

Georgie Porgies Sessional Care Centre

5-7 Albert Street, Denton, Manchester, Lancashire, M34 6ZA



Inspection date

16 June 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager is highly skilled and experienced and leads her well-qualified staff team with genuine commitment and enthusiasm. Staff are dedicated and passionate about their roles as early years practitioners and strive to improve the quality of the setting to an outstanding level.
- Staff provide children with a wide range of exciting and challenging activities and resources in a rich, stimulating learning environment. Children are confident, imaginative and motivated learners. They make good progress in their learning.
- The key-person system is well established and effective. Children develop close emotional attachments with staff and a strong sense of emotional security. Care practices are successful in helping to promote children's good health and well-being.
- Overall, partnerships with parents and other early years providers are good and help to promote consistency and continuity of care and learning for all children.

It is not yet outstanding because:

- Staff do not consistently use the information gained from monitoring groups of children to close any gaps in achievement and to build on good systems for observation overall.
- Staff do not consistently seek detailed information from parents when children first attend the setting to help them gain a deeper understanding of children's starting points.

What the setting needs to do to improve further

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

- extend the information sought from parents when children first start at the setting to establish a more in-depth knowledge of children's starting points that helps to further enrich the planning process
- strengthen the systems for monitoring the progress made by different groups of children, in order to identify weaker areas to be targeted and help close any gaps in learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector talked to staff and children throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as children's learning records, the risk assessments and evidence of the suitability and qualifications of staff working in the setting.
- The inspection took account of the views of parents spoken to on the day of the inspection.

Inspector

Julie Kelly

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Detailed policies and procedures are consistently implemented and underpin daily practice. Staff have a secure knowledge and understanding of the reporting requirements should they have concerns about the welfare of a child. The manager and room leaders observe staff practice and use effective supervision and support to monitor their performance. The manager is committed to helping staff to gain further formal qualifications and enhance their continuous professional development to improve their skills. She has a good knowledge and understanding of the strengths and weaknesses of the setting and uses ongoing self-evaluation effectively to prioritise areas for improvement. This helps to ensure that the quality of teaching and learning outcomes for children continue to improve.

Quality of teaching, learning and assessment is good

Staff provide children with an extensive range of resources and experiences that helps to promote their creative and imaginative skills. For example, older children take on the role of doctor and patient in the role play doctor's surgery. They examine the dolls to find out what why they are ill and pretend to give injections. Children confidently explain that, 'The doll has chickenpox'. Younger children are involved in an activity where they collect lots of blue objects from around the setting. They put them in a basket with their favourite cuddly toy to find out what will happen. Children wait in anticipation for the member of staff to take off the blanket covering the basket. Their faces light up with excitement when they discover that the toy has changed colour from green to blue. Children are thoroughly engrossed in their play and learning.

Personal development, behaviour and welfare are good

Children are very happy and well settled in the setting. Staff teach children to adopt a can-do attitude and encourage them to do things for themselves whenever possible. They help children develop high levels of independence as they manage their own personal care needs in readiness for school. Staff are very good role models and play alongside children to teach them to understand how to share and take turns. They help children to develop a secure understanding of acceptable behaviour.

Outcomes for children are good

All children make good progress. This includes children whose starting points are below expected levels of development and children for whom the provider receives funding. Some children achieve beyond the levels of development typical for their ages. Children develop good literacy skills in readiness for school. For example, they confidently write prescriptions and appointments for their patients in the role play doctor's surgery.

Setting details

Unique reference number	EY484379
Local authority	Tameside
Inspection number	1002356
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	80
Number of children on roll	55
Name of registered person	Georgie Porgies Nursery Limited
Registered person unique reference number	RP905853
Date of previous inspection	Not applicable
Telephone number	0161 320 1616

Georgie Porgies Sessional Care Centre registered in 2014. The setting employs nine members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, and four hold level 2. The setting opens Monday to Friday from 9am until midday, during term time only. It provides funded early years education for two-, three- and four-year-old children.

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