

Georgie Porgy's Pre-School (2)

Hacton Hall, Haydock Close (Off Bevan Way), Hornchurch, Essex RM12 6EA



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| Inspection date | 4 March 2019 |
| Previous inspection date | 22 March 2018 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------------|----------|
| | Previous inspection: | Requires improvement | 3 |
| Effectiveness of 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 implements an effective system to monitor children's progress and identify when additional support may be needed. She works in partnership with other professionals to secure appropriate interventions for children with special educational needs and/or disabilities. This helps all children make positive progress in their development.
- Recent training around supporting two-year-olds has contributed to raising the quality of teaching and the learning experiences for young children. Staff accurately reflect on their expectations of two-year-olds and consider how to challenge them effectively.
- Staff skilfully recognise when to direct children and when to inspire them to lead their own play. For example, children use toy diggers and tractors to dig holes in the ground, so they can catch rain and scoop mud. Children delight in finding worms in the ground and learning about living things.
- Children are kind and considerate, reflecting the positive example that staff set for behaviour. For instance, older children help younger ones with zips on coats. Children respond well to praise from staff and are eager to continue to help.
- Children enjoy opportunities to practise their small movement control, such as moving pompoms and animal figures through sand with tweezers. This helps to develop early writing skills in preparation for children's next stage of learning.
- Staff sometimes miss opportunities to help children take care of their environment and keep one another safe. For instance, they do not remind children to hang up dressing-up clothes or sweep sand from the floor during the session.
- Although supervision processes are in place, they are not rigorous enough to identify gaps in staff knowledge and ensure that all information gathering practices take place consistently.

What the setting needs to do to improve further

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

- support children to understand why they need to take care of their environment and consider how to keep one another safe
- strengthen supervision procedures to identify gaps in staff knowledge and ensure that all information gathering systems take place consistently.

Inspection activities

- The inspector observed activities and play indoors and outdoors, and looked at the range of resources available.
- The inspector spoke with children, parents, staff and management at appropriate times during the inspection.
- The inspector and manager carried out a joint observation.
- The inspector sampled documentation, including policies, risk assessments, evidence of staff suitability and training, and children's learning records and planning.

Inspector

Leanne Stranger

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager implements safer recruitment procedures and ensures that a thorough vetting process is in place for all new staff members. All staff, including kitchen assistants, have a secure knowledge of the signs and symptoms of abuse and know the procedures to follow to escalate potential concerns about a child's welfare. Staff maintain a safe environment and minimise potential risks. They ensure that fire exits are kept clear, and regularly carry out fire drills. Self-evaluation is effective and includes the views of parents and staff. The manager reflects on practice to identify areas for change. She has worked hard since the last inspection to ensure staff support groups of children to engage in activities in line with their stage of development. She is highly motivated to continue to improve the learning environment.

Quality of teaching, learning and assessment is good

Staff use their ongoing observations and assessments to build an accurate picture of how children are developing. They adapt planning according to children's needs and individual next steps. Partnerships with parents are strong. Staff regularly share information with parents about how their child is progressing and provide ideas for how to support learning at home even further. Children use pipettes to squeeze liquid into bottles and excitedly talk about the colours changing. Staff build on children's enthusiasm well, as they explain how to make colours darker and lighter. Children are motivated to learn. Staff make effective use of a beanbag and target game to help extend children's mathematical understanding well. They encourage children to throw beanbags in specific numbered nets and talk about bigger and smaller numbers.

Personal development, behaviour and welfare are good

Staff create an engaging environment for children with a variety of resources that reflect a wider community. Children play with small figures that represent different cultures, ethnicities and abilities. They look at books and sample fruit from around the world. This helps children develop a positive understanding of the similarities and differences between people. Children form close attachments with key persons. This helps build trust and confidence. For example, young children explore new textures, such as glittery foaming soap with support from staff.

Outcomes for children are good

Older children are well prepared for their move on to school. They change into different clothing and footwear for physical activity sessions. This helps them to develop key independence skills. Younger children make choices about their play and listen intently to stories. They work well within the development typical for their age. All children are working well towards their early learning goals.

Setting details

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| Unique reference number | EY495672 |
| Local authority | Havering |
| Inspection number | 10084839 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children | 2 - 4 |
| Total number of places | 25 |
| Number of children on roll | 39 |
| Name of registered person | Hunter, Joanne |
| Registered person unique reference number | RP515944 |
| Date of previous inspection | 22 March 2018 |
| Telephone number | 07977 713 007 |

Georgie Porgy's Pre-School (2) registered in 2015 and is located in Hornchurch in the Borough of Havering. The pre-school opens from 9am to 3pm on Monday to Friday, term time only. There are seven members of staff employed to work with the children. Of these, five hold early years qualifications at level 3 and two hold qualifications at level 2.

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