

Georgie Porgies

128 Church Lane, Moston, Manchester, M9 4LA



Inspection date	6 September 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the 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 quality of teaching is good. The manager is well organised, capable and effective. She has worked hard with her team to achieve a high standard of childcare.
- Children develop a strong bond with the caring staff team. They quickly settle in and show feelings of security through their growing friendships with their peers.
- The well-qualified staff provide a good balance of interesting and exciting activities based on children's individual assessments, achievements and current interests.
- Leaders and staff provide effective role models. This encourages children to develop good personal skills and manners. Staff ensure that children are well behaved, polite and helpful.
- The manager uses accurate self-evaluation effectively and involves the staff team to identify and prioritise areas for ongoing improvement.
- Partnerships with parents and with other professionals are effective. Information is regularly exchanged to help staff plan carefully for children's needs. Parents express high levels of satisfaction with the progress their children make.

It is not yet outstanding because:

- Staff do not always allow children sufficient time to work at their own pace and select resources they want, in order to further support their independence.
- The process of monitoring and evaluating staff practice is not incisive enough to promote highly effective teaching.

What the setting needs to do to improve further

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

- give children more time to finish activities and select their own resources in their own way and at their own pace, in order for them to extend their learning experiences.
- develop a more effective process for evaluating staff practice to promote highly effective teaching.

Inspection activities

- The inspector observed the quality of teaching both indoors and outdoors, and assessed the impact on the children's learning.
- The inspector spoke to the manager, deputy manager, staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector looked at relevant documentation, such as children's learning journeys and planning.
- The inspector looked at policies and procedures and checked evidence of staff qualifications and suitability.
- The inspector took into account the views of the parents during the inspection.

Inspector

Lindsey Wallwork-Jones

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of their responsibilities to safeguard children and the procedures to follow in the event of any concerns about children's welfare. Recruitment procedures are robust. Staff are thoroughly vetted to ensure they are suitable to work with children. The manager has high expectations of her staff and ensures during their induction period that they are fully aware of the nursery's policies and procedures. Staff access regular training opportunities which have developed their existing qualifications and skills. All staff benefit from appraisals and observations as part of their continual professional development. Partnerships with parents and other professionals are especially good and enable children to receive extra support with their learning and development. For example, staff work closely with parents to support children who speak English as an additional language and make referrals to appropriate external agencies.

Quality of teaching, learning and assessment is good

Staff undertake regular observations of children as they play to assess their developmental stage. Staff plan a good range of activities and experiences that appeals to children's interests and promotes their progress in all areas of learning. The manager closely monitors the progress of individual and groups of children to identify and address any gaps as soon as they emerge. Children have regular opportunities to be outdoors in the fresh air and they engage in a wide range of physical activities. For example, the older children enjoy playing on bikes and scooters and have fun throwing and catching the sponge balls. In the water tray the younger children tip and pour the water from one container to another. Staff use this opportunity well to support children's mathematical understanding. Information is shared with parents regularly, who also share their own examples of children's learning at home.

Personal development, behaviour and welfare are good

Staff create a welcoming and stimulating environment. The key-person system is effective and the children settle well into the nursery routine. Children show how secure they feel with staff. They approach them readily for comfort and support. Staff promote personal independence. For example, children excitedly wash their hands ready for snack time. Children are exceptionally well behaved, and staff role model good behaviour and have high expectations. They learn about making healthy choices at snack time. For example, choosing milk or water and a variety of fruits. Staff support children to gain an understanding of people, their community and the wider world.

Outcomes for children are good

All children, including those in receipt of funding, children who have special educational needs or disability, and those who speak English as an additional language, make good progress. Children develop good levels of confidence and independence. Good opportunities for exploratory play encourage children to be inquisitive, to want to find out how things work and to try new things. They are acquiring good skills and attitudes to support their future education.

Setting details

Unique reference number	EY482703
Local authority	Manchester
Inspection number	1003141
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 28
Total number of places	45
Number of children on roll	30
Name of registered person	Georgina Garner
Registered person unique reference number	RP516899
Date of previous inspection	Not applicable
Telephone number	0161 2050420

Georgie Porgies Day Nursery was registered in 2014 and is situated in Moston, Greater Manchester. The nursery currently employs seven members of staff, six of whom hold an appropriate early years qualification. The nursery is open Monday to Friday during term time only. Children attend for a variety of sessions between 9am and 4.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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