

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Bees Nees Early Years Centre,  
Newtownards, County Down

Report of an Inspection in  
March 2017



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments

CUSTOMER  
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## INTRODUCTION

### 1. Context

Bees Nees Early Years Centre is located in Glenard Road, Newtownards. The accommodation and resources are very good; the management group secured funding to enhance the outdoor learning facilities which are of a very high quality. The playgroup has a new management structure and at the time of the inspection an acting leader, A new member of staff has recently been appointed.

Number of children:	Class 1
Attending part-time	26
Under 3 years of age*	0
Funded by Department of Education	26
With statement of special educational needs	0
Without a statement but receiving therapy or support from other professionals for special educational needs	#
At CoP stages 3 or 4**	#
At CoP stages 1 or 2**	#
With English as an additional language	#
Who left in previous school year to attend reception provision within a primary school	0

Percentage qualifying under DE admission criteria 1 or 2.	25
Average attendance for the previous year.	96%
Number of days open in previous school year	185

**Source:** data provided by the setting.

\* On 1 July.

\*\* The stages refer to those set out in the Code of Practice for the Identification and Assessment of Special Educational Needs.

# fewer than 5

### 2. Views of parents and staff

A small number of the parents and all of the staff responded to the confidential questionnaire. All of the responses were very positive. In addition, the inspection team talked with a group of parents who spoke highly of the staff and said that their children were making good progress with their learning.

### 3. Focus of the inspection

In order to promote improvement in the interest of all children, the inspection linked internal and external approaches to evaluate the:

- outcomes for the children;
- quality of provision for learning; and
- leadership and management.

#### 4. Overall findings of the inspection

<b>Overall effectiveness</b>	High level of capacity for sustained improvement
<b>Outcomes for learners</b>	Outstanding
<b>Quality of provision</b>	Outstanding
<b>Leadership and management</b>	Outstanding

#### KEY FINDINGS

##### 5. Outcomes for learners

- All of the children settle quickly on arrival and set about exploring and investigating the wide range of stimulating activities available to them. The quality of the children's work is often of a high standard and most of their paintings and drawings are detailed representations of the world around them as they see it. They display high levels of independence, are confident and, when asked, are happy to discuss and explain their work.
- The children are confident in expressing their feelings and show a high regard for the views and opinions of others as well as for their environment. Much emphasis is placed on developing all aspects of the children's learning and development; as a result the children demonstrate very good progress in all areas of the pre-school programme.
- The children clearly enjoy learning in the well-resourced and interesting outdoor learning environment. They are very enthusiastic when exploring and experimenting with the wide range of activities available; they demonstrate a natural curiosity as they examine the contents of the 'bug hotel' and use their imagination as they use other natural and authentic resources in the 'mud' kitchen. When using the outdoor music area the children were able to use the instruments independently and sing a good repertoire of rhymes and songs.

##### 6. Provision for learning

- A friendly, caring atmosphere based on mutual respect permeates the setting; relationships at all levels are excellent. The quality of the pastoral care is outstanding. The staff present the learning environment both indoors and outdoors to a very high standard and use every opportunity to promote very effectively language and learning across all areas of the pre-school curriculum. The behaviour of the children is exemplary.
- The organisation of the day is managed effectively to establish routines and smooth transition between activities. The arrangement of having indoor and outdoor play operating at the same time is a particular strength; this ensures that all time is used very effectively for learning as the children have access to all areas of the curriculum both indoors and outdoors. The children are able to make free choices of activities and spend extended periods in their chosen areas.
- The quality of the staff interactions with the children are consistently of a very high quality. The children's ideas and interests are built upon and are incorporated often into the planning of the programme.

- The staff make excellent use of the children's art work and create topical displays to enhance the learning environment; the resources are presented in an attractive manner and are easily accessible, arousing curiosity and encouraging the children to explore and investigate all areas of the programme.
- The staff plan a varied and progressively challenging programme throughout the year. They use the information gained from their first hand knowledge of the children and observations of their responses to make appropriate adjustments to ensure that individual needs and interests are catered for very well.
- The children who require additional support with aspects of their learning are identified at an early stage and appropriate advice and guidance is sought to address their needs. Parents are actively encouraged to become involved in their children's learning and are provided with regular information on their progress.

## **7. Leadership and management**

- The leadership of the provision is highly effective. The staff team work well together in the best interest of the children; they are supported and guided well by the leadership team who are also the centre's independent early years specialists. The management group set very high standards for all aspects of the work of the playgroup.
- Effective links have been developed with the main primary schools, nursery schools, playgroups, appropriate support agencies and the local community.
- There is much evidence of improvements to the playgroup's practice through regular self evaluation; an improvement plan helps to inform further cycles of development planning. The management group are very supportive of the staff providing them with effective continuous professional development which is impacting positively on their work with the children.
- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect the guidance issued by the relevant Departments.

## **CONCLUSION**

### **8. Overall effectiveness**

Bees Nees Early Years Centre has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the playgroup sustains improvement.

**Information on sessions and staff****Duration of sessions**

<b>Part-time:</b>
3 hours

**Details of staff**

<b>Number of:</b>	<b>Part-time</b>
Staff including, Teachers/Leaders	4
Number of staff holding a recognised child care qualification	4
Number of staff holding a recognised teaching qualification	1
New appointments within the previous 12 months	2

<b>Number of: *</b>	
Students	2
Trainees	0

**Source:** data provided by the setting.

\* Total placements since September of current year

### Inspection method and evidence base

The effective practice and self-evaluation questions which guide inspection and self-evaluation of pre-school settings, which were applied to this inspection, are available in the ETI publication *The Pre-school Inspection and Self-Evaluation Framework* at: <https://www.eti.gov.uk/publications/inspection-and-self-evaluation-framework-isef-effective-practice-and-self-evaluation>

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

The arrangements for this inspection included:

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

### Reporting terms used by the Education and Training Inspectorate

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 when reporting on Achievement and standards, on Provision for learning and on Leadership and management:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

### Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the school:

The nursery school / playgroup has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the nursery school / playgroup sustains improvement.
The nursery school /playgroup demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the nursery school/ playgroup sustains improvement.
The nursery school/ playgroup needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the nursery school's/ playgroup's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.
The nursery school / playgroup needs to address urgently the significant areas for improvement identified in the interest of all learners. It requires external support to do so. The ETI will monitor and report on the nursery school's / playgroup's progress in addressing the areas for improvement. There will be a formal follow-up inspection.



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