

# Inspection of Georgie Porgies Nursery Limited

17 Market Street, Denton, Manchester, Lancashire M34 2FH

---

Inspection date: 12 August 2022

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

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

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

### **The provision is good**

The motto of 'giving children the best start for their future' is what makes this nursery so special. Children cannot contain their excitement as they arrive at this vibrant nursery. Their singing fills the air and they are eager to play with their friends. Some routines are slightly different due to the COVID-19 pandemic. For example, extra hygiene measures are in place and children are taught about the importance of washing their hands. Everywhere you look, children are engaged and motivated to learn. They show positive attitudes towards their learning and behave well. Children relish opportunities to welcome visitors to their nursery. Older children tell the inspector that they 'love to come to the nursery'.

Children have a strong sense of belonging and settle well. They embrace staff with hugs, and beam with delight when they see their key person. Babies enjoy exploring paint. They show excellent levels of perseverance while learning how to operate electronic toys. Toddlers enjoy exploring toy boats in water. They fascinate while talking about what they might see in the woodland. Pre-school children discuss caring for the pet fish and excitedly talk about a recent visit to the local ice-cream van. Children develop good levels of independence. They feed themselves, help to tidy toys away, and are well prepared for their move on to school.

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

- The dedicated manager exhibits strong leadership skills. She leads the nursery with passion and determination, and wants the very best for all children. She is ably supported by an experienced senior leadership team who all share the same vision. Self-evaluation is accurate and includes the views of parents, staff and children. Improvement plans are ambitious and are monitored with rigour.
- Overall, children receive an ambitious and well-thought-out curriculum, which builds on what they already know and can do. That said, some staff are less confident in understanding what leaders intend them to teach children. For example, some staff introduce children to sea creatures, such as jelly fish. However, some staff are unsure about how to answer the questions that children ask, and are not clear about what to teach them next. This means that some activities are not always pitched at the right level and do not always extend children's learning.
- Leaders give staff well-being high priority. They provide staff with support, guidance and coaching during supervision sessions and appraisal meetings. Staff comment that working at the nursery is like 'being part of one big family'.
- Care practices are good. Staff spend time getting to know children and their families during the settling-in process. Children are confident and self-assured. They are keen to try new things and do not give up until a task is complete.
- The support in place for children with special educational needs and/or

disabilities (SEND) is excellent. Intervention plans are monitored with precision, and links with external professionals are robust. Gaps in learning close quickly and children with SEND make good progress.

- In the main, staff support children's communication and language skills well. They listen to them with interest and introduce new words. However, on occasion, staff do not always use the correct vocabulary when talking to children, and do not provide them with sufficient time to respond to questions.
- Leaders identify that they would like to strengthen children's understanding of the world that they live in. They want to teach children about differences and similarities beyond their own experiences. For example, they want to further develop children's understanding of different cultures, families and celebrations.
- Partnership working is strong. Links with parents, schools and external professionals are secure. Parents commend staff on their caring nature. Typical comments include, 'I could not have chosen a better place for my child'.
- Leaders use additional funding well. They provide learning opportunities for children that they would not usually experience. These include Spanish and yoga lessons. Children enjoy these activities and freely talk about them.
- Staff provide children with good opportunities to be physically active. Toddlers enjoy climbing and balancing outdoors. Older children learn how to use a slide, and babies pull themselves up on to low-level apparatus.

## **Safeguarding**

The arrangements for safeguarding are effective.

Robust risk assessments are in place and all areas of the premises are safe. Recruitment and vetting processes are effective. Leaders ensure that all adults working with children undergo stringent suitability checks. All staff attend safeguarding training and understand the whistle-blowing policy. They are aware of the local referral procedure and are astute to the possible signs and indicators of abuse and neglect. Staff access paediatric first-aid training and know how to deal with accidents. Furthermore, older children take part in first-aid lessons to teach them about helping others in an emergency situation. Complaints are dealt with exceptionally well and complainants receive a detailed outcome.

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

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

- support staff to better understand what leaders intend them to teach children
- strengthen children's communication and language skills, by supporting staff to use the correct vocabulary and provide children more time to respond to questions
- refine the curriculum to support children to learn about similarities and differences beyond their own experiences.

## Setting details

<b>Unique reference number</b>	EY246324
<b>Local authority</b>	Tameside
<b>Inspection number</b>	10109687
<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>	0 to 4
<b>Total number of places</b>	135
<b>Number of children on roll</b>	107
<b>Name of registered person</b>	Georgie Porgies Nursery Limited
<b>Registered person unique reference number</b>	RP905853
<b>Telephone number</b>	0161 320 1616
<b>Date of previous inspection</b>	12 November 2012

## Information about this early years setting

Georgie Porgies Nursery Limited registered in 2003. The nursery employs 22 members of childcare staff, all of whom hold early years qualifications at level 2 and above. The nursery is open each weekday from 7.30am until 6pm, except for public holidays. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Luke Heaney

## Inspection activities

- This was the first routine inspection the provider 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 his evaluation.
- The manager and the inspector completed a learning walk.
- A joint observation was carried out by the inspector and deputy manager.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability and training of staff.
- The inspector held discussions with the management team, staff and children at appropriate times during the inspection.
- The views of parents were taken into consideration by the inspector through written testimonials, telephone calls and discussions.

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 2022