

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Kids@BT9 Pre-School,
Belfast

Report of an Inspection
in May 2013



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



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	2
7.	Conclusion	3
	Appendix – Health and safety	

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:	Kids@BT9 Pre-School
Address:	58-60 Ulsterville Avenue BELFAST BT9 7AQ
Management Type:	Private

Date of inspection:	7 May 2013
Date of previous inspection:	N/A

1. Details of Children

Total number of children:	am session	pm session
attending the pre-school setting	14	-
in their immediate pre-school year	14	-
funded by Department of Education (DE)	14	-
qualifying under DE admission criteria 1 & 2	1	-
with a statement of special educational needs	-	-
without a statement but receiving therapy or support from other professionals for special educational needs	2	-
with English as an additional language	7	-
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	N/A	-

* 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	2	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
2½ hours	-	-

4. Parental Questionnaires

Number issued to parents:	14
Percentage returned	43%
Number of written comments:	3

1. Introduction

The Kids@BT9 Pre-School is a privately owned setting located within the Kids@BT9 day care centre, Ulsterville Avenue, Lisburn Road Belfast. The setting has received Department of Education funding since September 2012.

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. Six of the parents (43) responded to the questionnaire; a small number 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 welcoming, caring and supportive staff and the attractive learning environment provided for 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 has important strengths in most of its educational and pastoral provision. The inspection has identified an area for improvement in the provision for learning which the pre-school has demonstrated the capacity to address. The inspectorate will monitor the pre-school's progress on the area for improvement.

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.

Almost all of the children are very well-settled and are developing positive attitudes to their learning. They engage in concentrated and purposeful play and make good use of the learning environment, choosing activities and resources freely.

The children respond well to the established routines and display good levels of independence.

The children engage in sustained role-play, communicating well with each other and with the adults. The children readily access books which are attractively displayed around the playroom.

Most of the children use mathematical language with confidence; they count, recognise colours and use prepositional language appropriately during play.

5. Provision for learning

The quality of the provision for learning is good

The quality of the arrangements for pastoral care in the setting is very good. The staff know the children well, are caring and support the children in their play activities. The staff have developed a positive, consistent approach to behaviour management which contributes well to the settled learning environment.

The quality of the interaction between the staff and the children is consistently of a very good quality. The staff model good play and respond well to the children's ideas and interests. They develop the children's language skills through open-ended discussions and demonstrate an inclusive approach to involving the children in play.

The staff have created a well-organised and attractive learning environment for the children. The children's work is displayed well throughout the playroom. Very good use is made of the outdoor space to enhance the children's learning.

The staff have developed a thorough and comprehensive approach to planning, to observing the children at play and to recording their responses. The staff now need to make better use of the observations and the daily evaluations to inform further their short term planning in order to meet the differing needs of all the children and to ensure further progression in the learning.

The provision for children with special educational needs is good; there are well-focused education plans in place, which guide well the work of the staff.

The children are provided with a healthy snack and have regular opportunities for energetic physical play.

6. Leadership and management

The quality of leadership and management is good

The staff work well as a team, they are clear about their roles and support each other well during the session. They are developing a culture of self-evaluation and have appropriately identified key priorities for improvement.

The staff have developed good links with the parents. They are updated regularly about their child's progress and informed about aspects of the provision and the work of the setting through an informative newsletter.

The independent early years specialists provide very good, focused advice to the setting and are supporting the staff well with the ongoing improvement within the setting, through appropriate training sessions, cluster meetings and visits to the playroom.

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 Department of Education.

7. **Conclusion**

In the areas inspected, the quality of education provided by the pre-school setting is good; the pre-school has important strengths in most of its educational and pastoral provision. The inspection has identified an area for improvement in the provision for learning which the pre-school has demonstrated the capacity to address. The inspectorate will monitor the pre-school's progress on the area for improvement.

The area for improvement is:

- the need for the staff to make better use of the observations and the daily evaluations to inform further their short term planning in order to meet the differing needs of all the children and to ensure further progression in the learning.

Health and safety

- The access to the outdoor play areas needs to be reviewed.

© CROWN COPYRIGHT 2013

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: www.etini.gov.uk

