

# Education and Training Inspectorate PRE-SCHOOL INSPECTION



## Greendale Day Nursery, Glengormley, County Antrim

Private Day Nursery DE Ref No (3CA-0588)

Report of an Inspection in March 2019



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments

CUSTOMER  
SERVICE  
EXCELLENCE



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## 1. Context

Greendale Day Nursery is a privately owned day care setting in Glengormley. The funded playgroup operates within a purpose-built room in the day nursery and has access to an outside area. Most of the children who attend the pre-school funded session remain within the day nursery for the full day. The children attending the day nursery come from the local and wider catchment area.

Since the previous inspection in November 2012, three new staff members, including a new leader, have been appointed.

Number of children:	Class 1
Attending part-time	26
Funded by Department of Education	23
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	3

Percentage qualifying under DE admission criteria 1 or 2.	100
Average percentage attendance for the previous year.	91.9%
Number of days open in previous school year	186

**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

N/A not available

## 2. Views of parents and staff

A minority of the parents and most of the staff responded to the confidential questionnaire. All of the responses were extremely positive about the life and work of the playgroup. In the small number of written comments from the parents they indicated that the children are very well supported and cared for by the staff who provide regular information about activities and monthly topics. The questionnaire responses were shared with the leader and a representative from the management committee.

## 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	Capacity to identify and bring about improvement
Outcomes for learners	Good
Quality of provision	Good
Leadership and management	Good

#### 5. Outcomes for learners

- Most of the children have good levels of independence and self-management skills; they play collaboratively for sustained periods of time and confidently talk about their work with each other and with the adults. The personal, social and emotional skills of the children are good. Most of the children are well settled and are familiar with the sequence of the day and the daily routines; a minority of them play an active role in the tidy-up routine.
- Almost all of the children make good progress across all areas of the pre-school curriculum; in particular their mathematical language and communication skills are of a good standard. Most of the children have an appropriate understanding of early mathematical concepts which are integrated naturally during their play. They use their imaginations playing with puppets and join in role play enthusiastically.
- Most of the children explore their learning environment with curiosity; they are very engaged in play that relates to the world around them. The children particularly enjoy investigative water play, planting flowers, exploring soil and they use with ease a range of tools, utensils and natural materials that reflect their interests and topics.
- Although early mark making opportunities are available in many areas of play, the children's interest and engagement in writing is underdeveloped. Most of the children listen attentively during the story, however, a small number need further support to develop their listening and attention skills during instructions, story and rhymes.
- The small number of children who require support with aspects of their learning are making good progress and are well integrated into the group.

#### 6. Quality of provision

- All of the staff engage positively with the children and listen attentively, however, the quality of interactions is variable. While a majority of the staff model language effectively, ask questions to extend the children's thinking skills and give appropriate time to process information, there are missed opportunities to promote fully the children's creativity and thinking.
- There is appropriate short-, medium- and long-term planning for all areas across the curriculum but outdoor play planning is underdeveloped. The staff know the children very well and operate an effective key worker system to collate observations and assessments of the children's progress; these are not being used consistently to inform short-term outdoor planning.

- The staff have created a bright and stimulating learning environment which includes an attractive outdoor play area. The playroom is organised well; opportunities are provided for the children to move around freely in distinct play areas and to independently access resources to extend their play. The children's art work is valued and celebrated on wall displays.
- The children who have additional learning needs are identified early and there are individual education plans in place. The targets and strategies to meet the children's needs are not always specific enough and they are not reviewed on a regular basis. The leader has benefitted from training courses to support children with additional needs and uses a range of strategies effectively. The staff have gained new skills from working collaboratively with a range of external agencies which is having a positive impact on building the capacity of the staff's knowledge of special educational needs (SEN).
- Based on the evidence available at the time of the inspection, the playgroup's approach to care and welfare impacts positively on the children's learning. The caring child-centred ethos and good working relationships are beneficial in developing the children's self-esteem and confidence.

## **7. Leadership and management**

- The leadership of the playgroup is good. The staff team and management work well collegially and share a commitment to providing high quality provision for all of the children. The staff are implementing effective self-evaluation processes and identified appropriate areas for improvement on the development plan. However, the action planning processes are not sufficiently developed to bring about the necessary improvements and measure the impact on the outcomes for the children and the quality of the provision.
- The management are very supportive of the staff in their work. The playgroup has received support from the Early Years Organisation since October 2018, however, the support has not been consistent due to changes in the Early Years specialists, and this has impacted on the progress made by the staff.
- The staff have established very positive links with parents, local schools and relevant agencies for the benefit of the children. The 'Big Bedtime Read' and 'Healthy Happy Kids' programmes are impacting positively on parental engagement and the children's interest in books; this is further enhanced by visits from a local librarian and the library van every fortnight.

## **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**

Greendale Day Nursery Playgroup demonstrates the capacity to identify and bring about improvement in the interest of all the children. There are areas for improvement that the playgroup has demonstrated the capacity to address.

The areas for improvement are the need to:

- develop further the action planning process to bring about the necessary improvements in outdoor play and measure the impact on the outcomes for the children and the quality of the provision; and
- develop the children's creativity and their interest and engagement in early mark making activities.

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<sup>1</sup>:

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

The ETI use the following levels when reporting on governance:

High degree of confidence
Confidence
Limited confidence

The ETI use the following levels when reporting on safeguarding:

Reflects the guidance
Reflects broadly the guidance
Unsatisfactory

The ETI use the following levels when reporting on care and welfare:

Impacts positively on learning, teaching and outcomes for learners
Does not impact positively enough on learning, teaching and outcomes for learners

<sup>1</sup> And the overall provision in a subject area or unit, as applicable.

## Overall effectiveness

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

<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

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