

# Georgie Porgy's Pre-School

Inspection report for early years provision

---

**Unique reference number** EY428142  
**Inspection date** 14/10/2011  
**Inspector** Marilyn Peacock

**Setting address** St George's Church, Kenilworth Gardens, HORNCHURCH,  
Essex, RM12 4SG  
**Telephone number** 07810474536  
**Email** office@rainhamparishchurch.org.uk  
**Type of setting** Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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).

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 Porgy's Pre-School opened in 2011. The provision operates from St George's Church Hall in Hornchurch in the London Borough of Havering. The pre-school operates from 9am to 11.45am and 12.15pm to 3pm on Mondays, Wednesdays, Thursdays and Fridays and from 9am to 11.45am on Tuesdays.

The pre-school is registered on the Early Years Register. They may provide care for 30 children aged from two to the end of the early years age range. Currently, there are 29 children on roll. The pre-school receives funding for the provision of free early education to children aged three and four years. It supports children who have special educational needs and/or disabilities. There are four members of staff and all hold relevant early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The staff team have created a happy and caring environment, where children are starting to make steady progress in their learning. All staff value children's uniqueness, but only a few resources and activities help children understand similarities and differences. Partnership with parents and others are developing and parents speak highly of the provision. Most policies and procedures are in place and are becoming embedded into daily practice. Recording systems for supporting children's learning are not fully established and not all records are stored securely to maintain confidentiality. A high commitment to continual improvement and effective evaluation is bringing about consistent improvement for the benefit of children and families.

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

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

- develop observations and assessments to include clearly identified next steps for children's learning and development and ensure that learning and teaching goals are considered when planning for children's learning
- store all confidential information securely
- promote positive attitudes to diversity through activities and resources that encourage children to talk about similarities and differences and the reasons for these.

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

Staff have a secure knowledge and understanding of child protection issues and procedures. They are aware of their responsibility to report and follow up concerns about children in their care. Risk assessments are carried out on all aspects of the building. Any potential risks to children have been identified and adequate steps taken to minimise them. Daily visual checks are also carried out. All staff have a first aid qualification, so are able to act in children's best interests in the event of an accident or a child becoming unwell. Parents sign accident records to acknowledge the entry but these records are not stored confidentially. Emergency evacuation is practised, helping the children understand how to act quickly without becoming distressed.

Staff develop positive relationships with parents. They gather useful information before children start to promote their welfare needs effectively. Regular informal discussions with parents help the staff to develop an evolving picture of individual children's care and learning needs and their achievements so far. Coffee mornings, newsletters and a useful notice board help keep parents aware of the pre-school's issues and developments. Activity plans are on display so that parents can use the themes to progress children's learning at home. Staff understand the need to develop partnerships with any others supporting the children to provide continuity in their care and learning. Links have already been made with the Area Special Needs Coordinator to help staff support and identify children that may need additional support. The staff are becoming skilled at transforming the large church hall into a bright, child-friendly environment. There is limited self-selection of resources available, but children are becoming aware of the toys and equipment available and are confident to ask for items they know are stored away. However, resources that celebrate and value diversity and activities to help children begin to develop an understanding of the local community and wider world are few.

All the required paperwork is in place. Inclusive policies and procedures outline the service provided and are still evolving to truly identify the way the group work. Self-evaluation and reflective practice procedures are strong. The manager and staff continually evaluate the service they provide and make changes to routines and procedures to promote improved outcomes for children. For example, changes in procedure help evacuate the building more quickly. Changes have also been made to snack time and registration to better meet children's individual needs. Good use is made of the training opportunities available from the local authority to develop the staff's knowledge of specific issues, such as child protection and special needs.

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

Children are welcomed into a friendly, warm environment where they demonstrate they feel safe and secure. They are becoming confident and curious in the new

surroundings exploring activities and resources inside and out. Staff have a secure understanding of the Early Years Foundation Stage and how young children learn. Key persons work with parents/carers to carry out initial assessments to identify children's starting points. However observation processes and assessment of each child's next steps are very much in their early stages, and do not yet fully support planning for their individual learning. Children develop language skills through conversations and answering questions and begin to understand numbers through practical activities. Staff plan and provide a range of interesting activities and experiences for children overall. They have clear, appropriate learning intentions for children as they supervise planned activities. At present, staff are concentrating on helping children settle, develop independence skills, share and take turns. They encourage children to explore their own thoughts and develop their own ideas. Parents/carers help children self-register and recognise their names on name cards when they arrive. Children have frequent opportunities to practise and improve their eye to hand coordination and early writing skills. They make patterns with their fingers in shaving foam. They use chalk and pencils to draw shapes on black paper and attempt to write their names on their work. Children become skilful communicators as they join in with songs and rhymes at registration time, express themselves through their play and name the pictures in books. Children's interest in trains and transport is extended by the staff with the introduction of tickets and ticket offices. Children share the resources, helping each other get in and out of the cars. They discuss their journeys and recall trips they have made on trains and buses. Children develop safety awareness as they become skilled at manoeuvring around the play area on bikes or when pushing pushchairs. They excitedly show visitors where they have planted daffodil plants. This helps children develop skills for future learning.

Staff treat children with respect and use positive methods to manage children's behaviour, for example, distraction, discussion and praise. Children behave safely and appropriately in response to the high expectations of staff. They learn the boundaries of the group. They take responsibility as they help to tidy and put away toys and choose the play resources they need. Children are encouraged to say 'please' and 'thank you' and staff are good role models. Children are beginning to learn about healthy lifestyles. Snack times are sociable and practitioners help ensure children have time to talk and enjoy their food. A snack bar means that children can assess snacks and drinks when they want to. Staff treat snack time as an opportunity to help children become independent. They encourage them to make choices from a broad choice of healthy snacks. Children receive support as they pour their own drinks and spread the butter on their crackers. Staff are skilled at knowing when to provide support and when to step back so that children can learn by trial and error. Children have access to fresh air and exercise each day. The doors are opened during the session and children are able to wander between the enclosed outside area and inside whenever they want.

## 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>	3
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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

The quality of the provision in the Early Years Foundation Stage	3
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

