

# Inspection of Georgie Porgies

128 Church Lane, Moston, Manchester M9 4LA

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Inspection date: 8 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

When children start at this nurturing nursery, they receive a warm welcome from the kind, caring and committed staff team. Every effort is made to ensure that children feel emotionally safe and secure during the settling-in phase and beyond. For example, children are able to settle according to their individual needs. They also have time to build special relationships with their key person. This commitment helps children to form close bonds with adults. As a result, they quickly become familiar with their new surroundings and routines.

Children enjoy learning mathematical language through play as they develop their fine motor skills in the play dough area. For example, they use a selection of plastic cutters and count 'high fives' in the shape of a hand. Staff talk to children about what they are doing. They praise them and help them to learn language in context. Children are well supported in their play by adults who know their individual needs well. Children concentrate for extended periods on activities in small groups with attentive staff. This helps them to develop a positive attitude to learning. Children also spend time outdoors in the well-designed outdoor play area and local green spaces. They benefit from physical activities, which helps to promote their good health. For example, children climb and balance on the large tree branch. At other times, they enjoy feeling the ribbons on their faces as they run through the pretend car wash.

Children go on regular outings and visits in the local community. This helps to broaden their horizons and enrich their lives. For example, children visit older people in a local care home and take part in craft activities together. These experiences help children to learn about the similarities and differences in different groups of people. This ensures that they are well placed to make a positive contribution to life in modern Britain.

Children display good manners. They say and sign 'please' and 'thank you' to staff. They also speak kindly and respectfully to their peers. The close bonds they share are evident in the way in which children frequently 'check in' with their key person during free play.

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

- The personal, social and emotional well-being of children is of paramount importance to the caring staff team. However, this ambition is not always extended to the curriculum. For example, staff do not focus sharply enough on helping children to develop their listening and attention skills. As a result, children are sometimes distracted and do not fully engage in the activities.
- Staff know the children extremely well and take the time to build strong, trusting

bonds with the children and their families. They act quickly when they have concerns about a child's development and work closely with parents. This holistic approach is very effective in helping children to make good progress.

- The special educational needs coordinator is a strength of the nursery. She works closely with external agencies which provide additional training and expertise. This improves the quality of support given to children with special educational needs and/or disabilities (SEND). Progress reviews and assessment information are used effectively to ensure that the right support is provided for children in the areas they need it most. Children with SEND are well prepared for their next stage of learning.
- Healthy lifestyles are promoted well. Children spend time outdoors being physically active. They eat nutritious, hot meals and healthy snacks. They also observe good hygiene practices. In addition, oral health is promoted with support from the local authority's oral health team. This helps children to understand the importance of making healthy food choices and brushing their teeth.
- Staff benefit from training opportunities which help them to improve their knowledge of child development. However, leaders and managers do not have a sharp focus on identifying curriculum matters which are clearly linked to improving the quality of education.
- Parent partnerships are strong. Parents speak very highly of the staff team. They appreciate the high level of care, responsiveness and the flexibility offered to them. For example, staff support parents who are returning to work or training. They provide flexible hours and advice on health matters. Parents feel secure to seek advice, help and support from the staff team. This strong partnership develops consistency between nursery and home for children.

## Safeguarding

The arrangements for safeguarding are effective.

Clear recruitment and vetting procedures ensure that staff working with children are suitable. Staff members carry out risk assessments effectively to ensure that children are safe on the premises and on visits in the community. For example, staff complete a log of broken toys to ensure that equipment is safe for children to use. Children wear high-visibility jackets when on outings and learn how to keep themselves safe when crossing the roads. Managers use staff meetings to promote effective safeguarding practice. In addition, the mobile phone policy is well implemented. All staff place their mobile phones in named pockets in the office at the beginning of the day. This ensures that all staff's mobile phones are out of use when children are present.

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

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

- develop staff's knowledge of the curriculum to help to improve the quality of education
- provide further opportunities for children to develop good attention and listening skills.

## Setting details

<b>Unique reference number</b>	EY482703
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10217730
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Garner, Georgina
<b>Registered person unique reference number</b>	RP516899
<b>Telephone number</b>	0161 2050420
<b>Date of previous inspection</b>	6 September 2016

## Information about this early years setting

Georgie Porgies registered in 2015 and is situated in Moston, Manchester. The nursery employs seven members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and four hold qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 8.30am until 4.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rachel McHugh

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The inspector viewed the nursery and discussed the safety and suitability of the premises.
- The deputy manager, the manager and the inspector had a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.

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.

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