

Georgie Porgies Pre-School

Holbrooks Library, Briscoe Road, Coventry CV6 4JP



Inspection date	30 October 2018
Previous inspection date	20 January 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Good	4 2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

The provision is inadequate

- Staff do not keep children safe, as they do not consistently follow appropriate procedures for ensuring good levels of security and monitoring of visitors, or maintain accurate records of children's attendance.
- Children are not making as much progress as they can. Staff do not share information about observation and assessment effectively enough with parents so that they can support their children's learning at home.
- Leadership and management are not fully effective in providing all staff with the support, guidance, coaching and training they need so that they have a good understanding of how to promote children's learning, safety and welfare.
- Self-evaluation is not robust enough to identify all areas where improvement is needed.

It has the following strengths

- Children are happy and enjoy their time with the staff and their peers. They play well together and readily create their own games.
- Children are emotionally secure. Effective arrangements help new children to settle into the pre-school. Staff gently care for the children as they become familiar with the new environment.
- Children engage in activities that inspire them, and they work together as part of a small group.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
take all reasonable steps to prevent unauthorised persons entering the premises, and implement an agreed procedure for checking the identity of visitors	05/11/2018
maintain an accurate daily record of the names of the children being cared for on the premises, including their hours of attendance	05/11/2018
make sure leadership and management are fully effective in providing all staff with the support, guidance, coaching and training they need so that they have a good understanding of how to promote children's learning, safety and welfare	05/11/2018
ensure that all staff share information gained from assessments with parents, in order for them to support their children's learning at home fully.	05/11/2018

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

- make better use of ongoing self-evaluation to identify areas where improvement is needed.

Inspection activities

- The inspector completed joint observations with the manager and observed activities in the indoor and outdoor areas, and she discussed teaching methods with the manager.
- The inspector held meetings with the management team and spoke to staff and children at appropriate times throughout the day.
- The inspector took account of parents' written views and the views of parents spoken to on the day.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.

Inspector
Hayley Lapworth

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. Children's safety is not assured as security arrangements of the premises, the monitoring of visitors and records of children's attendance are inadequate. The provider does not currently monitor children's safety, welfare and their learning and development effectively enough. Although staff know the children in their care well and share their achievements with their parents, information about how parents can support their children's future learning at home is limited. There have been many changes in the staff team and the management structure is in the process of change too. Self-evaluation and reflective practice are currently not robust enough to identify all areas that require improvement. That said, the provider, along with the support of an early years adviser from the local authority, has begun to work on some of the identified weaknesses in the provision. Parents comment on how well their children settle and how they are sad when the pre-school is closed. Some parents comment that they would like more information on their children's next learning steps, and how they can support learning at home.

Quality of teaching, learning and assessment requires improvement

Some children are not making as much progress as they can. Although staff observe, assess and plan for the children's learning, they do not work well enough with parents to ensure they work together to meet the children's learning needs. However, overall, children enjoy their learning. Older children have fun playing with their friends, holding hands and dancing as they sing pop songs. They engage in creative experiences, such as decorating pumpkins in preparation for Halloween. Children share their own experiences and enthusiastically talk about what costume they are going to wear at Halloween.

Personal development, behaviour and welfare are inadequate

Children's overall safety and welfare are compromised due to weaknesses in leadership and management. However, children do have some opportunities to learn about their own safety. For example, as they decorate pumpkins and talk about Halloween, staff remind them that if they are going out for 'trick or treat' adventures they must stay with an adult and not wander off. Familiar staff comfort babies who are tearful as they settle or when they awake from sleeping. They have lots of cuddles as staff try to engage them to play inside and in the outdoor play area. Children behave well and staff support them to feel good about themselves. Staff praise children for working together and participating in group tasks.

Outcomes for children require improvement

Not all children are making good enough progress in all aspects of their development because not all parents receive information on how they can further support their children's learning at home. However, overall, children are steadily developing the necessary skills in readiness for school. Older children are confident in their environment, making all their needs and wishes known to the staff and their peers. Younger children learn how to organise, count, compare and sort a range of different-sized figures in groups and begin to use mathematical language, such as 'more', 'big' and 'small'.

Setting details

Unique reference number	EY487440
Local authority	Coventry
Inspection number	10070679
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	40
Number of children on roll	42
Name of registered person	Georgie Porgies Pre-School Limited
Registered person unique reference number	RP909993
Date of previous inspection	20 January 2016
Telephone number	07815063902

Georgie Porgies Pre-School registered in 2015. The pre-school employs 12 members of childcare staff, nine of whom hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday during term time only. Sessions are from 8am until 3.30pm.

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.

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