

# Georgie Porgies

17 Market Street, Denton, Manchester, Lancashire, M34 2FH

<b>Inspection date</b>	12/11/2012
Previous inspection date	19/07/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Children are extremely well motivated. They are very eager to participate in an extensive range of activities and experiences and they demonstrate the characteristics of effective learning.
- All practitioners are superbly skilled and sensitive in supporting children to form secure emotional attachments. This provides a strong base for their developing independence and exploration.
- Children's transitions are expertly supported, both within the setting and school, and they are well prepared for their next steps in learning.
- The management team successfully inspire and motivate practitioners. All practitioners are highly motivated and committed. They share high expectations across every area of their practice which successfully drives ongoing development and continued improvement.
- Partnerships with parents, external agencies and other providers are effectively established ensuring that children's needs are quickly identified and exceptionally well met.
- Children's safety is given the highest priority. All practitioners demonstrate a thorough knowledge and understanding of comprehensive policies and procedures, which are implemented effectively and consistently in all areas of practice.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities presented in the four playrooms and the outdoor play area.
- The inspector looked at children's assessment records and planning documentation and discussed these with practitioners.
- The inspector met with the manager of the provision. Evidence was checked of the suitability and qualifications of practitioners working with the children, the self-evaluation and improvement plan and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day and information gathered from questionnaires.

## Inspector

Marina Anna Howarth

## Full Report

### Information about the setting

Georgie Porgies Nursery and Out of School Club was registered in 2003. It is a privately owned family business. The setting operates from converted premises, located in the

residential area of Denton in Tameside, Manchester. Children have access to seven play rooms in two adjoining buildings. There are two large fully enclosed areas available for outdoor play, a newly erected mezzanine garden for toddlers and a recently refurbished outdoor play area for babies.

The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 132 children aged from birth to five years on roll. The setting supports children with English as an additional language and children with special educational needs and/or disabilities. The setting receives funding for the provision of free early education for three-and four-year-old children.

The provision is open each weekday from 7.30am to 6pm for 51 weeks of the year. There are a total of 27 members of staff including a manager. Of the 27 staff employed, all are qualified, 24 of whom are qualified to level 3 and above. A senior member of staff has successfully completed an early years foundation degree and one member of staff is working towards a BA (Hons) in Childcare and Education. The setting has achieved Investors in People, Bronze Food Safety and Gold Pathway to Quality Assurance in Tameside awards.

### **What the setting needs to do to improve further**

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

- consider more creative strategies to further involve parents who may be more reluctant to engage in their children's learning.

### **Inspection judgements**

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

Children are warmly welcomed into an exceptional environment, which is bright, highly stimulating and spacious both indoors and out. As a result, their individual learning is supported across all areas. The extensive range of resources and equipment are easily accessible to children, enabling them to make choices and promote their independence. Babies and infants explore their surroundings confidently as the well organised room provides large areas of floor space to accommodate crawling. Low level furnishings enable mobile infants to pull themselves into standing position, developing their skills for walking. Resources are robust and child friendly, allowing children to explore and experiment without fear of damaging and breaking them. Children eagerly engage in a variety of outdoor activities. The pre-school 'ramblers club' was established as a result of children wanting to explore their local community. They visit local areas on a weekly basis. They

take photographs of things that interest them which are then developed and displayed as points of discussion. For example, children enthusiastically relay their favourite story of the 'Gruffalo' as they discover a pile of logs which they describe as being like the home of one of the story characters. This is further enhanced by practitioners introducing additional story aids to the outdoor environment, further promoting their imagination.

Impressive support is offered to promote children's problem solving, reasoning and numeracy skills. They count, compare, match, sort and sequence confidently in all areas of their play. This is further promoted through visual numbers and maths language located throughout the environment. Practitioners are highly skilled in the way in which they use adult-led and child-initiated activities to question and challenge children's thinking. Interaction between practitioners and every child is exceptionally strong which is highlighted in children's reactions, the excellent progress they make and the sheer delight they display.

Practitioners have a clear understanding of how children learn and demonstrate high expectations of themselves and the children. The exceptional organisation of the educational programme engages children in rich, varied and imaginative experiences that are tailored to meet their individual needs. As a result, children are well motivated, eager to participate in activities and consistently demonstrate the characteristics of effective learning. Teaching techniques are consistently strong and successfully reflect children's interests. Practitioners skilfully build on children's home based knowledge and experiences and provide further opportunities for progression.

