



## **Georgie Porgie**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY292583
<b>Inspection date</b>	07 September 2005
<b>Inspector</b>	Patricia Mary Champion / Jacqueline Oldman
<b>Setting Address</b>	699 London Road, Hadleigh, Benfleet, Essex, SS7 2EE
<b>Telephone number</b>	01702 551122
<b>E-mail</b>	
<b>Registered person</b>	Georgie Porgie
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Georgie Porgie Nursery and After School Club is privately owned. It was established in 2000 and opened under new ownership in 2005. The nursery operates from six play rooms within a converted house, located on the A13 between Hadleigh and Leigh. All children share access to a secure, enclosed, outdoor play area. A maximum of 68 children may attend the nursery at any one time. The nursery opens 5 days a week all year round. Opening times are from 07:30 to 18:30.

There are currently 92 children from 0 to 10 years on roll. Of these, 15 children receive funding for nursery education. Children attend for a variety of sessions, full day, before and after school and holiday care. The nursery and after school club serves the local community and surrounding areas. The setting supports a small number of children who have special needs or speak English as an additional language.

The nursery employs 24 staff, of whom 13 of the staff, including the manager hold appropriate early years qualifications. There are 7 staff currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP), the Pre-School Learning Alliance (PSLA), the Essex Day Nurseries' Association (EDNA) and 4Children.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children thrive because staff follow sound procedures which meet the children's physical, nutritional and health needs. There are clear written guidelines that protect children from illness and infection and cover the procedures in the event of a child being unwell. Staff have attended first aid courses and keep clear records of any accidents. Medication records were reviewed and forms were adapted during this inspection to meet the requirements of the National Standards.

Children stay healthy because they mostly understand simple good health and hygiene practices. The older children in the nursery know that they wash their hands before eating and after using the toilet. The younger children are not always encouraged to wash their hands after using a potty and some children are using a communal bowl for hand washing. The nursery staff have already identified a need to improve the nappy changing arrangements. New wall-mounted changing mats have already been purchased.

Children are well nourished. They are offered balanced, freshly-cooked meals and snacks and can help themselves to fresh drinking water. Breakfast is eaten as a social group, with children having a choice of cereal and toast. Children learn about healthy living as they discuss with staff how nutritious vegetables and fruit promote healthy growth and development. Children have their health and dietary needs met because the staff gather information from parents. The staff are all extremely well aware of any allergies or special diets. Children rest and sleep according to their individual needs and routines are discussed on a regular basis with parents.

Children have daily opportunities for physical exercise, which contributes to their good health. Young babies use baby walkers, have plenty of space to crawl and have great fun in the indoor ball pond. Each age group has a scheduled time to use the garden and babies are also taken on walks in pushchairs. Children show great enthusiasm when invited outdoors to play. They run and move confidently during outdoor games and activities. A range of outdoor apparatus is provided so that the

younger children can practise and refine their skills when climbing and balancing. However, there is insufficient outdoor equipment to offer challenge to the older children attending the nursery.

Children are sensitively cared for during very hot weather. The staff are very mindful of the heat and ensure that children are protected against the sun. Children wear hats, sun cream is applied and a gazebo is erected to provide additional shade. Fresh drinking water is readily accessible to children playing outdoors.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a secure and generally safe indoor and outdoor environment. Staff protect children by completing regular risk assessments of each room and the outdoor area. Action is quickly taken to remove any potential hazards and risks are minimised. Improvements are currently being made to the premises to provide a more child-friendly environment for children. The out of school club and the classroom for funded children have already been developed to provide storage and facilities at child height. There are plans to renovate and improve the other play rooms and the outdoor area. Staff are reviewing the safety of children when windows are open on the first floor and they are carefully monitoring the work of the contract cleaner to ensure that the general cleanliness of the premises is maintained.

Children's welfare and safety is given careful consideration. Additional fire safety equipment has been provided and renovations have taken place to meet the recommendations of the fire safety officer. However, fire drills are not undertaken frequently and as a result children and some staff are uncertain about the procedures. The written fire safety procedure does not include any special measures to be taken regarding emergency evacuation where children are located above ground level.

School-age children are transported safely to and from school using a range of vehicles. All vehicles are appropriately insured and have up-to-date MOT certificates. Copies of the staff's driving licences are held by the nursery.

Children use safe and suitable toys and equipment. All new purchases are bought from reputable suppliers and toys are checked regularly for damage and cleanliness.

Children are safeguarded as staff are aware of their child protection responsibilities. A child protection policy is in place and procedures are clearly displayed. The staff are vigilant regarding the security of the children as they carefully monitor any visitors who enter the premises.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are settled and familiar with their surroundings in the nursery. They are mostly confident as they learn through play and relate well to each other. They are

starting to establish close friendships and build comfortable relationships with the staff.

Children are able to choose from an adequate range of resources made available to them. However, toys for children aged under three years are stored out of reach and this restricts their ability to self-select play equipment. The babies and younger children are mostly confident and make satisfactory progress. However, staff are not yet using the 'Birth to three matters' framework to plan learning opportunities to support and encourage the development of the children aged under three years.

