

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Ladybird Lane Pre-School,
Banbridge

Report of an Inspection in
May 2014

eti

*The Education and Training Inspectorate -
Promoting Improvement*

Providing Inspection Services for

Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure

CUSTOMER
SERVICE
EXCELLENCE



Quantitative terms

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%

Performance levels

The Education and Training Inspectorate (ETI) use the following performance levels in reports:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

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1. Inspection method and evidence base

The key questions and quality indicators which guide inspection and self-evaluation of pre-school centres, which were applied to this inspection, are available in the ETI's publication *Together Towards Improvement: a process for self evaluation* at: [Together Towards Improvement Pre-school | Education and Training Inspectorate](#)

Inspectors observed teaching and learning through play, the children's achievements and standards, scrutinised relevant documentation, and held formal and informal discussions with children, and staff with specific responsibilities.

The arrangements for this inspection included:

- a discussion with the staff;
- a meeting with those involved with leadership and management; and
- the opportunity for the parents, staff and members of the management group to complete a confidential questionnaire.

Questionnaire	Number issued	Number returned	Percentage returned	Number with comments
Staff	*	*	100%	*
Parents	12	*	17% ¹	0

* fewer than 5

The parents expressed high levels of satisfaction with the quality of the pre-school provision. In particular the parents acknowledged the well managed centre and the support provided by the staff for the children in preparing for their next stage of education. The staff returns were wholly positive and highlighted the effective levels of communication within the pre-school and the opportunities to be involved in the development planning process.

2. Context

Ladybird Lane Pre-school is located in the Ladybird Lane Day Nursery on the Castlewellan Road on the outskirts of Banbridge.

3. Focus of inspection

The inspection focused on:

- the children's achievements and standards;
- the quality of provision; and
- the quality of leadership and management.

¹ The ETI is trialling a new range of methods to collect the views of parents/carers and, as a result, the percentage of questionnaires returned may be low.

4. Overall finding

Overall Performance Level	Very Good
Achievements and Standards	Very Good
Provision	Very Good
Leadership and Management	Very Good

Key findings of the inspection

5. Achievements and standards

- The children demonstrate very good progress in their overall development in relation to their age and the time of the year. All the children settle quickly to concentrated purposeful play and engage enthusiastically in all of the planned activities. The children's behaviour is exemplary; they collaborate, share resources and take turns.
- The children participate well in counting, matching, comparison and sequencing activities and show an awareness of colour, shape and space. They are able to use appropriate mathematical vocabulary to express their ideas and reasoning.
- Almost all of the children talk confidently with their peers and are keen to ask questions of each other and the staff. Those children who require additional assistance with their speech and language are appropriately supported by staff. The children listen well and engage enthusiastically at story and rhyme time.
- The children demonstrate a natural curiosity and are keen to explore and find out about their surroundings. They enjoy exploring, investigating and experimenting with a range of resources and the staff skilfully link the children's experiences to real life contexts.
- The children show creativity, imagination and detail in their art and representational drawings. They are able to access resources independently to individualise their work. Fine and gross motor skills are well developed though daily routines and planned activities.

6. Provision

- The staff make effective use of the space available to provide a stimulating learning environment. The children's work is imaginatively displayed and annotated around the playroom and shared areas. The daily timetable is well organised and transitions are smooth; the children are well settled into daily routines and willing to take on roles and responsibilities. Snack time is used effectively to develop social skills and independence.
- The staff interact very well with the children, building on their ideas and interests to extend their learning. The use of effective open ended questioning by the staff provides good opportunities for the children to express their thinking. The staff are skilled in modelling the language associated with the planned topic and the children use the vocabulary appropriately to ask questions and engage in discussion with the adults and their peers.

- The children have access to a broad and balanced pre-school curriculum. A particular feature is the range of activities for the children to find out about the world around them, and to care for living things. There are very good opportunities for the children to engage in energetic play outdoors.
- The staff has recently reviewed the planning and assessment procedures to take account of the children's interests, responses and individual needs, including those with additional learning needs. The planning is informed well by regular and detailed observations and records the children's progress through the year.
- The quality of the pastoral care is very good. There is an inclusive and warm ethos and the staff treat the children with kindness and respect. A strong sense of team work pervades the pre-school and there are very good working relationships at all levels.
- The children are encouraged to adopt a healthy lifestyle through the healthy snack time and regular opportunities for physical play.

7. Leadership and management

- The leader is a very good role model and is supported well by the pre-school assistants and the proprietor. An appropriate process of self-evaluation has been established which has led to improvement in the provision with well paced and strategic implementation of change. The independent early years specialist has worked closely with the pre-school team and provides very good support and guidance which is valued by the staff. The proprietor has provided opportunities for the staff to participate in continuing professional development and this is having a positive influence on the children's learning experiences.
- There are effective links with parents and the local primary schools to ensure smooth transitions to the next stage of the children's education.
- On the basis of the evidence available at the time of the inspection the pre-school has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the relevant Department.

8. Conclusion

In the areas inspected the quality of education provided by this pre-school is very good. The pre-school is meeting very effectively the educational and pastoral needs of the children; and has demonstrated its capacity for sustained self-improvement.

STATISTICAL INFORMATION

Name of pre-school setting:	Ladybird Lane Pre-school
Address:	55 Castlewellan Road BANBRIDGE Co Down BT32 4JF
Management Type:	Private

Date of inspection:	1 May 2014
Date of previous inspection:	1 March 2010

1. Details of Children

Total number of children:	am session	pm session
attending the pre-school setting	27	0
in their immediate pre-school year	13	0
funded by Department of Education (DE)	12	0
qualifying under DE admission criteria 1 & 2	0	0
with a statement of special educational needs	0	0
without a statement but receiving therapy or support from other professionals for special educational needs	1	0
with English as an additional language	0	0
who left in previous school year to attend reception provision within a primary school	0	0
Attendance:		
attendance** of funded children for the previous school year	88.61%	0

* 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	3	0
Number of staff holding a recognised child care qualification	3	0
Number of staff holding a recognised teaching qualification	0	0
New appointments within previous 12 months	0	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
2.5 hours	0 hours	188

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