

# Georgie Porgies Pre-School

Holbrooks Library, Briscoe Road, Coventry CV6 4JP



## Inspection date

13 March 2019

Previous inspection date

30 October 2018

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

## Summary of key findings for parents

### This is a provision that requires improvement

- Staff do not consistently provide all children with exciting and highly challenging activities that take account their interests, relevant stage of development or appropriate areas of learning.
- Staff do not always provide timely intervention and early targeted support for all children with special educational needs and/or disabilities (SEND).
- Managers do not monitor teaching or children's progress carefully enough to promote the best possible learning outcomes for all children throughout the pre-school.
- Staff do not always successfully engage all parents in their children's learning to help foster strong continuity between the pre-school and home.

### It has the following strengths

- Staff are welcoming and friendly. The pre-school's supportive settling-in process helps staff to get to know children well when they first start. Children quickly become familiar with the environment and feel comfortable attending.
- Staff sensitively promote children's individual care needs. They find out about children's daily routines and adhere to these as much as possible. Parents comment that they are happy with the care provided.
- The environment is well-resourced. Staff generally provide children with varying activities and experiences. In the main, children have fun and enjoy attending.
- The premises are clean, tidy and secure. Staff conduct daily visual risk assessment checks of all areas in use. This helps to minimise all hazards.

## 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
embed the new systems for planning and consistently provide all children with exciting and highly challenging activities that take account their interests, relevant stage of development and appropriate areas of learning	26/04/2019
provide timely intervention and clear targeted support for all children with special educational needs and/or disabilities from the earliest opportunity to help them reach their full potential.	26/04/2019

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

- monitor teaching and children's progress more carefully and make better use of the information obtained to help promote the best learning outcomes for all children throughout the pre-school
- extend partnerships with parents and develop highly successful strategies to engage all parents in their children's learning to help foster strong continuity between the pre-school and home.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the acting manager of the pre-school.
- The inspector spoke to staff and held a meeting with the pre-school management team.
- The inspector looked at relevant documentation and checked the evidence of the suitability of staff working in the pre-school.
- The inspector spoke to children and parents during the inspection and took account of their views.

### Inspector

Josephine Heath

## Inspection findings

### Effectiveness of leadership and management requires improvement

Managers do not always make the best use of the information obtained from the monitoring systems that are in place to oversee staff's teaching and children's progress. The learning outcomes for some children are not consistently good enough. Safeguarding is effective. Managers have an effective recruitment and induction process for all new staff. Managers and staff have sound knowledge of child protection issues. Robust records are in place that help to support the running of the pre-school. The arrangements for staff's professional development have improved. Managers now supervise staff more routinely and staff also benefit from some training opportunities. This has a positive impact on the care provided. Self-evaluation is in place. Managers work closely with the local authority and are fully committed to improving practice.

### Quality of teaching, learning and assessment requires improvement

Teaching is variable. Managers have recently revised the systems for planning but this is not yet embedded. Staff do not make the most effective use of the information they obtain about children's abilities to plan for their individual learning needs. Nevertheless, the educational programme is generally broad. Young children like imaginative activities. They play with small-world trains and a variety of animals on the carpet or use role-play props to pretend to be hairdressers. Pre-school children enjoy creative activities. They make and model with play dough, and also construct and then decorate music shakers using coloured paints. Staff establish partnerships with parents, other providers and some professionals. However, staff are currently trialling new strategies to communicate with parents so there is still scope for them to extend this even further.

### Personal development, behaviour and welfare require improvement

Due to weaknesses in teaching, children are not always highly motivated to play, explore and ultimately learn. Sometimes they flit between activities and struggle to choose things to do to become fully absorbed in activities. Nevertheless, staff foster healthy lifestyles. They encourage children to manage their self-care independently. Children adopt good hygiene routines, including regular handwashing. Staff provide children with nutritious snacks in the pre-school and they talk to children about the benefits of eating well. Staff also promote exercise. Children really enjoy physical play outside, including games with a large parachute and bubbles.

### Outcomes for children require improvement

Children do not always benefit from high levels of challenge during activities. Furthermore, the support for children with SEND is variable. Some children in this group are not supported as well as others to reach their full potential. Some children do not always progress as well as possible. In the main, pre-school children develop the basic skills they need to progress on to school. Children develop positive social interactions with their peers. They also like the responsibility of helping their teachers with some tasks. Children develop communication and literacy skills. Young children enjoy singing familiar songs with staff. Pre-school children learn to listen when required and maintain some attention. Young children like using tools in the sand to make marks and pre-school children generally enjoy story sessions.

## Setting details

<b>Unique reference number</b>	EY487440
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10084369
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Georgie Porgies Pre-School Limited
<b>Registered person unique reference number</b>	RP909993
<b>Date of previous inspection</b>	30 October 2018
<b>Telephone number</b>	07815063902

Georgie Porgie's Pre-School registered in 2013. The pre-school employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 and above. The pre-school operates all year around. Sessions are available Monday to Friday from 8am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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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