

# Georgie Porgie

Inspection report for early years provision

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**Unique reference number** EY292583  
**Inspection date** 25/09/2009  
**Inspector** Tina Anne Mason

**Setting address** 699 London Road, Hadleigh, Benfleet, Essex, SS7 2EE

**Telephone number** 01702 551122

**Email**

**Type of setting** Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

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 in Hadleigh, Essex. 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 five days a week all year round. Opening times are from 7:30am to 6:30pm.

There are currently 90 children from four months to 10 years on roll. There are 77 children on the Early Years Register. 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 children who have special educational needs or speak English as an additional language.

The nursery employs 13 staff, all 13 staff, including the manager hold appropriate early years qualifications. There are seven staff currently working towards a recognised early years qualification. The setting receives support from the local authority, the Essex Day Nurseries' Association and national day nurseries (EDNA) and 4Children.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The dedicated staff team have a good understanding of the Early Years Foundation Stage framework. They strive to meet children's individual needs by offering a rich and varied range of activities that builds on their interests. As a result, children make good progress in their learning and development. Very strong partnerships with parents and an excellent knowledge of each child's needs mean that staff provide all children with exceptional support. The commitment by the proprietors, the management team and staff to improve the quality of care and learning is good as they build on their accomplishments. This is identified through their self-evaluation and working closely with parents and having excellent links with other agencies.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop current planning of the outside provision, providing further opportunities for children across all areas of their learning and development
- ensure good hygiene procedures are implemented throughout the nursery paying particular attention to children's hand washing routines
- further develop a rich and stimulating lunch time environment for children, giving them a sense of independence and responsibility.

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

Robust recruitment procedures ensure appropriate checks are carried out on all staff and volunteers to confirm they are suitable to work with children, which helps safeguard children's welfare. All staff are appropriately qualified and comprehensive induction procedures and regular appraisal systems ensure they are familiar with the setting's policies and procedures and can implement them in practice. The range of resources and equipment provided for all children is wide ranging and of good quality, this promotes all areas of children's learning and development.

The management team drives improvement by motivating staff through team meetings and involving them in the self-evaluation process. This supports and strengthens the staffs understanding of the Early Years Foundation Stage framework, which provides them with confidence in their ability to deliver a stimulating range of activities to meet children's individual needs. The management team act as positive role models, encouraging and maintaining enthusiasm amongst the staff team by allocating areas of responsibility, such as, Special Educational Needs Coordinator (SENCO). Management and staff demonstrate an excellent capacity to continually improve the service they provide by monitoring and evaluating practices in order to identify areas of strength and weakness. Feedback is sought from parents through questionnaires. In addition to this, puppets are used with children as a non-evasive way of obtaining comments from them to see what they think of nursery. Good steps have been taken to complete recommendations from the last inspection, such as monitoring and evaluating the provision for nursery education, maximising children's learning and updating the written procedure for the emergency evacuation of the building. These improvements enhance the children's learning and development and health and safety of the children.

Staff work with parents in an open, honest and supportive way as they acknowledge parents are the primary influence on their child. Staff respect parents' wishes regarding sleep times and parents are consulted when children are ready to move to another room. Daily chats and journals keep parents informed of how their child is doing. Parents are welcomed into the setting are at ease talking to staff. Parents are greatly involved in their child's learning through attending parents' evenings, graduation ceremonies and they are invited to attend various workshops with their children organised by the nursery. This contributes significantly to children's care and learning. The provision has established excellent links with local schools and children's centres providing the Early Years Foundation Stage framework, which promotes a positive approach to children's transitions to school. This ensures the lines of communication to share information are in place which provides a level of continuity of experiences for each child as they move on.

