

Georgie Porgie's Network Nurseries

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



Inspection date	15 January 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding	1
		Not applicable	
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The manager leads her team with true inspiration and admirable enthusiasm. Staff are extremely passionate about their role as early years practitioners. They work exceptionally hard and strive to provide high-quality care and education for all children.
- Well-qualified staff make excellent use of information from observations of children's play to accurately assess what children know and can do. They have a superb knowledge of how children learn best and plan exceptionally challenging activities that capture children's interests. Children are highly motivated, confident, independent learners.
- Key persons are extremely caring and sensitive and show genuine affection for the children in their care. Children develop exceptionally close relationships with staff and very strong friendships with each other. They demonstrate high levels of self-esteem and emotional security in this extremely welcoming, nurturing environment.
- The environment is rich, superbly organised, stimulating and imaginative. Resources, toys and equipment are of a high quality, easily accessible and help to promote all areas of learning. Children enthusiastically explore the environment and make independent choices about what they want to do.
- Partnerships with parents are outstanding. The arrangements for sharing information are highly effective and help to promote high levels of continuity and consistency for all children. Parents are fully involved in all aspects of nursery life and are provided with a wealth of information that helps them to support children's learning at home. They are highly complimentary about the nursery and staff and extremely impressed with the rapid progress that their children make.
- Staff work extremely closely with other early years providers and feeder schools. They attend meetings with teachers to discuss children's progress and pass on relevant information about their learning. This helps children to experience a smooth transition as they move on to the next stage of their learning.

What the setting needs to do to improve further

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

- continue to implement highly effective arrangements for self-evaluation to help to drive and sustain already outstanding practice.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector talked to staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation of a planned adult-led activity with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, including children's records, safeguarding policies and procedures and evidence of the qualifications and suitability of staff working in the nursery.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Julie Kelly

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. Staff have an excellent understanding of the signs and symptoms of abuse and neglect. They have a superb knowledge of the referral procedures to follow should they have concerns about the safety or welfare of a child. The manager uses her expert knowledge and experience to role model practice, guide and support staff and carries out regular supervision meetings to manage their performance. Training is sharply focused on meeting the individual learning needs of staff and helping to improve learning outcomes for children. This helps to ensure that the quality of teaching and learning continues to improve. Self-evaluation is highly effective. The manager fosters a culture of self-reflection and recognises that this is crucial to help to ensure that children continue to receive high-quality experiences. The manager monitors the progress of all children who attend the nursery, including different groups of children. Data obtained is used to maximum effect to address areas where children make slower progress and the achievement gap is closing rapidly.

Quality of teaching, learning and assessment is outstanding

Staff use exceptionally effective teaching strategies and high-quality interactions during children's self-chosen play which helps to enhance their learning to an optimum level. Staff use a running commentary to describe what children are doing, introduce new words to extend their vocabulary and use pictures, signs and symbols to support children who are not yet communicating verbally. Pre-school children name sea creatures, such as 'crab', 'shark', 'seahorse', 'squid' and 'octopus' and explain that, 'A crab has a shell on it's back'. Younger children have a wonderful time when they engage in the 'Disco Dough' activity. They roll, squeeze, pat and poke the dough and make patterns in it with their fingers. This has a positive impact on the development of their small muscle control and early literacy skills in readiness for school. Staff track children's individual progress which enables them to quickly identify any gaps in their learning and seek external intervention and support, if necessary.

Personal development, behaviour and welfare are outstanding

Children thrive and are extremely happy and settle well in this high-quality nursery. Staff provide children with clear and consistent boundaries and play alongside them which helps to teach them how to share and take turns. Children's behaviour is exemplary. Staff help children to learn about the similarities and differences between people and communities and the wider world. Regular walks to the library, shops and building site help children to develop an excellent knowledge of the local community.

Outcomes for children are outstanding

All children make rapid progress. They develop an excellent understanding of linking letters to sounds and a keen interest in writing their name. Older children count reliably to 10 and use mathematical language, such as 'big, bigger, biggest, small, smaller and smallest'. They confidently name shapes, such as 'circle, triangle, cone' and 'square'. Children gain an excellent range of skills, abilities and attitudes that help to prepare them extremely well for future learning and school.

Setting details

Unique reference number	EY541828
Local authority	Rochdale
Inspection number	10080233
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	2 - 4
Total number of places	42
Number of children on roll	34
Name of registered person	Garner, Georgina
Registered person unique reference number	RP516899
Date of previous inspection	Not applicable
Telephone number	01706 345516

Georgie Porgie's Network Nurseries registered in 2016. 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 manager is qualified to degree level. The nursery opens Monday to Friday, from 9am to 4pm, during term time only. It provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