Purposeful observations and assessments are undertaken by practitioners that highlight individual interests and preferred learning styles. This information is used exceptionally well, in conjunction with their home experiences, and translated into individualised planning that clearly identifies each child's next steps in learning. Children's learning journals illustrate the rapid improvement in their learning. These are maintained to an exceptionally high standard, detailing photographs of the children involved in a variety of activities, their artwork and regular observations which are clearly linked to the seven areas of learning.

Practitioners work closely with parents from the point of entry. They obtain detailed information to establish what children can do and define initial targets linked to the Early Years Foundation Stage. Parents are able to access their children's learning journals at any time. They are provided with record sheets to share significant experiences, interests and their observations of their children's progress at home. Practitioners use this information effectively to provide meaningful play experiences for the children. For example, by providing assorted materials to create a camping area, where children build tents and recall their holiday experiences. They develop their skills of problem solving as they create pretend camp fires to cook their meals and discuss the colours and patterns of the flames. They enthusiastically search for plastic insects in the area then use reference books to find out about the creatures they have discovered. Parents are kept fully informed of their children's progress, through the provision of regular consultation meetings. A wealth of information is displayed and distributed continually; keeping parents informed about the Early Years Foundation Stage. Highly successful strategies engage the majority of parents in their children's learning at home. For example, activity bags which contain a variety of

resources for children to play with at home. Parents are encouraged to complete observation sheets and take photographs illustrating how the resources were used. However, whilst further systems to involve more reluctant parents are currently in the process of being established they are not yet fully embedded in practice.

All children are secure in communicating their needs and preferences. Practitioners actively encourage the use of phonics to promote children's understanding of sounds and letters. They are skilled in promoting the correct use of language by telling repetitive stories and instigating games which involve repetition of words or phrases. They are sensitive to children's individual needs by using familiar phrases of home languages which are also displayed on the walls. Gestures, signing and visual timetables are also used effectively to enhance early language skills and support children with additional learning needs.

Children are exceptionally well supported to develop their writing skills, taking part in a variety of activities to promote their pencil grip. They have access to an extensive range of resources to support them to recognise letters. The environment, both indoors and out, is rich with print and text. All resources are clearly labelled with words and pictures and children participate in a self-registration process. This enables them to become familiar with the letters in their name from an early age. The majority of pre-school children are able to clearly identify letters in their name and that of their peers and write letters that are recognisable. Younger children are provided with a variety of opportunities to mark make, both indoors and out. They enjoy using a variety of different sized paintbrushes to create marks on the walls and draw on the paved areas with chalks. The well-resourced book area enables children to access a variety of books, where they discover that print has meaning. They excitedly act out stories using puppets, they enjoy story sessions with practitioners and share books together in small groups.

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

A well-established key person system and the effective deployment of practitioners enable children of all ages to form secure emotional attachments. This successfully promotes their developing independence and exploration. Children demonstrate high levels of self-control during activities and display confidence in social situations. Effective induction procedures and the highly sensitive interaction of practitioners ensure that children who are new to the setting develop a strong sense of belonging. They settle very quickly, demonstrating high levels of contentment and confidence. Babies and young infants demonstrate a strong sense of belonging and are loved and nurtured. Practitioners follow routines which are discussed with parents in depth and they instinctively know what young children need to keep them pacified and content. Strong bonds and secure attachments are evident throughout the nursery resulting in an atmosphere in which children flourish.

Children learn to form good relationships with their peers and work alongside others companionably. For example, they share resources and work cooperatively as they take turns to play interactive games on the computer. All resources are easily accessible enabling children to make choices as they engage in a variety of play activities. They skilfully develop a wide range of self-care skills as they confidently demonstrate putting on

their coats and skilfully fastening their buttons as they prepare to go outside. They help themselves to tissues to wipe their nose and instinctively know to wash their hands before handling food or after visiting the toilet. Children learn about healthy eating through the provision of healthy, nutritious snacks. They also discover food cycles as they grow and taste their own produce, such as pumpkins and peas. They visit the local supermarket to purchase ingredients for baking activities and discover a variety of different foods, further developing their awareness.

