

# Georgie Porgie

699 London Road, Hadleigh, BENFLEET, Essex, SS7 2EE

<b>Inspection date</b>	28/07/2014
Previous inspection date	25/09/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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's progress is effectively supported by the high quality of teaching methods and well planned activities and experiences.
- Warm, nurturing relationships between the staff and children give children the confidence to play and explore their environments and become active learners.
- Partnerships with parents are actively promoted, enabling parents to feel confident with the care their children receive.
- The management team monitor the nursery effectively through careful evaluations and ensuring the continuing professional development of staff.
- Children are safeguarded and their safety is carefully supported through well used policies and procedures and a wide range of daily and ongoing checks.

### It is not yet outstanding because

- There is scope to provide more extensive use of the outdoor area allowing children to make choices about outdoor play throughout the day.

## 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 carried out observations of activities in all areas of the nursery and the garden areas.
- The inspector held a meeting with the manager and spoke to members of staff in each room.
- The inspector looked at children's learning records, planning documentation in each room, a selection of children's records and the nursery policies and procedures.
- The inspector checked evidence of recruitment, suitability and qualifications of staff working with children.
- The inspector took account of the views of parents spoken to on the day.
- The inspector carried out a joint observation of practice with the manager.

## Inspector

Judith Harris

## Full report

### Information about the setting

Georgie Porgie nursery was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in Hadleigh, Essex. It is managed by the registered person and the nursery manager and serves the local and wider area. It operates from a two-storey building and a single-storey building and there are two enclosed areas available for outdoor play. The nursery employs 20 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3 including one with Early Years Professional Status. The nursery opens Monday to Friday, all year round and sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 113 children on roll, of whom 90 are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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

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

- enhance the use of the well-resourced outdoor areas to provide more opportunities for children to choose outdoor play throughout the day.

## Inspection judgements

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

The well-qualified management and staff teams have a secure knowledge of the Early Years Foundation Stage and the way children learn and develop. Staff are effectively supported to develop high quality teaching methods through ongoing training and monitoring. As a result, children's observation and assessment records are consistently well used and children are successfully supported to progress well in all areas of learning. Children's learning records show a secure picture of the child's development and clearly link through to the planning for the next steps in learning. Staff provide a comfortable and stimulating environment where children of all ages have activities and experiences that are carefully planned to meet their needs. Children's learning records include photographs, observations and items of their work, which ensures they are accessible for parents. The well-planned and careful support of children throughout the nursery ensures that they have both the skills and confidence that they need to be ready for school or their next stage of learning.

Staff plan and provide a wide range of activities designed to match children's ages and stages of development. Babies play in a secure space where they can safely explore, investigate and easily access a wide range of activities. There is clear floor space with a soft cosy book area and drawing mats on the floor with baby safe pens for drawing.

Babies have a messy play area and they are being carefully supported at the water play activity. Staff use their interactions to develop and extend children's communication and language skills. They provide ongoing descriptions of what children are doing using a wide range of language. Staff talk about how the water feels and moves as the babies scoop and pour and they talk about how much water fills the cups and bottles. The babies are delighted with the activity and staff use enthusiastic praise to encourage them to play and explore. Toddlers have access to two playrooms and they are encouraged to freely select activities or to take part in the focused activity to support the theme of growth. Children are looking at how caterpillars grow and develop into butterflies and they have live caterpillars that they can watch go through this process. To extend the theme staff help children to print caterpillars using their toes. Staff use lots of language to talk about what the caterpillars eat and how big they have grown. Staff use open questions to support and extend children's communication and language at a range of activities. For example, children explore and experiment with a mixture of shaving foam and hair-gel. The staff use an extensive range of language to help children to describe the feeling and texture of the materials.

Pre-school children have an extensively well-planned range of daily activities, with appropriate areas for different types of play. The pre-school rooms are set out so that children can easily access activities and experiences across all areas of learning. For example, children are engaged in a threading activity where they have a very wide range of resources for different types of threading. Children choose how they use the threading and they are supported to use the resources in different ways as they explore building a tower. Staff successfully promote children's critical thinking by asking open-ended questions about the best way to build the tower and to make it stable; they also invite other children to share their ideas as the tower is built. Children benefit from activities that encourage them to experiment with science. At a focused activity, children fill test tubes with different material, such as, flour, rice, salt, oats and then a liquid to see how the materials react. This effectively supports children to develop their understanding of the world and to gain knowledge of mathematical concepts as they count and measure. Children have unrestricted opportunities and very long sessions of free play with time to explore, experiment and discover, and they are clearly thoroughly absorbed in their play. As a result, children are extensively well supported to develop in all areas and to learn through following their own interests. All children have opportunities to be out in the fresh air. The babies, toddlers and pre-school have planned garden slots and a wide range of age-appropriate equipment and resources for outdoor play. However, there is scope to enhance the use of the garden to allow more free-flow options for children from the pre-school room.

