

# Georgie Porgie's Nursery

Moss Side Childrens Centre, 30 Selworthy Road, Manchester M16 7UH



<b>Inspection date</b>	22 May 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The provider, manager and staff collectively have a passion for working with children. They are committed to offering quality care and learning opportunities for the families within their local community.
- The manager establishes close working relationships with other professionals. She liaises regularly with local authority quality advisers and a Sure Start centre manager. They offer a wealth of advice, guidance and ideas to enhance the practice within the setting. The manager and staff implement their recommendations to improve and demonstrate a positive attitude to self-evaluation.
- Staff deployment throughout the nursery is good. Staff remain near children at all times and are vigilant about children's safety. Supervision is given utmost priority by attentive staff.
- Risk assessment systems are rigorous. The manager and staff regularly check the environment and are aware of what presents a hazard to children. They take steps to minimise all potential risks. Children play and learn in a safe space.
- The provider ensures children of all ages have access to a stimulating environment. Equipment and resources throughout the setting are safe, high quality and varied.
- The key-person system throughout the setting is effective. Staff know children well and share affectionate bonds with them.
- Children enjoy hot, homemade meals each day. The setting has a varied menu plan and meals are balanced and nutritious, contributing to children's good health.
- Staff observe children and know them well. The programme of learning is engaging and children remain continually busy. However, some planned activities do not precisely address children's gaps in learning to help children make rapid progress.
- Systems for peer observations are not fully established and rigorous enough to coach and mentor staff at the very highest level.

## What the setting needs to do to improve further

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

- strengthen planning and offer activities with more-precise learning objectives to close gaps in children's learning swiftly, and help them make outstanding progress
- refine systems to observe and mentor staff to create a culture of peer review and reflection and improve practice even further.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the deputy manager.
- The inspector held a number of discussions with the provider, manager and staff. She looked at relevant documentation and evidence of the suitability of staff working on the premises.
- The inspector spoke to children during the inspection.
- The inspector spoke with parents and took account of their views and comments.

#### Inspector

Michelle Jacques

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff understand their safeguarding responsibilities and know how to identify and report any child protection concerns. Staff understand how to respond to accidents, if they occur, in an appropriate way. This helps to protect children's welfare. Staff engage in effective communication with parents. For example, parent notice boards located throughout the setting display a wealth of information. Parents have access to children's online learning records. Staff actively encourage parents to continue to support their children's learning at home. Partnerships with parents are good. Staff recruitment and selection is rigorous and all staff undergo a thorough induction to contribute to consistent quality practice.

### Quality of teaching, learning and assessment is good

The quality of teaching throughout the setting is consistently good. Staff have high expectations of children and challenge is regularly weaved into play. For example, children patiently wait in line prior to coming indoors. Children are encouraged to count the total number of children waiting. Challenge is incorporated as children solve simple mathematical problems as the line gets larger and smaller. Children approach this challenge with a positive 'can-do' attitude. They eagerly count and begin to understand quantities and calculations. Children enjoy active participation in activities and learning is made enjoyable. For example, children learn about the natural world as they find leaves in the garden. Children develop social skills as they show each other what natural items they have discovered. Staff offer children a balance of adult-led and child-initiated games, and children remain busy and engaged in their learning.

### Personal development, behaviour and welfare are good

Children thrive in their emotional well-being, supported by the positive interactions they receive from friendly staff. Staff listen to children and value their comments, helping to build their already good self-esteem further. Staff celebrate children's efforts and offer genuine praise and encouragement. Children are provided with cuddles and affection if they are reluctant to join in. They respond very well and quickly regain confidence in readiness to learn. Children learn how to play cooperatively and behaviour is good. For example, when only one ball is available, children kick the ball to each other and take turns in a fair manner. Children learn compassion and empathy. For example, they tend to strawberry plants in the garden. They nurture the fruit and take responsibility for the plant. Children grow into respectful and helpful individuals supported by kind staff.

### Outcomes for children are good

Children make good all-round progress from their starting points. They are confident and motivated learners who are keen to join in. This positive attitude creates a secure foundation for learning. Children's communication skills develop well and they extend their vocabulary daily. Young children hold chinks and make spontaneous marks in preparation for early learning. Babies begin to feed themselves with increasing success, developing necessary self-care skills. Older children confidently serve their own food and pour themselves drinks, extending their independence in practical ways. Children prepare well for the next stage in their learning and eventual move to school.

## Setting details

<b>Unique reference number</b>	EY557677
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10107318
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	100
<b>Number of children on roll</b>	91
<b>Name of registered person</b>	Garner, Georgina
<b>Registered person unique reference number</b>	RP516899
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0161 232 9794

Georgie Porgie's Nursery registered in 2018 and is located in Manchester. The setting employs 14 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, five hold appropriate qualifications at level 2 and one at level 5. The setting opens Monday to Friday from 7.30am to 6pm, all year round, except for bank holidays. It provides funded early education for two-, three- and four-year-old children.

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