

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Giggles Day Care Centre,
Newry, County Down

Private Day Nursery

Report of an Inspection in
May 2018



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



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1. Context

Giggles Day Care Centre is a privately operated childcare facility situated on the outskirts of Newry. The day nursery operates a pre-school playgroup which is over-subscribed. There have been significant changes to the leadership and management of the pre-school since the last inspection in 2012. A new pre-school leader, deputy leader and assistant have been appointed. A new early years' specialist (EYS) has been working with the pre-school since April 2017. The proprietor has also employed the services of an independent EYS since February 2017.

Number of children:	Class 1
Attending part-time	17
Funded by Department of Education	17
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**	0

Average percentage attendance for the previous year.	89%
Number of days open in previous school year	187

Source: data provided by the setting.

** 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 majority of parents responded to the confidential questionnaire. The responses were very positive about almost all aspects of the life and work of the playgroup. The written comments highlighted: the children's enjoyment of the pre-school and the caring and supportive staff who promote well healthy eating habits and the children's independence. All of the staff responded to the confidential questionnaire and their responses were wholly positive. In their written comments, they emphasised how the new team is growing in knowledge and confidence and works well together to develop the provision.

3. Focus of the inspection

In order to promote improvement in the interest of all learners, 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

Overall effectiveness	High level of capacity for sustained improvement
Outcomes for learners	Outstanding
Quality of provision	Very good
Leadership and management	Outstanding

5. Outcomes for learners

- All of the children are happy and well-settled; they are highly independent and almost all engage in sustained and concentrated play. The children have very high levels of interest in the world around them; they are curious and motivated to investigate and explore the wide range of well-chosen natural and authentic materials. The children are imaginative and creative in their play and have very good observational and problem-solving skills.
- Most of the children have very good communication skills. They turn readily to books and photographs to extend their learning as a natural part of their play. All of the children listen attentively during story time; most of the children join in with the repetitive refrains, recall the sequence of the story and predict what will happen next. The children engage enthusiastically in purposeful mark-making, for example, they draw plans in the construction area and make lists in the home corner. The children's representational drawings are detailed and of a very good quality.
- Almost all of the children have a very good understanding of early mathematical concepts. They use mathematical language accurately and confidently in the playroom and outdoors. During the inspection, the children were observed counting, sorting, matching, measuring and using comparative and positional language correctly.
- The children's fine motor skills are well-developed. They are confident in using a wide range of small tools within their play, such as, garlic presses, potato peelers, knives and scissors.
- The children identified with additional needs make very good progress in line with the targets in their individual education plans.

6. Quality of provision

- The staff provide a stimulating, well-organised and attractive learning environment where the children's work is valued and displayed creatively in the playroom and in the shared areas. The recent review of the layout of the room and the organisation of the day has impacted positively on the children's access to quality resources and a broad and balanced curriculum.
- The staff interactions are consistently of a very high quality. The staff are extremely skilful in using every opportunity to develop the children's learning across all areas of the pre-school curriculum. A key strength is the promotion of investigative and problem-solving approaches to provide appropriate challenge and extend the children's learning.

- The staff have a thorough understanding of the pre-school curriculum and progression in the children's learning. They are highly cognisant of the voice of the child as part of their planning process. The staff use their observations and assessment of the children's learning to inform the planned programme, ensuring it matches effectively the needs and interests of all the children.
- The children who have additional learning needs are identified early and appropriately. Targets within the individual education plans are clear; the staff liaise very effectively with a wide range of external agencies and use consistently a variety of strategies to enable the children to make very good progress.
- Based on the evidence available at the time of the inspection, the pre-school's approach to care and welfare impacts positively on learning, teaching and outcomes. The child-centred approaches of the staff and the caring, inclusive ethos of the setting creates an environment which is highly conducive to effective learning.

7. Leadership and management

- The leadership of the pre-school is strategic, highly reflective and committed wholly to providing the highest quality provision for all children. The proprietors are conversant in the work of the pre-school, provide constructive challenge, invest significantly in quality resources, and access appropriate training opportunities for all staff to secure the best outcomes for the children. The team work collaboratively and build their own capacity using video recordings to review, as a team, the quality of their engagement with the children, which has resulted in consistently high quality interactions with the children.
- The EYS, from the Early Years' Organisation, provides good support to the group. The recent focus on the layout of the playroom and the routines have impacted positively on the quality of the provision.
- There is a highly effective approach to development planning and self-evaluation which leads to sustained improvement in all aspects of the provision. Recent improvement work on the development of the outdoor environment has led to high levels of engagement in the children's learning, in particular, the quality of their language and their interest in and understanding of the world around us. The parents are very well-informed about the development priorities within the playgroup and are encouraged to contribute to the improvement work.
- The pre-school has excellent links with parents, who are kept well-informed about the work of the setting through the informative newsletters and supported through the provision of an extensive range of curricular workshops. The innovative leadership has devised and delivered a school readiness summer scheme to provide tailored support for children with additional learning needs, who are transitioning from pre-school to year 1.

8. Safeguarding

Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect the guidance from the relevant Departments.

9. Overall effectiveness

Giggles Pre-school has a high level of capacity for sustained improvement in the interest of all the children.

The ETI will monitor how the playgroup sustains improvement.

Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework is available on the ETI website <https://www.etini.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; and
- the opportunity for the parents and staff to complete a confidential questionnaire.

Reporting terms used by the Education and Training Inspectorate

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

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