

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Kids@BT9 Day Nursery,  
Belfast

Private Day Nursery

Report of an Inspection in  
December 2018



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

Kids @ BT9 Day Nursery is a privately owned day care setting located in south Belfast. The funded playgroup operates within one room of the day nursery and has access to a large well-maintained outside area. Most of children who attend the pre-school funded session remain within the day nursery for the full day. There have been significant staff changes since August 2018. Two new members of staff have been appointed and two existing day nursery staff members are now working in the pre-school room; one of whom has taken on the role of leader, she is well supported by the manager of the funded setting.

Number of children:	Class 1
Attending part-time	24
Under 3 years of age*	1
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	0
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.	93%
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 all of the staff responded to the confidential questionnaire. The parental responses were mostly positive about the children's learning experiences. A very small number of parents would like better channels of communication. The staff responses were wholly positive about all aspects of the pre-school. The questionnaire responses were shared with the leadership and management.

## 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>	Very good
<b>Leadership and management</b>	Very good

#### 5. Outcomes for learners

- The children's personal, social and emotional development is a key strength; they are very happy, well settled, and show respect, kindness and consideration for each other. The children are naturally curious, friendly and well-mannered and nearly all have very good listening skills and interact confidently. Most of the children play collaboratively for sustained periods of time and are highly motivated learners. Almost all of the children are familiar with the daily routines, have very good levels of independence and their self-management skills are well established.
- The children are making very good progress across almost all areas of the pre-school curriculum and are developing very positive attitudes and dispositions for learning. They respond enthusiastically to the staff's high expectations; taking risks to extend their learning, through problem solving. Almost all of the children have very good speech and oral language for their age and stage of development and confidently talk about their work with each other and with the adults.
- The children skilfully use a wide range of art materials to develop their own imaginative ideas; they design and make very creative models, paintings and drawings that they take great pride in. Nearly all of the children enjoy exploring their learning environment with curiosity, and use their senses to investigate, make predictions about and describe the different properties of natural and man-made materials.
- The children have very well-developed fine motor skills; they use confidently and safely a wide range of equipment including real cutlery, jars and tins with lids, writing implements and authentic tools. All of the children engage actively in outdoor activities; their physical skills are well developed through games, running, jumping, skipping and using wheeled vehicles on different surfaces.
- A majority of children re-enact roles in the home area, mud kitchen and car wash and develop their own imaginations and language through conversations with staff and their peers.
- 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

- The staff have created a richly resourced, stimulating learning environment of a very high quality, both indoors and outdoors, that accommodates the needs and interests of all of the children. Excellent use is made of the available space to provide investigative and imaginative learning experiences for the children. The organisation of the day is used to maximise learning experiences. Opportunities are provided for the children to move around freely and access resources to develop further their learning through play.

- The interactions between the staff and the children are consistently of a very good quality. The staff facilitate the children in exploring and experimenting. They listen attentively, model language effectively and ask open-questions designed to extend the children's thinking skills. The staff are intuitive to the needs of the children and respond to their spontaneous ideas and interests, consequently the children take risks which greatly extend their learning potential.
- The short-term planning provides a varied programme which ensures progression across the pre-school curriculum. There is a rigorous system in place for observing, assessing and monitoring each child's progress. The staff collaborate effectively, they know the children very well and use the information gained through observations of the children to inform future planning and to meet their individual needs. The planning for outdoor play is underdeveloped.
- The children who have additional learning needs are identified early; their needs are met through the skilful use of appropriate strategies, the staff's own expertise and training, and advice from other professionals.
- Based on the evidence available at the time of the inspection, the pre-school's approach to care and welfare impacts positively on the children's learning. The warm, nurturing ethos and excellent relationships at all levels support the children's self-esteem and supports them in taking safe risks in their learning.

## **7. Leadership and management**

- The leadership of the playgroup is very good. The staff team and management work extremely well collaboratively with a shared vision to provide high quality pre-school education for all of the children. The staff combine their complementary talents and skills very well to achieve high expectations. There is a culture of self-evaluation and reflection which identifies appropriate priorities for improvement through the effective development plan.
- The management support the staff very well in their work; an importance is placed on the staff's continuing professional development which is impacting very positively on all aspects of the pre-school. The Early Years specialist provides clear guidance and support for improvement.
- There are good links between the parents, local schools and other agencies. The introduction of the 'Big Bedtime Read', as part of the 'Getting ready to Learn' strategy through the Department of Education, has impacted positively on the children's interest in books and on parental engagement. There are very productive links with local primary schools for transition, through a cluster pre-school group.

## **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, Kids @ BT9 Pre-school needs to update the safeguarding policy and the anti-bullying policy to reflect the most recent guidance.

## **9. Overall effectiveness**

Kids @ BT9 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<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:

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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