

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Jolly Pirates Pre-School,
Lisburn

Report of an Inspection
in November 2012

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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:	Jolly Pirates Pre-School
Address:	Jolly Rodgers Day Nursery 47 Antrim Road LISBURN Co Antrim BT28 3EB
Management Type:	Private

Date of inspection:	19 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	22	-
in their immediate pre-school year	22	-
funded by Department of Education (DE)	22	-
qualifying under DE admission criteria 1 & 2	1	-
with a statement of special educational needs	0	-
without a statement but receiving therapy or support from other professionals for special educational needs	2	-
with English as an additional language	1	-
who left in previous school year to attend reception provision within a primary school	1	-
Attendance:		
attendance** of funded children for the previous school year	87%	-

* 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	1	0

Number of: ***	
Students	1
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	-	188

4. Parental Questionnaires

Number issued to parents:	22
Percentage returned	45%
Number of written comments:	4

1. Introduction

Jolly Pirates Pre-school is situated in separate accommodation located in the grounds of the Jolly Rodgers Day Nursery, Lisburn. The playgroup opened in September 2011; it operates a morning session and is managed by the private company, Jolly Rodgers Day Nursery.

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 manager were sought through a confidential questionnaire prior to the inspection. Twenty-two questionnaires were issued to the parents and ten were returned with four written comments. Most of the responses indicated a very good level of satisfaction with all aspects of the playgroup's work; in particular, the respondents appreciated the very supportive staff and the enjoyable play activities provided for the children. The three members of staff and the two managers responded to the questionnaires; all were very positive and emphasised the commitment of the new team to the development of the playgroup. The reporting inspector discussed the matters raised through the questionnaires with the leader, the staff and the managers who attended the oral report back.

3. Overall finding of the inspection

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

The Education and Training Inspectorate will monitor the playgroup's progress on the areas for improvement. The playgroup is requested to submit an action plan.

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.

- Most of the children engage in purposeful play and sustain good levels of concentration. During the inspection, small groups of children were engaged in lengthy periods of co-operative and imaginative play; they were involved in purposeful discussion and personal conversations about their play. The staff encourage and support the small number of children who are still at the stage of engaging in solitary and parallel play, to participate where appropriate, in small groups with their peers.

- Many of the children show a good interest in books, particularly those linked to current themes and integrated into the different play activities. A majority of the children demonstrate a good interest in mark making as they explore materials and the writing tools provided in the different areas of play.

5. Provision for Learning

The quality of the provision for learning is good.

- There are good opportunities for learning in all areas of the pre-school curriculum; the development of the children's personal and social skills and their language and communication skills are particular strengths of the provision. The daily session is well -organised with the purposeful use of all of the time available for learning. The adult interactions with the children are consistently of a good quality, with examples of very good interactions which extend the children's imaginative responses and decision-making skills; this very good practice needs to be developed more consistently among the staff.
- The quality of the planning is satisfactory. The yearly overviews and monthly topic planning provide useful frameworks for progression in the pre-school curriculum. The weekly planning is increasingly taking greater account of the children's individual responses to the play activities. It is appropriate that the staff continue to develop further their skills of observation and evaluation in order to meet the needs of individual children.
- The provision for pastoral care within the playgroup is very good. There are positive working relationships at all levels; the children respond well to their peers. The staff report that they have established a good programme of liaison with the local primary schools.
- The playgroup gives good attention to developing healthy eating, for example, through the provision of a healthy break and the good opportunities for outdoor physical play.

6. Leadership and Management

The quality of leadership and management is good.

- Since the establishment of the playgroup, approximately one year ago, the managers have maintained a proactive and strategic overview regarding the development and the effectiveness of the provision. The early years specialist (EYS) from the Early Years Organisation (EYO) has given the staff very beneficial support in the development of their skill in the delivery of the pre-school curriculum.
- The playgroup has an appropriate development plan and associated action plans that identify the development of the planning and the quality of the staff's interactions with the children; the inspection findings endorse these as appropriate areas for further development.
- The leader is a very good role-model and she leads a dedicated staff team who are committed to the development of the playgroup.

- On the basis of the evidence available at the time of the inspection, the playgroup has satisfactory arrangements in place for safeguarding children. These arrangements broadly reflect the guidance issued by the relevant Department. The playgroup managers need to refine the procedures in the intimate care policy and to create a separate anti-bullying policy.

CONCLUSION

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

The areas for improvement include the need:

- to develop further the planning and the use made of the evaluations and the observations in order to best meet the needs of individual children and to ensure progression in the children's learning; and
- for the staff to receive support in developing further the quality of their interactions with the children.

The Education and Training Inspectorate will monitor the playgroup's progress on the areas for improvement. The playgroup is requested to submit an action plan.

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