

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Greendale Day Nursery,
Newtownabbey

Report of an inspection
in November 2012

CONTENTS

Section		Page
1.	Introduction	1
2.	Inspection methods and evidence base	1
3.	Overall finding of the inspection	1
4.	Children's achievements	1
5.	Provision for learning	2
6.	Leadership and management	3

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:	Greendale Day Nursery
Address:	633 Antrim Road Glengormley NEWTOWNABBEY Co Antrim BT36 4RF
Management Type:	Private

Date of inspection:	28 November 2012
Date of previous inspection:	N/A

1. Details of Children

Total number of children:	am session	pm session
attending the pre-school setting	15	-
in their immediate pre-school year	15	-
funded by Department of Education (DE)	15	-
qualifying under DE admission criteria 1 & 2		-
with a statement of special educational needs		-
without a statement but receiving therapy or support from other professionals for special educational needs		-
with English as an additional language		-
who left in previous school year to attend reception provision within a primary school		-
Attendance:		
attendance** of funded children for the previous school year	100%	-

* 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	2
Number of staff holding a recognised child care qualification	4	0
Number of staff holding a recognised teaching qualification	0	0
New appointments within previous 12 months	0	0

Number of: ***	
Students	0
Trainees	

*** 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	-	158

4. Parental Questionnaires

Number issued to parents:	15
Percentage returned	20%
Number of written comments:	3

1. Introduction

Greendale pre-school setting is accommodated in a purpose built room as part of Greendale Day Nursery which provides day care and after schools for children. It is situated in Glengormley near the Sandyknowes roundabout. The pre-school setting is in its third year of receiving funding as part of the Department of Education's Pre-school Programme and provides part-time funded pre-school places.

2. Inspection methods and evidence base

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

The views of the parents and staff were sought through a confidential questionnaire prior to the inspection. The small number of questionnaires returned by the parents were very positive about all aspects of the provision. In their written comments, the parents expressed their appreciation of the friendly staff, the facilities and the range of interesting experiences provided. The small number of questionnaires returned by the staff and the management indicated confidence in the work of the pre-school and a commitment to the well-being of the children.

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 setting has important strengths in most of its educational and pastoral provision. The inspection has identified areas for improvement which the pre-school has demonstrated the capacity to address. The Education and Training Inspectorate will monitor the pre-school's progress on the areas for improvement.

Summary of key findings

Children's Achievements Quality of Provision Leadership and management	Good Satisfactory Very good
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KEY FINDINGS OF THE INSPECTION

4. Children's Achievements

The quality of the children's achievements is good.

- Most of the children are well-settled and can participate in independent and collaborative play for sustained periods. A small number of children require more consistent encouragement and support to concentrate and complete tasks and to engage in productive play.
- Many of the children show a keen interest in early mathematical concepts and sort, count and make comparisons during their play activities. Most of the girls show a high level of interest in experimental writing at a range of meaningful activities; further activities need to be provided which take more account of the

boy's needs and interests to motivate them to develop their pre-writing skills. Most of the children talk confidently and with a good vocabulary to both the adults and to each other. The children's listening skills and their use of, and interest in, books needs to be developed further.

- The children select and use the creative materials available with confidence and enjoyment. They make patterns, create models with the construction materials and a few are making simple representations in their paintings and drawings.

5. Provision for Learning

The quality of the provision for learning is satisfactory.

- The staff have worked hard to create well-resourced and attractive areas for learning within the new pre-school room. The room is enhanced by attractive displays of the children's own work. The staff have appropriately identified the outdoor learning environment as a priority for development.
- The daily timetable provides a good balance between an extended period of freely chosen play, informal break routine, outdoor play and a group story and singing. The arrangements for transitions between activities and the group time in the latter part of the session need to be improved.
- The quality of the staff interaction with the children ranged from satisfactory to very good. In the best practice the staff listened carefully to the children, built effectively on their ideas and encouraged them to think and solve problems. In the less effective practice, the staff were too focused on supervisory tasks and missed opportunities to promote the children's language and learning. All of the staff need to work together to implement, more consistently agreed strategies to promote settled behaviour and listening skills.
- The core staff have made an excellent start to developing their methods for planning the programme and assessing the children's progress. The detailed short term planning guides the staff in their daily practice and is responsive to the needs and interests of the children. Most of the staff's observations of the children's learning are well-focused and linked effectively to the planning; it is important that all of the staff are fully involved in this process to ensure they all have a shared understanding.
- The staff are making useful links with the main feeder primary schools to promote a smooth transition for the children. Parents are kept well-informed and encouraged to be involved in their child's learning through a very informative monthly newsletter, meetings and special events. The staff make very good use of visits and visitors to the pre-school to enhance the children's learning experiences further.
- The quality of the arrangements for pastoral care in this pre-school setting is good. The staff have created a safe, friendly and attractive learning environment. They know the children well and are committed to the continued development of the provision to meet fully their needs.

- The pre-school gives good attention to promoting healthy eating through, for example, the fruit break and visits from the dentist. The children have regular opportunities for outside play; the planning for energetic physical play is at an early stage of development.

6. Leadership and Management

The quality of leadership and management is very good.

- The leader of the pre-school room has been in post for approximately a year. During this period she has demonstrated every effective leadership which is evident through the many developments and improvements which have taken place in a short period of time. She has worked closely with the management and with the independent early years specialist who has provided very good guidance, support and training.
- The staff are reflective in their work; the processes for self-evaluation and continuous improvement are being well-embedded into their practice.
- On the basis of the evidence available at the time of the inspection, this pre-school setting has very good comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the relevant Department.

CONCLUSION

In the areas inspected, the quality of education provided this pre-school setting is good. The pre-school setting has important strengths in most of its educational and pastoral provision. The inspection has identified areas for improvement which the pre-school has demonstrated the capacity to address.

The key areas for improvement are:

- the need to continue to develop the quality of the staff interactions with the children and to implement, more consistently, agreed strategies to promote settled behaviour and listening skills; and
- the need to improve the planning and provision for outdoor play.

The Education and Training Inspectorate will monitor this pre-school setting's progress in addressing the areas for improvement.

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