

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Country Kids Day Nursery,  
Donaghadee

Report of an Inspection  
in October 2012



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

CUSTOMER  
SERVICE  
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

<b>Name of pre-school setting:</b>	Country Kids Day Nursery
<b>Address:</b>	223 Killaughey Road DONAGHADEE Co Down BT21 0LJ
<b>Management Type:</b>	Private
<b>Date of inspection:</b>	3 October 2012
<b>Date of previous inspection:</b>	N/A

### 1. Details of Children

<b>Total number of children:</b>	<b>am session</b>	<b>pm session</b>
attending the pre-school setting	25	-
in their immediate pre-school year	25	-
funded by Department of Education (DE)	24	-
qualifying under DE admission criteria 1 & 2		-
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	-
<b>Attendance:</b>		
attendance** of funded children for the previous school year	91.7%	-

\* Special Educational Needs = fewer than five

\*\* Calculated from the date when the intake was complete

## 2. Details of Staff

<b>Number of:</b>	<b>Full-time</b>	<b>Part-time</b>
Staff, including leader	3	1
Number of staff holding a recognised child care qualification	3	1
Number of staff holding a recognised teaching qualification	1	0
New appointments within previous 12 months	0	0

<b>Number of: ***</b>	
Students	
Trainees	

\*\*\* Total placements since September of current year

## 3. Details of Sessions

<b>Duration of morning session</b>	<b>Duration of afternoon session</b>	<b>Number of days open in previous year</b>
2½ hours	-	187

## 4. Parental Questionnaires

Number issued to parents:	22
Percentage returned	82%
Number of written comments:	11

## 1. Introduction

Country Kids Day Nursery moved into new purpose-built accommodation when the group joined the Preschool Expansion Programme in September 2010. The playgroup is situated in a rural setting on the outskirts of Donaghadee, Co Down.

## 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 setting.

The views of the parents, staff, and management group were sought through a confidential questionnaire prior to the inspection. Twenty-five questionnaires were issued to the parents and eleven were returned with six written comments. All of the staff and one member of the management group also returned the questionnaires. Almost all of the returns from the questionnaires indicated very high levels of satisfaction with all aspects of the work of the setting. The reporting inspector discussed any issues raised through the questionnaires with the leaders and the member of the management group who attended the oral report back.

## 3. Overall finding of the inspection

In the areas inspected, the quality of education provided by this pre-school setting is outstanding; the quality of pastoral care is also outstanding. The pre-school setting has demonstrated its capacity for sustained self-improvement

Summary of key findings

Children's Achievements Quality of Provision Leadership and management	Outstanding Outstanding Outstanding
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## KEY FINDINGS OF THE INSPECTION

### 4. Children's Achievements

**The quality of the children's achievements is outstanding.**

- The children are very well-settled, for the time of year, and are developing very positive attitudes to their learning.
- During the inspection, nearly all of the children engaged in purposeful, concentrated play; they co-operated well with one another and with the adults. A small number of the children are experiencing difficulty sharing with others but the staff are very aware of their needs and are supportive in helping them to overcome their difficulties.
- All of the children were very attentive during the whole group story and rhyme session which was well organised and enjoyable. Good behaviour management strategies were used to settle the children; they were encouraged to join in appropriately which contributed to their enjoyment of the session.

- During the inspection, many of the children engaged in early mark making and a few were observed attempting to write their own names. Many of the children readily engage in counting as they explore the materials on offer. All of the children are encouraged to develop their own independence as they select additional resources to extend their play and attend to their own needs during the snack routine. A few children are creating detailed representational drawings and paintings. The children are mannerly, articulate and confident in their interactions with the staff and visitors.

## **5. Provision for Learning**

**The quality of the provision for learning is outstanding.**

- The quality of the arrangements for pastoral care in this pre-school setting is outstanding.
- The staff are very caring and respectful to the children and to one another. The positive relationships at all levels foster an inclusive and supportive family ethos throughout the setting. The children are at ease with the staff and turn to them readily for comfort, help and support.
- The activities and resources on offer to the children are of a high quality. The room is stimulating and all areas of play are attractively presented to the children. Excellent use is made of books, posters and captions around the room to provide a literacy rich environment. The children's work is valued and presented around the playroom in an attractive manner.
- All of the staff are very skilful in their interactions with the children. They introduce mathematical concepts and ideas naturally through the play. The staff encourage the children to persevere with their tasks to bring them to a conclusion. Often the staff use appropriate open-ended questions to encourage the children to think and provide extended answers.
- As a newly established team, the staff have worked hard to develop their planning, and have made a good start to developing a systematic approach to observing the children at play and recording their responses. The children are provided with a healthy snack and regular physical activity both indoors and in the well designed outdoor play area, which the children clearly enjoy.
- On the basis of the evidence available at the time of the inspection the pre-school setting has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the relevant Department.

## **6. Leadership and Management**

**The quality of leadership and management is outstanding.**

- The leader, who has been in post for two years, is an excellent role model in her work with the children; she is well organised and is effective in promoting a strong team spirit among the hard-working staff. All of the staff have a caring approach and clearly enjoy their work with the children. The preschool setting has a development plan with appropriate targets for improvement. The staff

have begun to make insightful evaluations of their practice; they have developed appropriate action plans and are able to demonstrate the incremental improvements they have made in various aspects of the setting's provision. There is evidence that this process has led enhanced the overall provision and the children's learning experiences. The staff value the support provided by their independent early years specialist.

## CONCLUSION

In the areas inspected, the quality of education provided by this pre-school setting is outstanding; the quality of pastoral care is also outstanding. The pre-school setting has demonstrated its capacity for sustained self-improvement.



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