## **The quality and standards of the early years provision and outcomes for children**

Children are making good progress in their learning and development and are happy and settled in the care of nursery staff. They enjoy balanced opportunities for self-initiated and adult-led activities that are planned and delivered throughout the nursery to promote all six areas of learning. Each of the four rooms and the out of school club offer a stimulating and enabling warm environment which are all rich in displays, with reference to colour, number, letter, shape and children's own special creations to reinforce and consolidate understanding. Staff have a good understanding of the Early Years Foundation stage, learning and development requirements. They use their sensitive observations of children at play to ascertain their interests and levels of development. Observations are effectively analysed by key workers and clearly identify the children's future learning. Children's individual learning journey includes these observations, and examples of children's work and photographs of their involvement in activities. Key workers discuss the information from observations at the end of each week, to inform the next weeks planning of the continuous provision, ensuring that activities are matched to children's individual needs.

Babies and toddlers are very well supported in their play and learning. They enjoy sensory experiences with treasure baskets, melting ice, shaving foam and rice krispies. Counting forms part of their play so they begin to associate 'how many' to objects and they easily manage simple inset jigsaws. Many photographs show children's pleasure in their play and they form strong attachments to significant adults who interact and respond to their smiles and early language. Older children are developing their communication, language and literacy skills through competent support from staff. They have many chances for mark-making and fondness of books is well-established, both by looking at books themselves and listening to stories. Older children take pride in finding their name cards and self-registering. They have access to a variety of creative resources. For example, a large creative area with lots of materials they can select for themselves to create pictures and junk models from their imagination.

Children are learning that print carries meaning and posters and labels provide sources of reference for this. Children are curious, confident, and eager to learn as they use the construction toys to design and build. They enjoy a variety of sensory experiences, because they have access to a wealth of natural and sensory resources which promotes self-discovery. Children's creativity is well-promoted through role play opportunities, which assists in developing their imagination. They visit local shops within the community such as, travel agents and grocers and then act out these experiences within the role play area. This helps them learn about their own community as well as aspects of the wider world. Children explore information and communication technology competently, they use the mouse and other programmable toys with increasing skill, contributing to their future economic well-being. Numbers and associated resources promote children's knowledge of and develop skills in matching, sequencing and problem solving. Staff promote open questioning to enable children to think about their answer, such as, is it 'smaller or bigger and how many more'. Children are adept in putting

on aprons for water and sand play, asking for help when needed. Children enjoy playing outside. For example, children have lots of fun looking for spiders and spiders webs and playing hide and seek, they show their delight with screams of excitement and laughter when they find each other. Children have opportunities to plant and watch seeds grow in the kitchen garden. Although, the outdoor areas is well resourced and covers all areas of the early learning goals, outside play is not consistently planned for on a daily basis taking into account children's individual needs. Children also have access to regular yoga sessions, which helps to enhance their physical development.

Children fully benefit from the well-organised and extensive range of safe, suitable and age appropriate resources. These are effectively arranged at low level, labelled and display photographs of contents which children recognise and easily access. Children's behaviour is managed positively with clear boundaries and explanations, this is enhanced with the use of reward stickers, therefore, children behave well. Children are kept safe inside and out by the good procedures in place and the excellent resources accessible to them. For example, when they are out children wear reflective jackets and use the turtle bus which can carry up to six children at a time. This, alongside practising the emergency evacuation procedures, increases their understanding of keeping safe. Most children begin to adopt good personal hygiene routines when they independently wash their hands. However, not all children are afforded this opportunity and some use anti-bacterial gel instead, which does not promote good personal hygiene routine consistently throughout the nursery. All children develop a good understanding of healthy lifestyles. They enjoy nutritious freshly prepared meals and snacks and are able to keep themselves hydrated as water is readily available in all rooms. Although children's independence is well-supported throughout the nursery, older children do not have the opportunity to serve themselves at lunch time, which does not fully promote their sense of independence and responsibility.

Children are learning about their own community as well as aspects of diversity and the wider world through planned activities and resources. For example, displays promoting positive images, low-level mirrors around the nursery and activities using mirrors and celebration of birthdays and different festivals allow children gain a positive sense of themselves. In addition, the nursery supports different charities such as, 'save the children'. Children join in the fundraising whilst learning about other children all over the world. This helps them value diversity in others and grow up making a positive contribution to society and being kind to one another.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met