Children play and learn in an environment that encourages them all to become independent, active learners and to develop very good attitudes to learning. Parents are actively encouraged to share what they know about their children's development. The key-person system ensures that parents are kept in touch with children's ongoing development through viewing records and regular conversations with a key person. Children's preparations for moves on to the next stage in their learning are very well supported. At each stage, children are provided with a settling-in process as they move up through the nursery. Children's learning records are successfully shared by key persons and the nursery has good links with local schools to support children who are moving on. The

managers organise visits for children who are moving on to school to ensure they are able to become familiar with the classrooms and to begin to develop relationships with the school staff.

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

Children's personal, social and emotional development is a very positive strength of the nursery. Staff help children feel secure and settled, and work with parents to meet individual routines especially for younger children. The effectiveness of the practice supports children to become independent learners and to feel welcome and valued by staff. For example, babies arriving are greeted by their key person and are enthusiastically welcomed into the safe and secure play space. The careful support from staff allows babies to move independently and freely choose activities. Staff clearly know babies well and can swiftly identify and respond to their needs and comfort them if they are anxious. For example, babies who are settling are immediately comforted and distracted when they become upset. Staff engage well with all children, ensuring that they use appropriate language at all times. All exchanges between staff are related to children and meeting their needs.

Children are actively encouraged to take responsibility for their own safety. For example, staff discuss with children in the pre-school room about the best way to clean up a water spill, so that it does not cause an accident. Good procedures are in place for supporting positive behaviour. Throughout the nursery, key persons gather detailed information about children from both parents and the ongoing observations and assessments. As a result, staff know children well and can identify when they may become upset or frustrated and quickly distract them. Children are sensitively supported to manage their own behaviour. For example, pre-school children organise sharing and taking turns for themselves using a sand timer. Staff use consistent strategies and give children lots of praise and encouragement, supporting them to develop good skills for self-control. Children play in a clean and very well-resourced environment. Staff have good procedures to ensure all resources and areas used by children are well maintained at all times.

The staff team have secure systems to ensure good health and hygiene practices are followed. Babies and toddlers receive good care and staff follow their individual sleep routines and their parents' preferences. Babies are changed regularly and toddlers are well supported in potty training by effective procedures. From an early age, staff encourage children in the nursery to make healthy choices; this includes hand washing before all meals and after toileting. A healthy and balanced diet is provided to meet children's individual needs at all times. All food is prepared and cooked on the premises and the weekly menu is displayed for parents. Staff ensure they have all the necessary information required to provide for any individual dietary needs and wishes. Staff support children to make meal and snack times a sociable and enjoyable time for them. For example, children are not rushed and are encouraged to eat at their own pace. They engage in conversations with friends and adults. Drinks are readily available throughout the day for all children to freely access. Children build excellent and trusting relationships with staff. This ensures that children develop the confidence to make secure transitions as they move

through the nursery or on to school.

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

The management team ensure all staff have a comprehensive understanding of their responsibility in safeguarding children. The manager is the designated safeguarding person and all other staff have completed training at the appropriate level. The management team have secure systems to ensure all staff understand and implement the full range of policies and procedures. As a result, the staff team's practice in supporting the welfare of children who attend is successfully promoted. Staff carry out thorough risk assessments at the beginning of each day to ensure that all areas of the environment, including equipment and resources, are safe, both indoors and outdoors. Staff carefully supervise and observe children and good ratios are maintained at all times, ensuring children's safety. Effective staff supervision and appraisal systems support management to ensure staff are and remain suitable to work with children.

The nursery owners and management team provide a strong leadership to this well-motivated staff team. The drive to develop and improve the nursery is well documented. For example, action plans for the development of the outdoor area are clearly displayed and show how the whole staff team have been involved in planning. Management procedures for the continuous evaluation of the setting include the views of all staff, parents and children. This ensures improvements are continually made to nurture and improve children's care, learning and development. There are robust procedures in place for the recruitment and induction of new members of staff and for further professional development for all staff. Regular staff meetings, as well as informal discussions with the management team, ensure staff are able to bring forward ideas and discuss any issues they have with confidence.

Staff develop good partnerships with parents and work well with other external agencies. Ongoing communication between parents and staff keeps them fully informed and included in the nursery. The nursery team use a detailed noticeboard, daily information on white boards outside of each room and communication books to exchange information. The management provide regular newsletters and organise parent's evenings to support parents to feel part of nursery life. Parents have regular opportunities to discuss their children's progress and staff encourage them to play an active role in their children's learning and development. For example, parents are provided with observations sheets to complete at home and are invited in to take part in activities. The staff team work closely with other professionals to ensure children with special educational needs and/or disabilities are very successfully supported.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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>	EY292583
<b>Local authority</b>	Essex
<b>Inspection number</b>	983144
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	68
<b>Number of children on roll</b>	113
<b>Name of provider</b>	Gillian Jolliffe and Melanie Loakman Partnership
<b>Date of previous inspection</b>	25/09/2009
<b>Telephone number</b>	01702 551122

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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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