

Inspection of Georgie Porgie's Network Nurseries (registration until: 10 Jan 2025)

94-96 Hill Top Drive, ROCHDALE, Lancashire OL11 2RL

Inspection date: 10 December 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Staff focus on building strong relationships with children when they start, which helps children to settle quickly at the nursery. There is an effective key-person system that ensures all children are provided with stability, which helps them to build positive relationships and gain confidence. There are noticeable warm and affectionate relationships between staff and children. Staff are positive role models and prompt good manners. For example, children welcome visitors to the setting with a smile and confidently introduce themselves. Children are polite, respectful and sociable individuals, and behaviour is good.

The curriculum developed in the nursery is balanced and well sequenced. All staff have a clear understanding of what they want children to learn while they are at nursery. The curriculum to develop children's independence, self-help and resilience is particularly strong. Toddlers put their coats on as they prepare for outdoor play. Older children hold each other's hands as they balance on the obstacle course. They encourage their friends to 'keep trying' and celebrate their achievements together. This helps children to develop self-assurance and positive well-being. All children make good progress in their learning.

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

- There is a clear focus on supporting children's communication and language development. For example, toddlers delight as staff sing songs about washing hands. They excitedly join in with the actions that accompany the song. In addition, pre-school children extend their vocabulary through staff's effective questions, helping children to think critically and problem-solve. Children develop expressive language and communication skills and confidently extend their vocabulary.
- Staff successfully embed mathematics into activities and conversations. For example, toddlers learn about shapes. Older children are encouraged to recognise the similarities and differences in numerals. For example, staff teach older children that the 'number six' is also a 'number nine' when turned upside down. All children develop an understanding of early mathematics in preparation for school.
- Staff teach children to respect the similarities and differences between themselves and others. As children explore their images through mirrors, staff encourage them to talk about how they have different hair and eye colour to their friends. In addition, staff ensure that they teach children about a range of multicultural festivals throughout the year. This helps children to develop an understanding and appreciation of equality and diversity.
- Staff provide children with healthy, nutritious snacks. They closely supervise when children are eating. All dietary requirements are catered for, and allergy

management strategies are secure. Furthermore, children have opportunities to develop their independence as they serve their own food and pour drinks at mealtimes. Children demonstrate good table manners and are well prepared for their next stage in learning.

- Staff implement effective systems to monitor and assess children's development. They quickly identify and provide necessary support to help close gaps in children's learning. Children with special educational needs and/or disabilities are well supported. Staff work closely with parents and other agencies to ensure that children get the help they need to move forward in their learning.
- Partnerships with parents are strong. Parents are full of praise for the nursery, saying their children have 'thrived' since attending. Staff consider ways to support parents to be involved in their child's learning, such as organising parents stay and play. They use these opportunities well to help parents understand what their children are learning.
- Staff are keen to ensure children's safety. They carry out risk assessments throughout the day, indoors and outdoors, to ensure that the premises and equipment are safe. For example, staff discuss the importance of road safety and ensure that children wear high-visibility jackets. Children are supervised effectively and are developing an understanding of how to stay safe.
- Overall, leadership and management is good. Morale is high with staff. They feel listened to and are supported to undertake regular training and qualifications. This provides a happy environment for children. However, leaders have failed to notify Ofsted of significant events, such as a change in manager. Although this is a breach in requirements, there is no impact on the children or the running of the nursery.
- Overall, children demonstrate good levels of concentration across the nursery. For example, toddlers concentrate for long periods as they develop their small muscles by manipulating play dough. However, during some group times, noise levels increase and some children find it hard to listen, hear and concentrate on the valuable learning experience. This means that children do not always fully engage in the intended learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- review the planning of small group times to reduce noise levels and support children to be able to listen, concentrate and take part.

Setting details

Unique reference number	EY541828
Local authority	Rochdale
Inspection number	10364274
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	42
Number of children on roll	34
Name of registered person	Garner, Georgina
Registered person unique reference number	RP516899
Telephone number	01706 345516
Date of previous inspection	15 January 2019

Information about this early years setting

Georgie Porgie's Network Nurseries registered in 2016 and is situated in Rochdale, Lancashire. It is one of three settings owned by the same private provider. The nursery employs six members of childcare staff, including the manager. Of these, three hold appropriate early years qualifications at level 3 and two hold qualifications at level 2. The nursery opens Monday to Friday, from 9am to 4pm, during term time only. The nursery offers the government funded places for childcare.

Information about this inspection

Inspector
Kelly Little

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector carried out a joint observation with the manager.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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