

# Inspection of Georgie Porgies Pre-School

Holbrooks Library, Briscoe Road, Coventry CV6 4JP

---

Inspection date: 18 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Staff place a high priority on ensuring all children are warmly welcomed into a safe and inviting space. They are responsive and attentive to children's needs, including those who are new and settling. Children are happy and secure and enjoy the close attachment they have with their assigned key person. Staff plan and deliver an exciting range of learning opportunities and children enjoy involving them in their play. Pre-school children listen intently during group time and show a fondness for numbers as they count the adults and children present. They eagerly identify which shape is missing from a tray and easily follow instruction as they work as a group to help make play dough. Children are inquisitive and eager to explore. For example, toddlers use a variety of tools as they mould the dough and use their senses as they play with water and paint. Staff build on what children can do and help them explore concepts, such as considering how best to make a ball move down guttering. They focus well on introducing new vocabulary. For example, children delight in independently filling their jugs with water and staff skilfully incorporate mathematical language during their interactions. Staff place a clear priority on closing gaps in children's learning. They prioritise well those children who speak English as an additional language and offer good individual attention to help them take part in activities.

## **What does the early years setting do well and what does it need to do better?**

- Good progress has been made since the last inspection. The manager and staff have made good use of the guidance and support from the local authority to help secure improvement. They benefit from a better cycle of regular supervision and training to help improve their knowledge of how to provide a rich learning environment. However, even though the manager observes staff regularly, she does not consistently help staff identify precisely how they can raise their teaching to an even higher level.
- Planning systems are securely embedded and children benefit from meaningful experiences to help them make good progress in preparation for school. Staff incorporate children's interests well into activities, for example adding pretend insects to the sand when they show an interest in these outdoors.
- Staff place a strong focus on promoting all children's communication and language skills. They sing to children during activities to help reinforce learning, and staff caring for babies often capture their attention through songs and the use of musical instruments.
- The manager and staff prioritise closing gaps in children's learning and swiftly identify any children who are identified as needing additional support. This helps staff provide targeted interventions for children with special educational needs and/or disabilities and those who speak English as an additional language.

- Staff regularly observe and assess children and plan for their next steps in learning to help them make good progress. However, staff do not use this information precisely enough to enable them to identify highly challenging next steps for the most able children that help them make the very best possible progress.
- Staff build firm relationships with children and their parents and offer good advice on parenting and health issues. They keep parents informed about their children's progress and how they can support learning at home. Parents report high levels of satisfaction and are very pleased with the progress their children make.
- Children manage risk as they climb and use the challenging play equipment. They behave well and quickly respond to staff's requests and instructions. Staff help them learn about their own and other families, and children develop close relationships with their special friends.

## Safeguarding

The arrangements for safeguarding are effective.

There are robust recruitment procedures in place to ensure staff are suitable to care for children and their ongoing suitability is assessed. Staff have a clear understanding of child protection and wider safeguarding issues, and their knowledge is tested regularly by the manager and deputy. Staff carry out daily checks to ensure the premises are safe, clean and suitable for children. They help children understand the rules in place for their safety and teach children how to keep safe on outings and in the sun.

## What does the setting need to do to improve?

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

- raise staff expectations of children even further and help staff identify how they can raise the quality of their teaching to an exceptional level
- use the information collated about children's progress more robustly to identify highly challenging next steps for the most able children that help them make the very best possible progress.

## Setting details

<b>Unique reference number</b>	EY487440
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10101489
<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 to 5
<b>Total number of places</b>	48
<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>Telephone number</b>	07815063902
<b>Date of previous inspection</b>	13 March 2019

## Information about this early years setting

Georgie Porgies Pre-School registered in 2013. It operates Monday to Friday from 8am until 3.30pm, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children. It employs 10 members of childcare staff. Of these, one holds a qualification at level 5 in early years, one holds level 4, five hold level 3 and three hold level 2.

## Information about this inspection

### Inspector

Parm Sansoyer

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out two joint observations with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019