Children of school age who attend the holiday and after school club are offered an interesting range of activities. They enjoy using their imagination and taking part in role play. They adeptly practise their bandaging skills when playing with the medical kit and take great pleasure in building a den within their club house. A variety of creative opportunities are offered and artwork and posters are displayed for their appreciation.

### Nursery Education

The quality of teaching and learning is good. The staff have developed a secure understanding of the Foundation Stage and how children learn, through training. An early years curriculum advisor has worked closely with staff and a visit has been made to the foundation class of a local infant school. The programme of activities and the indoor environment has been developed effectively to provide a stimulating range of learning experiences across the six areas of learning. However, the outdoor area has not yet been improved to provide an interesting or inspiring outdoor classroom. Children are motivated and interested to learn throughout each session as they spend time persevering and concentrating on their tasks and activities. They respond extremely well to the staff's expectations for good behaviour.

Children make excellent progress in their personal, social and emotional development. They are eager to help the staff and assist each other, by laying place settings at the table at lunch time and pouring drinks for friends. Children are animated and enthusiastic as they make choices and decisions about their activities. They are able to select and access resources easily and staff are vigilant in their monitoring and supervision. The new writing and craft stations are proving to be particularly successful. Children show great pride in their achievements and enjoy showing their artwork and emergent writing to visitors.

Children enjoy going on outings to develop their knowledge and understanding of the world. They spend time in the park on nature walks looking for burrows, holes and other animal homes. Children count and calculate during practical, meaningful tasks such as working out how many cups they need at snack time. Their scientific and investigative skills are used well when they explore the properties of magnets and there are very good opportunities to learn about technology by using the computer.

Children make good progress towards the early learning goals as staff effectively observe, assess and record their achievements and use this information to inform the next steps in learning.

## **Helping children make a positive contribution**

The provision is good.

Children feel a sense of belonging, as the majority of children enter the nursery with confidence. They build warm relationships with staff and receive a high level of support for their individual needs. Children understand responsible behaviour and play happily together. They respond immediately and listen when staff need to gain their attention. Any minor disputes are skilfully negotiated by staff as they encourage children to share toys and take turns during activities.

Children develop confidence, self-esteem and respect for others. They celebrate their friend's birthdays and become aware of wider society by learning about different festivals throughout the year. Books, posters and play equipment portray positive multi-cultural images.

Children with additional needs receive extremely effective support and staff ensure they are included and participate fully in the life of the setting. One-to-one adult support is offered and specialist equipment is supplied to meet their individual development and welfare needs. Staff are active in seeking advice from other professionals such as a play therapist and physiotherapist, to maximise developmental progress and meet the best interests of each child.

The partnership with parents is good. Parents are made to feel very welcome. Information about the curriculum is displayed on notice boards and newsletters are sent out. Daily diaries provide information about what individual children have eaten, sleeping arrangements and nappy changes. Parents are invited to complete regular questionnaires to help staff monitor and improve the standard of care and education they offer.

The children's spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is satisfactory.

Children's care and learning is positively supported by the effective staffing levels. Staff deployment is efficiently organised to cover the first hour of each day as children arrive into the nursery. Appropriate cover is provided for staff lunchtimes, holidays and sickness. Reliable arrangements are made to transport children to and from four local primary schools. Space and resources within the nursery are mostly well-organised. The nursery management has already identified a need to improve the nursery facilities. Progress has been made and they are part-way through implementing the improvement action plan.

Children are cared for by staff who have been vetted and have followed sound recruitment procedures. However, Ofsted is not always notified promptly of staff changes. The children benefit from the staff being interested in their professional development. They attend training to keep up-to-date with current childcare issues

and trends.

The required documentation for the safe day-to-day management of the nursery and to promote children's welfare and safety is in place. Policies and procedures have been updated to meet the National Standards and the operational plan is continually being reviewed and revised to create an effective working tool.

Leadership and management of the nursery is good. Children's care and education has been enhanced by the effective improvements instigated by the new owners and carried out by the manager, deputy and the staff team. Priority has been given to developing the programme for nursery education and the resources and environment used by the funded children. A staff appraisal system is in place and staff have started to evaluate the activities offered. However, the curriculum is not yet monitored rigorously in order to maximise children's learning in all areas.

Overall, the provision meets the needs of all children that attend the nursery and the out of school club.

### **Improvements since the last inspection**

Not applicable. This is the first inspection after registration under the new owner.

### **Complaints since the last inspection**

There are no complaints to report.

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## **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- update the written procedure for the emergency evacuation of the building to ensure that this includes any special measures to be taken where children are located above ground level. Ensure that fire drills are more practised more frequently

- continue to develop practice for children aged under three years, to maximise developmental opportunities and inform planning and developmental charts. For example by using ideas for effective practice from the 'Birth to three matters' framework.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop the outdoor area to improve the opportunities for children to be challenged by climbing and ensure that the garden provides a more positive and stimulating environment for learning and teaching
- continue to monitor and evaluate the provision for nursery education in order to maximise children's learning.

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