

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Child's Play Day Nursery,  
Belfast

Report of an Inspection in  
January 2016

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*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 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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## 1. Inspection method and evidence base

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

Inspectors observed learning and teaching 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 including the management group; and
- the opportunity for the parents and staff to complete a confidential questionnaire.

A very small number of parents and all of the staff responded to the questionnaires. The responses to the parental questionnaire indicated satisfaction with all aspects of the life and work of the playgroup; there were no written comments. The staff responses were wholly positive. The ETI has reported to the playgroup leader and to the manager of the day nursery the main messages emerging from the parental and staff questionnaires.

## 2. Focus of inspection

In order to promote improvement in the interest of all children, the purpose of inspection is, through effective linking of internal and external approaches, to evaluate the:

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

## 3. Context

Child's Play Day Nursery is a privately operated childcare facility situated in East Belfast. The day nursery operates a pre-school playgroup accommodated in a small self-contained building on the premises with access to a large outdoor area. This is the first inspection of the setting.

## 4. Overall findings of the inspection

Overall effectiveness	Important areas for improvement
Achievements and standards	Very good
Provision for learning	Good
Leadership and management	Important areas for improvement

## **5. Achievements and standards**

- The children are well-settled and engage purposefully throughout the session. They are confident and have very good levels of independence in accessing the resources they require and following the routines of the playgroup. Almost all of the children engage in social and collaborative play; during the inspection, they showed a great interest in the winter-themed small world play and role play areas.
- The group story session was used very well to engage the children in asking questions about the story and they listened very well to both the adults and to one another. They joined in the rhymes and songs enthusiastically in the role play area.
- Almost all of the children have very good speech and language skills. They showed enthusiasm and interest in the world around us in their discussions about birds and animals, most notably in making comparisons about the differences in magpies, seagulls and penguins. Most of the children use positional language appropriately and are beginning to use comparative language in their discussions about size and length. During the inspection, a small number of children engaged in matching and sorting by colour to create a simple pattern.

## **6. Provision for learning**

- The playgroup provides a broad and balanced programme with good or better opportunities for learning across almost all of the areas of the pre-school curriculum. The staff interactions with the children are of a consistently good quality. In the most effective practice, the staff develop the children's vocabulary and build well on their prior learning. The staff need to extend their use of effective questioning in order to support and develop further the children's thinking skills and problem solving.
- The staff have revised recently their medium- and short-term planning which now provides clear guidance to the staff on the learning to be developed. The staff evaluate the planning on a weekly basis and have a good focus on the children's learning and the effectiveness of the activities. They make regular observations of the children's learning. To improve further the provision, the staff need to make better use of the observations to plan a programme which meets well the needs of all children and to build a profile of each child's learning across the areas of the pre-school curriculum.
- The provision for the children identified with additional learning needs is of a good quality. The staff have put in place individual education plans which are reviewed regularly and there are good links with the parents to inform them about their children's progress. It will be important for the staff to develop further this work so that the targets and the strategies to be used are outlined more clearly, to enable progress to be measured and recorded more effectively.
- The quality of the pastoral care in the playgroup is very good. The staff treat the children with care and respect and there are very good working relationships between the staff and the children. The staff are consistent in their use of positive behaviour strategies and praise and the children respond very well to these approaches, resulting in a calm, nurturing and supportive learning environment.

- The playgroup gives very good attention to promoting healthy eating and physical activity, for example, the healthy break and the good opportunities for energetic physical activity, which encourage the children to adopt healthy lifestyles.

## **7. Leadership and management**

- The leader and staff in the playgroup are well supported by the management of the day nursery. There is an effective team approach which has successfully brought about a number of improvements to the provision in a relatively short period of time. The leadership and management have received very good support and guidance from their early years specialist through the Early Years Organisation in developing the quality of the provision. There is a need for the leadership and management, with the continued support of their early years specialist, to formalise the development planning and self-evaluation processes and bring about further improvements to the provision.
- There are good links with the parents and the parent newsletter provides good information on the current theme and the words of the songs and rhymes being used. The setting has identified the need to develop further the links with the local primary schools to ensure the children's transition to the next stage of education is well supported. The staff make good use of visitors to the setting, along with planned trips, to enrich the children's learning.
- The centre has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the relevant Departments.

## **8. Overall effectiveness**

Child's Play Day Nursery's playgroup needs to address important areas for improvement in the interest of all the learners. The ETI will monitor and report on the pre-school class' progress in addressing the areas for improvement which include the need:

- to make better use of the observations to plan a programme which meets well the needs of all children and builds a profile of each child's learning across the areas of the pre-school curriculum; and
- for the leadership and management, with the continued support of their early years specialist, to formalise the development planning and self-evaluation processes and bring about further improvements to the provision.

There will be a formal follow-up inspection in 12 to 18 months.

## STATISTICAL INFORMATION ON CHILD'S PLAY DAY NURSERY PLAYGROUP

### 1. Details of children

<b>Number of children:</b>	
Attending full-time	
Attending part-time	9
Under 3 years of age*	0
Funded by Department of Education	9
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**	0
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

\* On 1 July.

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

\*\*\* Denotes a number less than 5.

Percentage qualifying under DE admission criteria 1 or 2.	100
Average attendance for the previous year.	
Number of days open in previous school year	186

### 2. Duration of sessions

<b>Full-time</b>	<b>Part-time: am</b>	<b>Part-time: pm</b>
	9:00am – 11:30am	

### 3. Details of staff

<b>Number of:</b>	<b>Full-time</b>	<b>Part-time</b>
Staff including, Teachers/Leaders		2
Number of staff holding a recognised child care qualification		2
Number of staff holding a recognised teaching qualification		0
New appointments within the previous 12 months		1

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

\*\*\*\* Total placements since September of current year

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