

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Peter's Patch Day Nursery,
Hillsborough, County Down

Report of an Inspection in
March 2016



The Education and Training Inspectorate
Promoting Improvement

Providing Inspection Services for:

Department of Education
Department for the Economy
Department for Communities



Quantitative terms used by the Education and Training Inspectorate

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

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1. Inspection method and evidence base

The key questions and quality indicators which guide inspection and self-evaluation of pre-school settings, which were applied to this inspection, are available in the ETI publication *Together Towards Improvement: a process for self -evaluation* at: [Together Towards Improvement Pre-school | Education and Training Inspectorate](#)

Inspectors observed learning and teaching through play, the children's achievements and standards, scrutinised relevant documentation, and held formal and informal discussions with children, and staff with specific responsibilities.

The arrangements for this inspection included:

- a meeting with those involved with leadership and management including the management group; and
- the opportunity for the parents and staff to complete confidential questionnaires.

A small number of parents responded to the confidential questionnaire; the responses were almost all positive. None of the staff responded to the questionnaire. All of the findings from the questionnaires were shared and discussed with the representatives from the management group and the staff.

2. Focus of inspection

In order to promote improvement in the interests of all children, the purpose of inspection is, through effective linking of internal and external approaches, to evaluate the:

- children's achievements and standards;
- quality of provision for learning; and
- quality of leadership and management.

3. Context

Peter's Patch Day Nursery in Hillsborough accommodates a part-time playgroup session for sixteen children, all of whom are in their pre-school year. The leader has been in post for one year and a temporary assistant was present during the inspection.

4. Overall findings of the inspection

Overall effectiveness	Capacity to identify and bring about improvement
Achievements and standards	Very good
Provision for learning	Very good
Leadership and management	Good

5. Achievements and standards

- The children are well settled and sustain purposeful play of a collaborative and solitary nature. Almost all of the children display very good levels of independence and self-management, as they: access resources of their own choice; serve their own food and drink at break and tidy away their dishes; and, brush their teeth after they have eaten.
- Almost all of the children are developing appropriate language and communication skills and are confident to talk about their play with each other and with adults. They engage enthusiastically in independent writing and mark making, both indoors and outdoors, and their representational artwork is of a good to very good standard.
- The children are developing well their understanding of key mathematical concepts and associated language, particularly in shape, measures and early number, through a range of stimulating, well-resourced and meaningful play opportunities indoors and outdoors.
- The children's fine motor skills are well developed as they engage in a range of activities, including the preparation of food, threading, moulding, creative artwork and early writing activities. They are confident to explore and experiment with the range of natural materials and tools available to them, both indoors and outdoors, and select independently the resource that they require for play.
- The children engage enthusiastically in energetic play in the outdoor area and are developing well their running, jumping and balancing skills. They are also developing an awareness of their own personal safety in the outdoor area and a good understanding of turn-taking.

6. Provision for learning

- The staff have created a stimulating, attractive and well-resourced learning environment both indoors and outdoors. The ease of access to the resources provides appropriate opportunities for the children to develop their creativity, independence and self-management skills.
- The daily routine is well embedded and the timetable provides an appropriate balance between free play and the more adult-led activities. The snack routine and all transitions between the activities are developed very effectively and provide very good learning opportunities across the curriculum.
- The quality of the interactions between the staff and the children is of a consistently high standard. The staff extend further the children's thinking skills and vocabulary through modelling skilfully key language and effective questioning.
- The quality of the arrangements for pastoral care is very good. The staff treat the children and each other with care and respect and have created an inclusive and supportive environment.

- The pre-school programme is well balanced and provides good to very good opportunities for learning across all areas of the pre-school curriculum. The staff have developed an effective key worker system and record regular observations of the children's learning and development across all areas of the pre-school curriculum. In the best practice, effective use is made of the observations to inform future planning. It is essential that the management group provide the staff with sufficient time to continue to develop the cycle of observations, assessment and planning in order to ensure that the provision continues to meet the needs of all the children.
- The provision for special educational needs is very good; the staff implement a range of appropriate strategies and interventions to meet the specific needs of all the children. There are very effective links with parents and a commitment from the staff to build further their own capacity to meet the individual needs of all the children.
- The playgroup gives very good attention to healthy eating and physical activity.

7. Leadership and management

- There is a highly effective team ethos within the playgroup and a culture of collegiality at all levels. The leader is a reflective practitioner and an excellent role model; she is supported very well by her assistant in all areas of the life and work of the playgroup. A start has been made to self-evaluation and there is evidence of the impact that this has had on various aspects of the playgroup's provision. The staff have identified the need to develop a strategic approach to self-evaluation based on a robust system of evidence gathering and consultation.
- There are very effective links with the parents and they are kept informed about their child's progress and the life and work of the playgroup through regular meetings; an informative settling-in programme; an informative and up-to-date notice board; and, monthly newsletters.
- The early years specialist from the Early Years Organisation has made a very good contribution to the overall development of the provision in this playgroup.
- On the basis of the evidence available at the time of the inspection, the playgroup has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the relevant Departments.

8. Overall effectiveness

Peter's Patch Day Nursery demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will continue to monitor how the playgroup sustains improvement, in particular, the further development of the system of self-evaluation.

STATISTICAL INFORMATION ON PETER'S PATCH DAY NURSERY, HILLSBOROUGH

1. Details of children

Number of children:	Class 1
Attending full-time	
Attending part-time	16
Under 3 years of age*	
Funded by Department of Education	16
With statement of special educational needs	
Without a statement but receiving therapy or support from other professionals for special educational needs	2
At CoP stages 3 or 4**	1
At CoP stages 1 or 2**	
With English as an additional language	
Who left in previous school year to attend reception provision within a primary school	

* On 1 July.

** The stages refer to those set out in the Code of Practice for the Identification and Assessment of Special Educational Needs.

Percentage qualifying under DE admission criteria 1 or 2.	
Average attendance for the previous year.	88%
Number of days open in previous school year	195

2. Duration of sessions

Full-time	Part-time: am	Part-time: pm
	2.5 hrs	

3. Details of staff

Number of:	Full-time	Part-time
Staff including, Teachers/Leaders		2
Number of staff holding a recognised child care qualification		2
Number of staff holding a recognised teaching qualification		
New appointments within the previous 12 months		1

Number of: ***	
Students	
Trainees	

*** Total placements since September of current year

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