

# Inspection of Genesis Pre-School

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

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Inspection date: 20 September 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Staff warmly welcome the children into the setting. Children confidently leave their caregivers and quickly settle into familiar routines. Strong key-worker relationships enable children to feel safe and secure. These promote children's confidence as they explore the exciting resources and environment. As staff know children well, they are able to tailor activities to take into account children's individual needs.

Staff have high expectations for all children. Children are able to recall previous activities and talk about their learning. Staff's high-quality interactions enable children to progress well in their learning and development. Focused activities enable children who are more capable to experience more challenging learning. Staff are skilled at ensuring that they identify children who need additional support and put in place appropriate interventions.

Children behave extremely well. Staff help children to develop friendships with their peers and be kind to each other. Children say goodbye as their friends leave, and welcome others to the afternoon session. Children's behaviour is good, as staff help them to resolve any disagreements and be considerate to their friends. Children thrive on the praise staff give them. This encourages them to follow the boundaries of the setting and builds their confidence.

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

- Children have access to a broad curriculum. Staff know the children well and demonstrate the next steps for children's learning in their practice. They observe and assess children's learning regularly. They use this information to plan an ambitious curriculum that takes into account children's individual learning needs.
- Staff promote children's communication and language skills as they recap the day's events. Children practise their listening skills as staff give them instructions in the listening activity. They learn to quietly sit and listen to the animal noises and correctly identify animals. They practise copying the noises. Staff help children to learn new words as they talk about 'squashing and squeezing'.
- Staff promote children's physical development well. They enable children to have opportunities to climb and ride in the outdoor areas. They promote children's fine motor skills as children knead the dough and use tools to make shapes and creations.
- Staff support children to develop their independence skills in preparation for moving on to the next stage of their learning. Children expertly spread the butter on their toast and pour their milk and water. In addition, they prepare for outdoor play as they put on their coats and find their wellington boots.
- Staff teach children about the benefits of healthy eating. They learn about what is good for their bodies and their teeth as they talk about healthy options.

Children brush their own teeth, before dressing as dentists and brushing the dinosaur's teeth.

- Children develop their mathematical skills as they count the scoops of flour needed for the dough. Staff help them to learn about growing and sizes as they compare the sizes of their feet to the small wellingtons. They compare the sizes of the dolls and balls and talk about 'fast' and 'slow' as they push the balls across the room.
- Staff feel supported through supervision that focuses on their well-being and welfare. However, staff's continuous professional development could be promoted further, with a strengthening of training opportunities to support staff's work with the children.
- Parents are very satisfied with the care and learning provided. They appreciate the level of communication from staff through verbal feedback and online applications, which keep them informed about their child's time in the setting. Parents feel that their children make good progress in the setting and this is further supported by the staff providing ideas to extend children's learning at home. They appreciate the library book scheme, which contributes to the children's love of books.
- Staff at the setting adapt their practices and the curriculum following reflection and evaluation. However, this could be further developed by encouraging parents, carers and others to feedback on the provision.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good awareness of safeguarding issues. They understand the signs of possible abuse and neglect and know the procedures they would follow if they were concerned about a child. Staff risk assess the premises. They undertake fire drills to ensure that children are aware of the action they would take in the event of a fire.

## What does the setting need to do to improve?

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

- strengthen supervision, training and coaching to identify staff's training needs promptly and raise the quality of teaching to a higher level
- develop opportunities to seek feedback from others to contribute to the self-evaluation of the setting.

## Setting details

<b>Unique reference number</b>	EY285572
<b>Local authority</b>	Kingston Upon Hull City Council
<b>Inspection number</b>	10309054
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Genesis Pre-School (Hull) Trust Limited
<b>Registered person unique reference number</b>	RP524366
<b>Telephone number</b>	01482 573946
<b>Date of previous inspection</b>	12 January 2018

## Information about this early years setting

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 five members of childcare staff. Of these, four hold early years qualifications at level 3 or above. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Dawn Woodhouse-Wykes

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- 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.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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