

# Education and Training Inspectorate PRE-SCHOOL INSPECTION



## Happy Faces Daycare Nursery, Crossmaglen, County Armagh

Voluntary playgroup DE Ref No: 5CA-0599

Report of an Inspection in January 2020



Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments



# CONTENTS

<b>Section</b>	<b>Page</b>
1. Context	1
2. Views of parents and staff	1
3. Focus of the inspection	1
4. Overall findings of the inspection	1
5. Outcomes for learners	2
6. Quality of provision	2
7. Leadership and management	3
8. Safeguarding	3
9. Overall effectiveness	4

## **Appendices**

- A. Inspection methodology and evidence base
- B. Reporting terms used by the Education and Training Inspectorate

## 1. Context

Happy Faces Daycare Nursery is a privately owned pre-school setting located in purpose-built premises on the Silverbridge Road close to the town of Crossmaglen. The playgroup operates two part-time funded sessions. Most of the staff are new to the setting since the last inspection.

<b>Number of children:</b>	<b>Class 1</b>	<b>Class 2</b>
Attending part-time	26	18
Funded by Department of Education	20	12
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**	#	#

Percentage qualifying under DE admission criteria 1 or 2.	100
Average percentage attendance for the previous year.	95
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

The majority of the parents and all of the staff responded to the confidential questionnaire. The responses were very positive about all aspects of the life and work of the pre-school. The parents' written comments praised: the staff's caring approach and expertise in meeting well the children's individual needs; their children's enjoyment of and progress in learning; and, the pre-school's positive reputation within and valued contribution to the community. The staff comments reflected the team's commitment to continuing professional development and placing the child at the centre of everything they do.

## 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

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

## **5. Outcomes for learners**

- Almost all of the children, including those with additional needs, are well-settled and engage in sustained, concentrated and productive play. The children move confidently around the playroom, making choices about where and with whom to play; high levels of collaborative play are evident. The children know very well the routines of the setting and are becoming increasingly independent, for example, filing away their work, organising their snack and tidying the playroom.
- Almost all of the children engage readily with adults and each other. They are very interested in books and they listen to stories being read in small groups, refer to books when painting and drawing, and share books with their friends in the attractive book corner. They listen attentively during story time, join in enthusiastically with the repetitive rhymes and phrases and are developing a very good awareness of rhythm and rhyme. The children use a wide range of writing implements to mark-make indoors.
- Most of the children engage eagerly in role play, presenting their imaginative and creative ideas. They create pictures and models using a wide range of tools and processes. The children enjoy singing and music making. They use digital technology to access and listen to familiar songs and perform for their peers on the outdoor stage.
- Most of the children understand and use simple mathematical language associated with number, shape and colour as a natural part of their play. However, the children's understanding and use of mathematical language associated with weight, length, size and pattern is less well developed.
- The children enjoy exploring the world around them and are developing an interest in and understanding of their local environment through an extensive range of organised visits to, for example, the local town, forest parks and weekly visits to the local residential care home.

## **6. Quality of provision**

- The staff provide a planned programme which is broad and balanced and has very good opportunities across most areas of the pre-school curriculum. The development of children's personal, social and emotional understanding, language development and the arts are particular strengths of the provision. The staff have identified appropriately that planning for progression requires further development, particularly in early mathematics and outdoor play provision.
- All staff are skilful in their interactions with the children. They model play, provide support and encouragement to the children where needed and promote very well the children's language development and independence. Observations of the children's learning are recorded regularly and are often insightful. Due to the recent changes in staffing, the playgroup has identified appropriately the need to develop further observations and assessment of the children's learning.

- There are clear procedures in place for the early identification and support of children with additional needs. The staff make very good use of a range of visual prompts and cues to support the children with self-regulation, routines and independence. Of particular note is the strong partnership with parents, where resources are shared to ensure consistency of approach between home and school. There are good links with the local Sure Start, particularly in relation to accessing training and support for parents who have children with speech and language difficulties.
- The learning environment is well-organised, thoughtfully planned and used well to showcase the children's learning. Increasingly, the staff integrate natural and authentic resources to develop and extend the children's play experiences. Some aspects of the organisation of the day, particularly at the outset of the session, are not used to the best effect to maximise the children's learning.
- Based on the evidence available at the time of the inspection, the pre-school's approach to care and welfare impact positively on learning and teaching, and outcomes. A respectful and affirming ethos permeates the setting which impacts positively on the children's behaviour and attitude to learning.

## **7. Leadership and management**

- The leadership and management of the setting is collegial and strategic. High priority is placed on the continuous and ongoing professional development of all staff, which has resulted in a team who reflect honestly and openly on the learning effectiveness of the current provision and the progress of the children. The Early Years' Specialist from the Early Years' Organisation provides very good guidance and support to the group which is listened to and acted upon by the staff team.
- The vision for the further development of the playgroup is outlined clearly in the well-constructed development plan and supporting action plans. There is clear evidence of the impact of recent improvement work through, for example, 'The Big Bedtime Read'<sup>1</sup>, the development of the outdoor area and the current focus on improving the quality of children's speech and language.
- The playgroup values its partnership with parents providing regular and informative newsletters and learning workshops, and availing of the expertise of parents to enhance the pre-school programme. The playgroup enjoys very good links with the local primary schools which supports the children well with their transition to year 1.

## **8. Safeguarding**

Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect broadly the guidance from the relevant Departments. However, Happy Faces Day Nursery needs to: update the Safeguarding Policy, Positive Behaviour Policy and Intimate Care Policy to reflect better the practice of the setting.

---

<sup>1</sup> 'The Big Bedtime Read' as part of the 'Getting Ready to Learn Strategy' from the Department of Education

## **9. Overall effectiveness**

Happy Faces Daycare Nursery 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.

### **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>2</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>2</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:

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.

© CROWN COPYRIGHT 2020

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](http://www.etini.gov.uk)