

# Georgie Porgy's Pre School (2)

Crown House, 40 North Street, Hornchurch, Essex, RM11 1EW

## Inspection date

Previous inspection date

15/07/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Children form good relationships and attachments with their key persons and other staff. This helps them to develop a positive sense of security and well-being.
- Children enjoy the many activities and experiences that effectively support their learning and development. Staff manage children's behaviour well, which helps children to feel secure and confident, and ready to learn.
- Children with special educational needs receive good support from staff who form strong partnerships with parents and other professionals. This ensures that all children receive the help they need to achieve to the best of their ability.
- Security and safeguarding of children are of paramount importance to the manager and staff. They have secure and effective strategies in place to protect children from harm.

### It is not yet outstanding because

- Children do not have regular use of the outdoor environment to extend their learning in all areas.
- There are few written examples of children's home languages within the setting to help them to gain a stronger sense of belonging and raise all children's awareness of different print.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 children engaged in activities indoors and outside.
  - The inspector spoke with the manager, staff and children.
  - The inspector carried out a joint observation with the manager.
  - The inspector took account of parents' views by speaking with them on the day.
- The inspector sampled a range of policies and procedures, staff suitability records, risk assessments, children's development records, registers and other relevant documents.

## Inspector

Jennifer Forbes

## Full report

### Information about the setting

Georgie Porgy's Pre-school (2) registered in 2014. It is privately owned and registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from two open-plan playrooms on the ground floor of a multi-purpose building in Hornchurch, within the London Borough of Havering. Access to the pre-school is by four steps to the front door. There is a small enclosed area available for outdoor play. The pre-school operates each weekday offering two sessions from 9am until 12 noon and from 12 noon until 3pm during term time only. The pre-school serves the local community and children attend for a variety of sessions. The pre-school is in receipt of funding for the provision of free early education to children aged three and four years. There are currently 22 children attending who are in the early years age group. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications to Level 3. The pre-school support children with special educational needs and/or disabilities, and those who learn English as an additional language.

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

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

- provide children with more frequent access to the good facilities and fresh air in the outdoor environment to further develop their learning across areas of learning
- use written examples of children's home languages within the setting to help them gain a stronger sense of belonging and raise all children's awareness of different print and its meaning.

## Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. They demonstrate a secure understanding of how children learn and provide a good range of interesting and inviting activities that offer stimulation and challenge. The quality of teaching is good. Staff monitor children's development through the use of effective observations and assessments. They use their observations of children to accurately identify the next steps in their learning. This knowledge, together with information gathered from parents about children's interests and abilities, ensures tailored planning for individual children's progress. Key person discussions with parents mean that staff are able to incorporate children's learning experiences at home into planning, which means children are motivated to learn. The careful observation and planning cycle enables staff to identify and support any gaps in children's learning quickly.

Key persons share the progress check for children aged two-years with parents to support their continued development.

Staff provide regular information to parents about their children's progress and they support parents with ideas and activities to continue their learning at home. For example, they operate a lending library and parents write reports on children's learning from books they have borrowed. Children with special educational needs receive good support in their learning and development. Key persons work in partnership with parents and other professionals to ensure they fulfill individual needs. Children develop a love of books and reading. They sit in the cosy book corner and choose from the good range available to them. Staff read to the children with expression and enthusiasm. They help children to turn the pages and ask questions about the characters in the book, bringing the story to life. This enjoyment of books helps to prepare children for school and future learning. Children's communication and language development is well promoted as staff engage them in conversation. They ask open-ended questions to promote children's thinking skills and encourage problem solving.

Children have access to a range of resources that promote all the areas of learning indoors well. They listen to tapes and hear stories where other languages are used, but there are few examples of the written word in other languages to help children to see the difference in languages in print and to support those who are learning to speak English. Staff encourage children to learn simple skills in mathematics as they match models of numerals to numbers on a chart. Children sing songs and rhymes that help them to remember the days of the week. They learn to understand the world as they examine electronic toys with buttons and find out how they work. They dance to music, developing their physical skills and coordination. Staff further promote children's eye to hand coordination by the provision of dough, which children mould into shapes. They use their imagination as they make it into fairy cakes with glitter, or a snowman with buttons and eyes. Children learn to be creative as they make a collage about the summer holidays and proudly show their finished work to their families when they come to collect them.

