

Education and Training Inspectorate

PRE-SCHOOL INSPECTION



Ladybird Lane Day Care, Banbridge, County Down

Private pre-school DE Ref No: 5CA-0558

Report of an Inspection in October 2019

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1. Context

Ladybird Lane Day Care is a funded pre-school which operates within a privately owned day care facility in Banbridge. The pre-school is located in a purpose-built room within the day nursery and has access to an outside play area. A significant minority of the children who attend the pre-school funded session remain within the day nursery for the full day. The children attending the pre-school come from the local catchment area. There has been a change in leadership since the last inspection.

Number of children:	Class 1
Attending part-time	22
Funded by Department of Education	22
With statement of special educational needs	#
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**	#
With English as an additional language	#

Percentage qualifying under DE admission criteria 1 or 2.	#
Average percentage attendance for the previous year.	88%
Number of days open in previous school year	190

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 significant minority of the parents and all of the staff responded to the confidential questionnaire. All of the responses were positive regarding the work and life of the playgroup. In written comments, the parents highlighted the varied programme and the inclusive, child-centred approach and the staff emphasised their enjoyment of working within the setting. All of the responses were shared with the leadership and proprietor.

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	Very good
Quality of provision	Very good
Leadership and management	Very good

5. Outcomes for learners

- All of the children are happy and very well-settled in the pre-school. They engage confidently with each other and with the staff and spend lengthy periods at self-chosen play. They contribute well to group discussions, express their feelings and emotions confidently, follow instructions and listen attentively during group story sessions.
- Most of the children's representational art work is of a very good standard; their drawings and paintings include increasing attention to detail. A majority of the children engage in early mark making and a small number are already attempting to write their own name. Almost all of the children engaged enthusiastically in role-play and in using the wide range of resources for music-making, dancing and marching outside.
- The children's physical development is a key strength. A majority of children use a wide range of equipment and materials appropriately and have very good gross and fine motor skills. The children's records provide further evidence of very good progress in their learning and development across all areas of the pre-school curriculum and an ability to meet many of their own needs.
- The children who require support with aspects of their learning are well-integrated within the group. The variety of strategies deployed by the staff are effective in meeting the children's needs and there is evidence to show that the children are making very good progress in line with their ability.

6. Quality of provision

- The quality of the interactions between the pre-school staff and the children is a strength of the provision. The staff are all skilful in supporting and extending the children's own ideas, language and thinking through sustained conversations during play activities. Small-group times are led well and balanced effectively with sensitive adult engagement during child-initiated play.
- The staff have a good understanding of the pre-school curriculum and plan a varied and interesting programme with very good opportunities for learning. The weekly planning guides the staff effectively in their day-to-day work with the children and their evaluations of learning are used well to respond to the children's interests.
- The playroom is very well resourced and set out attractively into distinct areas of play. The inclusion of many natural and seasonal materials amongst the play activities, and the display of the children's own art work, forms a welcoming and child friendly learning environment. While the outdoor learning area is well utilised to ensure good opportunities for physical activity, the staff have identified appropriately the need to develop further learning opportunities across the other areas of the pre-school curriculum.

- The staff implement a range of appropriate strategies to support the small number of children who have additional learning needs. They liaise regularly with parents and other relevant professionals to create individual plans and review the targets for each child.
- Based on the evidence available at the time of the inspection, the pre-school's approach to care and welfare impacts positively on learning and teaching, and outcomes. The staff's emphasis on developing the children's independence is impacting positively on their progress.

7. Leadership and management

- The leadership of the pre-school is very good. The staff are collegial, conscientious and child-centred. They are reflective in their practice and gather a range of evidence to support the development process. The staff have identified appropriate priorities for improvement which inform the current development plan for the pre-school. Recent improvement work on developing the small sensory room has impacted positively on the learning experiences available to the children.
- The pre-school does not employ an external early years specialist as the leadership is qualified to provide effective support, guidance and challenge to the staff. The leadership have identified appropriately the need to develop this support by seeking out opportunities to meet and share best practice with other pre-school providers.
- There are very effective partnerships with parents and the wider community, most recently through 'The Big Bedtime Read' as part of the 'Getting Ready to Learn Strategy' from the Department of Education. Parents are kept well informed about the playgroup and their child's progress. Throughout the year, the staff facilitate well-considered visits to local places of interest, including a residential care home for the elderly to enrich and extend the children's learning. There are also effective links with the local primary schools which support the children as they progress to the next stage of their education.

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

Ladybird Lane Day Care 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, including the proprietor; 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 management¹:

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

¹ 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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