

Genesis Pre-School

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



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| Inspection date | 12 January 2018 |
| Previous inspection date | 4 July 2013 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Staff work extremely well with other professionals and parents to support children who have special educational needs and/or disabilities. Together they establish targeted plans to support children's individual needs.
- Staff observe and monitor children's progress on an electronic programme that parents can access. This helps parents to know what their children are learning. Staff support parents to extend their child's literacy skills at home, such as offering them books to read to their children. Children make good progress in their learning.
- The manager and staff evaluate the provision well. They gather feedback from parents and listen to their views. Changes to the outdoor area have provided more opportunities for children to extend their learning and development. This is particularly effective for children who prefer to learn outdoors.
- Staff promote children's good oral hygiene. They provide children with their own toothbrush and remind them to clean their teeth after lunch, promoting their self-care skills.
- Children are confident to arrive and settle quickly. They are keen to join the good range of activities and resources that is provided by staff to support their interests.

It is not yet outstanding because:

- Staff do not share enough information about children's learning and development with other early years settings they attend.
- Staff do not gather information from all parents about children's prior learning when they first attend to help plan more precisely for children's learning from the outset.

What the setting needs to do to improve further

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

- extend the range of information shared with other early years settings that children attend to promote consistency in learning and development
- strengthen the processes for gathering information from parents when children first start about their prior learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Hayley Ruane

Inspection findings

Effectiveness of the leadership and management is good

The manager supports her staff well through supervision meetings and allocates them different roles and responsibilities. They take on duties, such as ensuring that the two-year-old progress check is completed for all children between the ages of two and three years and for managing lunchtime periods. This gives staff a sense of responsibility and helps to extend their professional development. Staff extend their teaching skills further when they attend training courses. This has helped them to develop strategies to develop children's understanding and literacy skills. The manager monitors the progress made by individual and groups of children. She shares this information with children's key persons and discusses ways to maintain children's good progress. Safeguarding is effective. The manager and staff attend child protection training and know their responsibilities to help to keep children safe.

Quality of teaching, learning and assessment is good

Staff display consistently good teaching. They plan for what children need to learn next and spend time getting to know children well when they first start. Staff help children to develop their counting skills. They ask them to count the number of children present. Staff ask children to make predictions in their play. For example, they show them two sieves and ask them which one they think the sand will run through first. Staff use mathematical language, such as 'big' and 'little', when offering children different-sized jugs and spoons to use in sand. They give children clear instructions, using their voice and sign language to help children to develop their understanding. This helps children to know what is expected of them, promoting positive behaviour.

Personal development, behaviour and welfare are good

Children demonstrate a good sense of belonging in the pre-school and form secure emotional bonds with their key person. Staff provide opportunities for children to develop their social skills and to make relationships. They offer small-group times where older children are able to learn key skills in readiness for their move on to school. Staff provide children with a healthy range of snacks. They encourage children to do things for themselves, such as selecting their own food and pouring their drinks. Staff talk to children about their feelings. Children tell staff that snails and pictures make them happy.

Outcomes for children are good

All children, including those in receipt of funding, make good progress in their learning. Children are confident communicators and stand up in front of a large group of children to show and talk about toys they have brought from home. They select their own name card when they arrive and some children attempt to write their own name. This helps children to develop their literacy skills. Children are physically active. They enjoy moving toys around from one area to another outdoors. Indoors they construct with wooden blocks and build towers.

Setting details

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| Unique reference number | EY285572 |
| Local authority | Kingston upon Hull |
| Inspection number | 1064578 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 4 |
| Total number of places | 34 |
| Number of children on roll | 42 |
| Name of registered person | Genesis Pre-School (Hull) Trust Limited |
| Registered person unique reference number | RP524366 |
| Date of previous inspection | 4 July 2013 |
| Telephone number | 01482 573946 |

Genesis Pre-School registered in 2004. The pre-school operates Monday to Friday, during term time only. Sessions are from 9am until 3pm. The pre-school employs seven members of childcare staff. Of these, six hold early years qualifications at level 3 and one at level 5. The pre-school provides funded early education for two-, three- and four-year-old children.

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