

Inspection of Georgie Porgies Sessional Care Centre

5-7 Albert Street, Denton, Manchester, Lancashire M34 6ZA

Inspection date: 19 January 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Children happily enter the setting and eagerly explore the well-resourced learning environment. Children feel safe and secure. They quickly form emotional attachments to their key person. Children who are settling in enjoy positive interactions, which helps to support their emotional well-being. Staff get to know the children well, to get a clear understanding of children's starting points. Children play outside in a safe, well-planned area, with tricycles, a mud kitchen and space to move around. This helps to promote their physical skills. Children delight in catching falling snowdrops and watching them melt in their hands, helping to expand their understanding of the weather.

Children concentrate with intent while playing cooperatively with a train track. They work well together to share the pieces, helping each other to fit them together. Children show good behaviour and attitudes towards their learning and with each other. During group activities, older children name and describe animals and musical instruments. Children talk about a zebra's colours and pattern, while others excitedly tell the group that zebras can be found in the zoo. They take turns to answer questions, developing their listening and attention skills. Children are engrossed in balancing blocks on a tall tower. Staff further extend this opportunity by naming the number of blocks. This supports children's mathematical knowledge.

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

- Through effective questioning, practitioners skilfully encourage the children to think and work out answers for themselves. Staff deliberately give lots of time for children to respond. This helps to encourage less-confident children to talk in a group and develop their communication and language skills.
- Leaders are clear about the skills and knowledge they want children to gain from the well-designed and sequenced curriculum. Overall, the curriculum is ambitious for all children, including those with special educational needs and/or disabilities (SEND). Staff ensure that children with SEND access necessary support from relevant professionals. They provide targeted learning plans to ensure the curriculum is tailored to meet children's individual needs. However, on occasion, the curriculum for children with SEND is inconsistently implemented, resulting in some children being less settled and ready to learn.
- Children show good levels of engagement and are keen to have a go at moulding dough balls themselves, using their hands and tools. Some children want a little support. Staff help children by showing them how to do it, encouraging them to try. This can help to build children's confidence, enabling them to develop a 'have-a-go' attitude to their learning.
- Regular visits to the local area support children's understanding of the area in which they live. For example, children visited the town hall to take flowers and

cards when the Queen died. Children help to make a fairy trail in the local park, which they visit at the weekend with their families. This helps to support their continued learning at home. Children learn about people's differences. For instance, staff promote Chinese New Year with various activities and displays across the setting. Children understand their own uniqueness and that not everyone has the same beliefs and cultural traditions.

- Leaders work in cooperation with local schools to help prepare children to be ready for their next stage in learning. For example, teachers share what they want children to know and be able to do when they arrive. This information helps to shape the setting's curriculum goals, which have been implemented effectively.
- The manager strives for continual progress and can explain what needs to change to drive improvement in the setting. Leaders monitor staff practice effectively. They work alongside staff and hold regular supervision meetings with them. Staff speak highly of the manager and feel their well-being is supported through good communication and teamwork.
- During the inspection process, it was identified that the provider had not notified Ofsted of a change to registration details. While this is a breach of the legal requirements, it does not impact on the safety, care or education of the children. As soon as this was brought to their attention, leaders took prompt and effective action. When talking to the inspector, leaders demonstrated a secure understanding of their responsibility to inform Ofsted of all required information in future.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a secure knowledge of safeguarding practices and how to keep children safe. They know about the signs and symptoms that might indicate that a child is at risk of harm. Staff are aware of a wide range of safeguarding issues, such as domestic abuse, and are experienced in supporting children in need. Staff confidently discuss local safeguarding procedures and the steps to take should a concern for a child's well-being arise. Recruitment procedures ensure that appropriate checks are completed to determine the suitability of staff.

What does the setting need to do to improve?

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

- continue to improve staff's knowledge in implementing the curriculum, to enable all children, including those with SEND, to achieve the best possible outcomes.

Setting details

Unique reference number	EY484379
Local authority	Tameside
Inspection number	10264492
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	80
Number of children on roll	25
Name of registered person	Georgie Porgies Nursery Limited
Registered person unique reference number	RP905853
Telephone number	0161 320 1616
Date of previous inspection	16 June 2017

Information about this early years setting

Georgie Porgies Sessional Care Centre registered in 2014. The setting employs six members of childcare staff. Of these, one member of staff holds an appropriate early years qualification at level 6, four hold appropriate early years qualifications at level 3, and one member of staff is unqualified. The setting opens Monday to Friday, from 9am until midday, during term time only. It provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Gill Blackwell

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 their evaluation of the provider.
- The manager carried out a learning walk with the inspector and talked about what they want their children to learn.
- The inspector carried out observations of the interactions between staff and children.
- The special educational needs coordinators spoke to the inspector about how they support children with SEND.
- Staff, parents, and children spoke to the inspector throughout the inspection.
- The inspector held a leadership and management meeting with managers.

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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