

# Georgie Porgies

Inspection report for early years provision

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**Unique reference number** EY246324  
**Inspection date** 19/07/2010  
**Inspector** Judith Anne Kerr

**Setting address** 17 Market Street, Denton, Manchester, Lancashire, M34  
2FH

**Telephone number** 0161 320 1616

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

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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.

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## Description of the setting

Georgie Porgies Nursery and Out of School Club was registered in 2003 and is privately owned. It operates from converted premises in the Denton area of Tameside, Greater Manchester close to shops, parks, schools and public transport links. Children have access to seven rooms in two adjoining buildings. All children share access to a secure outdoor play area.

The nursery is registered to care for a maximum of 139 children on the Early Years Register. The nursery is also registered on the compulsory and voluntary parts of the Childcare Register to enable them to care for older children. It is open each weekday from 7.30am to 6pm for 51 weeks of the year. There are currently 128 children on roll, of these 37 receive funding. The nursery supports children with special educational needs and/or disabilities and who speak English as an additional language.

The nursery employs 28 members of staff who work directly with the children. There are 27 qualified staff members and one who is working towards a qualification. The setting has achieved Investors in People, Bronze Food Safety and Gold Pathway to Quality in Tameside awards.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff have a comprehensive understanding of the Early Years Foundation Stage. Consequently, children's attainment in relation to their starting points is good. A strong emphasis is placed on valuing each child as an individual. Detailed procedures and effective practices contribute towards the safety and welfare of the children. Inspiring partnerships with parents and others help to ensure consistency and continuity for all children's welfare, learning and development. Clear processes are in place to monitor and evaluate the setting and to target specific areas for improvement, which are continuous and ongoing.

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

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

- increase children's awareness of languages other than English and provide opportunities to see signs and labels that take into account children's different home backgrounds and cultures
- link assessments for all children to the elements of the framework to help track children's progress towards the early learning goals.

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

Throughout the nursery staff have a consistently high knowledge and understanding of safeguarding procedures. They have an excellent awareness of the possible signs of abuse and knowledge of how to report any concerns appropriately. Meticulous risk assessments are completed for the premises and all outings to monitor children's safety. Robust systems ensure staff are suitably checked and qualified for their role, and a record is maintained of all visitors to the premises. All the required documentation is stored securely to respect confidentiality and the necessary consents relating to the welfare of the children are in place.

Self-evaluation considers the views of staff, parents, children and the local authority in identifying areas for ongoing improvement. The nursery listens to the views of children and promptly responds to their suggestions wherever possible. Significant improvements have been made since the last inspection. Extension of the outdoor area and further use of the basement along with improvements to the tracking systems have been identified as areas for development. However, opportunities are sometimes missed for children to develop awareness of languages and writing systems other than English or to see signs and labels that take into account children's different home backgrounds and cultures. The highly skilled staff team are committed to ongoing training in order to keep up-to-date and continually enhance their practice. Staff work well together and know each of the children as individuals. Regular supervision and appraisals highlight areas for future development and additional training needs.

Staff place the utmost priority on positive partnerships with parents and as a result, this is a key strength of the setting. Parents receive a wealth of comprehensive information about their child's welfare, learning and development and are actively encouraged to be involved in their learning. Questionnaires and a suggestion box provide opportunities for parents and children to put forward their ideas. Parents express superb levels of satisfaction with the service provided. Their views and opinions are sought and incorporated into the routine and planning so that the individual needs of children are met. Regular opportunities are provided to share information about how they can support and consolidate their child's learning at home. For example, 'play club' bags are available to take home to carry out activities in the home environment. Excellent links with local schools ensure the sharing of information to promote consistency for children's welfare, learning and development.

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

The staff have developed a good working knowledge of the Early Years Foundation Stage and how to successfully promote children's learning and development. As a result, children make good progress towards the early learning goals given their capability. Observational records are detailed, evaluative and clearly plan for the

next stages of children's learning. Assessments for older children are starting to be linked to the elements of the framework to help track their progress towards the early learning goals. Days are organised to provide children with a balance of rest, learning and play which involve child led activities and adult directed play.

Activities are adapted to ensure that all children can participate. Resources are organised in low level storage for easy access enabling all children to make their own choices and develop their independence.

Children develop good communication skills as staff continually engage with them, ask open ended questions and listen intently to what they have to say. Babies and younger children have lots of eye contact with staff, who respond to their gurgles and early attempts to form words. Books are attractively organised for children to help themselves. The children mix well together and offer one another support, which contributes to them learning about themselves and others. Resources and activities which promote children's awareness of the wider world are plentiful. These include dressing up clothes, posters, play figures, jigsaws and books. Celebrations throughout the year including Chinese New Year and Diwali, enhance their understanding of diversity. Children are encouraged to widen their tastes by experimenting with foods from different cultures, such as Indian and Spanish.

The children spend lots of time outdoors where they balance, climb, slide and manoeuvre the wheeled toys. Using a variety of materials and textures helps children to develop their creativity and imagination. For example, babies and toddlers enjoy painting with their hands, chasing bubbles and using their senses to explore the glitter, jelly, shaving foam and cereals. Older children make collages of sunglasses, healthy foods and traffic lights using tissue, cotton wool, paint, glue and funky foam. They mould the dough and paint self-portraits.

Staff demonstrate high levels of commitment to implementing effective strategies to promote children's social, physical and economic well being. Healthy and nutritious meals are freshly prepared daily and menus are varied and extensive to cater for all tastes. The children regularly eat fresh fruit, yoghurts and wonderful home-made cakes and sponges to ensure children also have adequate carbohydrates. Children know they need to wash their hands before they eat their lunch as germs can be transferred to food and make them poorly. They also understand how to keep themselves safe in the sun by wearing hats and sunscreen. Children learn through visits from professionals and first hand experiences about the Green Cross Code and how to evacuate the building in an emergency. Outings to the park, shop and post office provide first hand experiences for children to familiarise themselves with their local environment.

## 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	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
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