

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Happy Faces Daycare
Nursery, Crossmaglen

Report of an Inspection
in December 2012



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



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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:	Happy Faces Daycare Nursery
Address:	61 Glasdrummond Road CROSSMAGLEN BT35 9DY
Management Type:	Private

Date of inspection:	10 December 2012
Date of previous inspection:	N/A

1. Details of Children

Total number of children:	am session	pm session
attending the pre-school setting	24	-
in their immediate pre-school year	24	-
funded by Department of Education (DE)	24	-
qualifying under DE admission criteria 1 & 2	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	-
Attendance:		
attendance** of funded children for the previous school year	99%	-

* 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	4	0
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	1	0

Number of: ***	
Students	1
Trainees	1

*** 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
3 hours	-	188

4. Parental Questionnaires

Number issued to parents:	24
Percentage returned	58%
Number of written comments:	7

1. Introduction

The Happy Faces Daycare Nursery is a privately owned pre-school setting located in the townland of Creggan close to Crossmaglen, County Down. The pre-school setting has been in the pre-school expansion programme for approximately two years. The setting has recently employed the services of an independent early years specialist.

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 and staff were sought through a confidential questionnaire prior to the inspection. Fourteen of the parents (58%) responded to the questionnaire; a significant minority of these parents made additional written comments. All of the responses from the parental questionnaires indicated a high level of satisfaction with the quality of the provision within the setting. In particular, the parents expressed their appreciation of the caring and supportive staff. The responses from the management group were positive and supportive of the work of the staff. The reporting inspector discussed any issues raised through the questionnaires with the leader and the proprietor.

3. Overall finding of the inspection

In most of the areas inspected the quality of education provided in this pre-school setting is satisfactory; the strengths outweigh areas for improvement in the provision. The inspection has identified areas for improvement in learning and teaching which need to be addressed if the needs of all the children are to be met more effectively.

Summary of key findings

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

4. Children's achievements

- The children are well-settled and are developing positive attitudes to their learning.
- During the inspection, the majority of the children engaged in sustained and purposeful play; they showed good levels of independence and co-operated well with one another and with the adults. They make good use of the learning environment, choose activities freely and display good self-management skills.
- A majority of the children produce good representational art and model making and a small number can recognise and attempt to write their own name.
- On occasions a small number of the children displayed challenging behaviour and the noise level became high, however the staff worked well with the children and deployed some useful strategies to resolve the problem.

5. **Provision for learning**

- The quality of the arrangements for pastoral care in the setting is very good. The staff are caring and support the children in their play activities. There are positive relationships at all levels which contribute to the friendly ethos throughout the setting.
- During the inspection the quality of the interaction between the staff and the children ranged between satisfactory and good. In the best practice, the staff built effectively on the children's ideas and interests; on a few occasions, opportunities were missed to develop the children's language and learning.
- The staff have worked hard to create an attractive environment for the children. The advice and guidance from the recently appointed early years specialist has helped them to enhance further areas of interest and play activities for the children.
- The promotion of the children's personal, social and emotional development and the development of the children's early mathematical language and skills are particular strengths of the programme.
- The staff have identified appropriately the need to develop further the written planning for the educational programme and the methods of assessment. Increased focus needs to be placed on the learning expected from the activities provided. Greater use should to be made of their observations of the children's responses and achievements to both inform future planning and allow the staff to build up an accurate profile of each child's progress and development.
- The children are provided with a healthy snack and have regular opportunities for energetic physical play. The staff need to plan more systematically for the outdoor play provision and ensure there is sufficient challenge and progression in the planned activities across the year.

6. **Leadership and management**

- The staff have developed a team approach to most aspects of the work. There is a need for the roles and responsibilities of all of the staff to be more clearly defined.
- 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. Valuable links have also been established with some of the local primary schools which aid the children's transition to the next stage of their education.
- The setting has not yet embarked on the process of self-evaluation or development planning.
- In the short period since her appointment, the independent early year's specialist has provided good support and guidance for the staff. She has identified and prioritised appropriate areas for improvement and development.

- On the basis of the evidence available at the time of the inspection the setting has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the relevant Department.

CONCLUSION

In most of the areas inspected the quality of education provided in this pre-school setting is satisfactory; the strengths outweigh areas for improvement in the provision. The inspection has identified areas for improvement in standards, learning and management which need to be addressed if the needs of all the children are to be met more effectively. The areas for improvement include the need to:

- develop further the methods of planning and assessment to meet the needs of all the children more effectively;
- begin the process of self-evaluation and development planning to help ensure the ongoing improvement and development of the provision; and
- clearly define the roles and responsibilities of all the staff.

The Education and Training Inspectorate will monitor and report on the school's progress in addressing the areas for improvement over a 12-24 month period.

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