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

Children develop good relationships and close attachments with their key persons and other staff. They are friendly, affectionate and confident. They make friends easily and their behaviour is good. Staff are good role models and they encourage politeness and good manners. Staff are kind and caring. They use frequent praise to raise children's self-esteem and this encourages positive behaviour. Children learn to understand and respect diversity as books, labels and other resources reflect positive images of people from a variety of backgrounds. Staff provide a stimulating environment where children are free to explore and use their imagination. Play resources are of good quality and easily accessible to all children. All resources are labelled with the printed word in English and pictures to enable children to find them easily.

Staff provide children with a healthy snack every day. They present a very attractive and inviting array of fruit, cheese and crackers. Children choose what they would like to eat

and they pour their own milk, learning skills of independence. Staff use snack time as a social and learning experience for the children. They talk about the healthy food they are eating and what they have tried that is new to them. Staff support children to learn good table manners providing them with skills for the future. They teach them about mathematical concepts such as bigger and smaller, and more or less. Staff discuss the menu with parents to ensure that all children's dietary needs are met. Parents provide information about children's individual medical or dietary needs and staff take careful measures to ensure that children do not come into contact with foods that might harm them. The outside area is enclosed and safe for children to play. Staff take them out in small groups where there are different resources to promote their physical skills and understanding some aspects of the natural world. For example, they look for bugs and worms, and plant seeds and tend to their plants. However, staff do not extend children's use of outdoor play so they have more regular opportunities to exercise in the fresh air, and explore and enjoy their play outside.

Children manage their own personal care needs according to their age and stage of development. They learn the importance of washing their hands before eating, after messy play and after using the bathroom. Children's safety is of paramount importance to the manager and staff. All visitors are required to sign in and out and staff ensure external doors are locked. When parents come to collect their children, staff let them out one at a time to ensure that children remain safe and leave with their known adults. Children are well supervised as staff interact with them at all times. Staff carry out risk assessments of the whole of the premises and the outside area to ensure that children remain safe. Children learn to keep themselves safe as staff remind them not to run when inside in case they should trip. Staff are qualified in first aid so they can deal with minor accidents should they occur. Staff record all accidents and incidents and parents are asked to sign the written records. Regular fire drills ensure that all children and adults know what to do should an emergency occur. Staff support children well when it is time for them to move to another setting or school through discussions, stories and role play to help them feel comfortable and emotionally ready for the next stage in their learning.

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

All staff have a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They are qualified and skilled in their roles. Staff ensure that the premises and equipment are safe before children arrive at the pre-school. As a result, children can play and learn in safety. All staff are familiar with the pre-school's safeguarding policy and what they should do if they are concerned about a child's well-being. There is a strict policy on the use of mobile telephones to ensure that staff protect children. The pre-school shares their policies with parents and makes them available at all times for them to read. All the necessary documentation for the safe and efficient management of the pre-school is in place. Recruitment procedures are good and all new staff receive a full induction into the policies and practices of the pre-school. All staff have undergone the necessary background vetting checks to ensure they are suitable to work with children.

The manager maintains the correct ratios of adults to children. Staff keep up to date with their training in first aid and safeguarding. Their professional development is encouraged and they undertake frequent courses to build on their knowledge and skills. Staff track children's developmental progress to ensure that any identified gaps in children's learning are quickly closed. Staff share any concerns regarding children's development with their parents and suitable measures for intervention are put in place through close links with other professional agencies. Partnerships with parents are strong. Systems encourage parents to give feedback on the activities provided for their children. Staff meet with parents frequently to discuss children's progress. Parents speak highly of the nursery and say they are happy with the care their children receive. Parents know they are welcome in the nursery to speak to the manager or key persons if they have any concerns or want to talk about their children's development. Children are well prepared for the next stage in their learning and moving on to school because staff help them to learn the skills they will need.

Staff receive support from the manager who monitors their practice and the effectiveness of the educational programmes by observing activities. The manager checks children's developmental records and reviews planning to ensure they continue to meet all children's needs effectively. Staff receive regular supervision meetings with the manager where they can discuss planning for children's next steps and their own professional development. The manager and staff continuously evaluate the activities they provide for the children to ensure they are meeting their needs. Continuous self-evaluation identifies the pre-school's strengths and weaknesses and clear targets are set for improvement. Parents are encouraged to complete questionnaires to support evaluation of the pre-school. The manager welcomes all feedback and quickly responds to suggestions for improvement.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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>	EY475329
<b>Local authority</b>	Havering
<b>Inspection number</b>	955546
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	25
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Joanne Hunter
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07810474536

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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, which are usually the childminder's 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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