

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Buddies Childtime Centre,
Omagh

Report of an Inspection
in May 2013



Providing Inspection Services for
Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure

CUSTOMER
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EXCELLENCE



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In this report, proportions may be described as percentages, common fractions and in more general quantitative terms. Where more general terms are used, they should be interpreted as follows:

Almost/nearly all	-	more than 90%
Most	-	75%-90%
A majority	-	50%-74%
A significant minority	-	30%-49%
A minority	-	10%-29%
Very few/a small number	-	less than 10%

In assessing the various features of the provision, Inspectors relate their evaluations to six descriptors as set out below:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

STATISTICAL INFORMATION

Name of pre-school setting:	Buddies Childtime Centre
Address:	18 Woodbank Road OMAGH Co Tyrone BT79 0NB
Management Type:	Private
Date of inspection:	8 May 2013
Date of previous inspection:	N/A

1. Details of Children

Total number of children:	am session	pm session
attending the pre-school setting	12	-
in their immediate pre-school year	7	-
funded by Department of Education (DE)	7	-
qualifying under DE admission criteria 1 & 2	0	-
with a statement of special educational needs	0	-
without a statement but receiving therapy or support from other professionals for special educational needs	0	-
with English as an additional language	0	-
who left in previous school year to attend reception provision within a primary school	0	-
Attendance:		
attendance** of funded children for the previous school year	N/A	-

* Special Educational Needs = fewer than five

** Calculated from the date when the intake was complete

2. Details of Staff

Number of:	Full-time	Part-time
Staff, including leader	2	0
Number of staff holding a recognised child care qualification	2	0
Number of staff holding a recognised teaching qualification	0	0
New appointments within previous 12 months	2	0

Number of: ***	
Students	0
Trainees	0

*** Total placements since September of current year

3. Details of Sessions

Duration of morning session	Duration of afternoon session	Number of days open in previous year
2½ hours	-	-

4. Parental Questionnaires

Number issued to parents:	7
Percentage returned	57%
Number of written comments:	3

1. Introduction

Buddies Childtime Pre-school Centre is a privately owned setting within the Buddies Childcare Day Care Centre on the Woodbank Road on the outskirts of Omagh, County Tyrone. The setting has received Department of Education funding since September 2012.

2. Inspection methods and evidence base

The inspection evaluations are based on evidence gained from in-class observations and from a range of documentation provided by the pre-school.

The views of the parents, staff, and management group were sought through a confidential questionnaire prior to the inspection. Seven questionnaires were issued to the parents. Four were returned, three of them with additional written comments. One member of staff completed the questionnaire. Most of the returns from the questionnaires indicated high levels of satisfaction with the work of the pre-school; in particular, the parents expressed their appreciation of the welcoming and caring staff. The reporting inspector shared the responses from the questionnaires and the small number of issues raised, with the staff and the management of the centre.

3. Overall finding of the inspection

In the areas inspected, the quality of education provided by this pre-school setting is good; the pre-school has important strengths in most of its educational and pastoral provision. The inspection has identified an area for improvement in the provision for learning which the pre-school has demonstrated the capacity to address. The inspectorate will monitor the pre-school's progress on the area for improvement.

Summary of key findings

Children's Achievements	Good
Quality of Provision	Good
Leadership and management	Good

KEY FINDINGS OF THE INSPECTION

4. Children's achievements

The quality of the children's achievements is good

Almost all of the children are well-settled for the time of year and are developing positive attitudes to their learning. They respond well to the established routines and are developing good levels of independence. The children make good use of the range of activities on offer in the playroom and outdoors.

Almost all of the children engage in sustained, purposeful play; they play collaboratively and communicate well with the adults and with their peers.

The children have a keen interest in the arts; during the inspection they created attractive work from the range of media available and independently listened and responded to music.

5. Provision for learning

The quality of the provision for learning is good

The quality of the arrangements for pastoral care is good. The staff are caring and supportive; they know the children very well. The staff have worked hard at developing a consistent, positive approach to behaviour management which they implement effectively; they have appropriately identified the need for further training in this area.

The quality of the interaction between the staff and the children is consistently of a good quality. The staff model good play and develop the children's language through sustained open-ended discussions. The staff now need to develop their interactions further in order to respond more fully to the children's needs and interests.

The staff have worked hard to provide a well-organised and stimulating learning environment. Children's language is extended through the provision of an attractive reading area and the good opportunities to use books throughout the playroom. There are examples of the children's early mark making and representational drawings on display around the playroom.

The planned activities in the playroom and in the recently refurbished outdoor area provide opportunities for learning across all the areas of the pre-school curriculum. The children's learning experiences are further enhanced with the provision of natural resources for play in both the indoor and outdoor play activities

The staff have developed a thorough and comprehensive approach to planning, to observing the children at play and to recording their responses. They use their observations well to assess the children's progress. The staff now need to make better use of the observations and the daily evaluations to inform further their short term planning, in order to meet the differing needs of all the children and to guide better their interactions with the children.

The children are provided with a healthy snack and engage in a range of well-planned physical activities, both indoors and outdoors.

The provision for children with special educational needs is good; there are effective education plans in place which guide well the work of the staff. Good links have been made with the relevant external agencies.

6. Leadership and management

The quality of leadership and management is good

The staff have developed a team approach to the work of the pre-school setting. They have made a good start to the process of self-evaluation and have appropriately identified areas for improvement within the setting's provision which have led to significant improvements in the learning experiences provided for the children.

The staff have developed good links with the parents; they keep them up to date with their child's progress and inform them about aspects of the provision and work of the setting through a regular newsletter and weekly updates on the planned activities.

The pre-school staff have the support of an early years' specialist (EYS) from The Early Years Organisation. The EYS has provided very good, well-focused support to the playgroup staff which has enabled them to bring about improvements in the setting's provision.

On the basis of the evidence available at the time of the inspection the pre-school has satisfactory arrangements in place for safeguarding children. These arrangements broadly reflect the guidance issued by the Department of Education but the following area needs to be addressed:

- the recently appointed designated and deputy designated persons for safeguarding, in the pre-school setting require further training.

CONCLUSION

In the areas inspected, the quality of education provided by this pre-school setting is good; the pre-school has important strengths in most of its educational and pastoral provision. The inspection has identified an area for improvement in the provision for learning which the pre-school has demonstrated the capacity to address. The inspectorate will monitor the pre-school's progress on the area for improvement.

The area for improvement is:

- the staff now need to make better use of the observations and assessments of the children's learning and the daily evaluations to inform further their short-term planning, in order to meet the differing needs of all the children and to guide better their interactions with the children.

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