	Genesis Pre-School (Hull) Trust Limited
Date of previous inspection	01/11/2011
Telephone number	01482 573946

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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