Children of all ages demonstrate an excellent understanding of how to manage risk and keep themselves safe and healthy. For example, they visit the local community and learn about road safety as they learn to cross roads. They learn to use a selection of equipment safely, such as gardening tools and utensils used for preparing food. They confidently explain that they must hold the hand rail as they climb up and descend the stairs. Children are provided with daily opportunities to engage in physical exercise and know they need to wrap up warm and wear protective clothing when it is cold and raining. They enthusiastically participate in exercise as they follow simple instructions. They race each other on pretend horses and negotiate obstacle courses as they engage in their own Olympic celebration. They balance, climb, negotiate spaces and demonstrate their pedalling skills as they ride bikes forwards and backwards, fast and slow. Babies access a separate outdoor area, where they are able to observe older children but explore their environment safely.

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

Leadership is inspirational and the management team are highly successful in inspiring practitioners. They share high expectations across all areas of their practice, which drives ongoing development and continued improvement. This results in a committed and vigilant team who deploy themselves very well. They are further supported in their professional development through effective monitoring and regular training opportunities, to increase their skills and knowledge. Assurance is also given that their thoughts and views will be considered equally with those of the management team. Well established systems are implemented effectively to monitor and evaluate the service offered. This is achieved through peer observations, high quality professional supervision, appraisals and continual reviews. In addition the views of children and parents and carers are continually sought, promoting better outcomes for children. This has enabled practitioners to identify areas which required further enhancement. For example, the introduction of a self-service system at lunch time for pre-school children. Children confidently queue at the dining room 'bus stop', and help themselves to their own tray and serve their own meals. As a result their independence has grown and they are well prepared for lunch time routines when they transfer to school.

Managers and practitioners prioritise children's safety and have an excellent awareness of safeguarding issues. All practitioners have completed safeguarding training and are fully conversant with safeguarding procedures and their duty to protect children. Robust recruitment and effective vetting systems ensure all adults working with the children are suitable to do so. Comprehensive and well-implemented risk assessments ensure the

premises are safe and secure and these extend to cover activities and outings. An extensive range of policies and procedures successfully underpin daily practices, and accurately maintained records ensure children's welfare is meticulously protected.

Effective systems are implemented to examine how practitioners observe, plan and monitor each child's progress. Continual support from managers and consultation with other professionals has enabled practitioners to implement the revised Early Years Foundation Stage with confidence and enthusiasm. All practitioners have an accurate understanding of the requirements which enables them to effectively monitor all children's skills, abilities and progress. Interventions are sought at the earliest stage to identify any group falling behind their peers or below their expected achievements, which ensures children's needs are being met effectively and relevant support services involved.

All practitioners are highly committed to working in partnership with external agencies, parents and other providers. These contribute to meeting children's individual needs effectively. Professionals visit the nursery to deliver an additional range of activities such as yoga, dance and Spanish language. As a result, children are provided with additional experiences, which further enhance their learning. Well established partnerships with local schools effectively ensure that the transition process is successful. Children are confident and prepared for their transition by being provided with opportunities to meet their new teachers, both in their existing setting and through visits to their new school. They are provided with opportunities to attend social events organised by the school, such as sports day, further developing their familiarity and awareness of school provision. They also participate in role play activities where they dress up in school uniform, engage in discussions with practitioners, resulting in them feeling confident in the transition process. Their time spent at the nursery is acknowledged as all pre-school children participate in a graduation ceremony, where they dress up in gowns and hats, are awarded certificates and parade through the park. This enables them to finalise their time at the nursery in a celebratory way as it is marked as a positive occasion and achievement.

Children derive great benefits from the excellent close working relationships between practitioners and parents. A variety of systems ensure parents are consulted at every stage of their child's care and development, which allows continuity of care, enabling practitioners to effectively meet children's individual needs. In addition, the management team are continually seeking ways to further develop and enhance effective communication systems with parents.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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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. 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

<b>Unique reference number</b>	EY246324
<b>Local authority</b>	Tameside
<b>Inspection number</b>	890795



<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	139
<b>Number of children on roll</b>	132
<b>Name of provider</b>	Georgie Porgies Nursery Limited
<b>Date of previous inspection</b>	19/07/2010
<b>Telephone number</b>	0161 320 1616

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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 that are usually their 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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