

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Rainbow Private Day Nursery,
Larne, County Antrim

Private playgroup

Report of an Inspection in
November 2017



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments

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1. Context

Rainbow Private day Nursery is located in an attractive rural area on the outskirts of Larne. The pre-school, which is a part of the wider day-care facility, operates one morning session within a dedicated pre-school room. A small number of younger children in their penultimate pre-school year also attend the session. Since the last inspection, a new member of staff has been appointed and another member of staff has taken on the leadership role of the pre-school following the completion of her level five qualification.

Number of children:	Class 1
Attending part-time	16
Under 3 years of age	#
Funded by Department of Education	13
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**	#
At CoP stages 1 or 2**	#

Average percentage attendance for the previous year.	96%
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

2. Views of parents and staff

A small number of parents and all of the staff responded to the confidential questionnaire. The responses were very positive about almost aspects of the provision including the leadership, care and progress being made by the children. All of the responses have been 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

Overall effectiveness	Capacity to identify and bring about improvement
Outcomes for learners	Good
Quality of provision	Important areas for improvement
Leadership and management	Good

5. Outcomes for learners

- The children are developing very positive attitudes and dispositions for learning. They are progressing well in their learning across most areas of the pre-school curriculum. A small number of children still require adult support to sustained concentrated periods of play.
- The children make independent choices, care for their environment and manage their own personal care and daily snack routine with confidence. Their social skills and behaviour are very good. The small number of children who still require help respond well to the skilful staff encouragement to take turns, share and settle to productive play.
- Almost all of the children communicate their ideas and discuss their own family experiences confidently with the staff and one another, with an increasing vocabulary. They listen attentively during the very enjoyable group story and music sessions and have a well-developed sense of rhythm and movement to music. Many of the children are beginning to recognise that print has meaning and show an interest in mark making.
- The children enjoy using dough, paint and drawing materials to express themselves and develop some early representational work. On the day of the visit, the development of their own creative ideas was limited by the space and resources available. The children use their imagination and take on roles in the hospital area and the mud kitchen. They spend sustained periods investigating the properties of natural materials such as the water, sand and real vegetables.
- The children count and have a developing understanding of the sequence of the day, positional language and size. Most do not yet use the associated mathematical language independently during their play nor do they have sufficient opportunity to develop their problem-solving skills and awareness of shape through, for example, the daily use of a wide range of construction materials.

6. Quality of provision

- The planned learning experiences do not reflect fully the pre-school curriculum guidance and the needs of the children. In particular, the opportunities for the children to design, construct, use a broad range of mathematical language and express their own creative ideas are lacking.
- The skilful staff interactions with the children are a key strength within the pre-school. The staff are nurturing and affirmative with the children, they encourage their independence and social skills very well. Sustained conversations, modelling of vocabulary language, effective open-ended questions and well-managed group sessions promote very well many aspects of the children's language and learning.
- The play room, while small, is attractively laid out in distinct areas and enhanced with displays of the children's own work. The outdoor spaces, including the newly-developed sensory garden provide essential additional space for the children to develop their play.

- The staff have worked hard to review and trial new planning and assessment methods and make relevant evaluations of the learning, however, the evaluations are not being used effectively enough to guide the work of the staff. The staff need to develop further their understanding of the stages of development in learning and how to match the planned experiences more closely to the pre-school curriculum and the children's needs and interests. The assessment records of the children's achievements need to be of a more consistent quality and have a clearer base-line from which to track their progress.
- The children who require additional support with their learning are identified early through information gathered from staff observations, parents and other professionals. Appropriate individual plans are developed to support their progress. The leader has identified the need to continue the professional development of the staff team to support the children with additional learning needs.
- Based on the evidence available at the time of the inspection, the pre-school's approach to care and welfare impacts positively on the learning, teaching and outcomes in the children's personal and social development.

7. Leadership and management

- The leader of the pre-school is gaining confidence in her role and fosters a strong sense of team work among the pre-school staff, supported and encouraged by the proprietor. She organises the pre-school day very well and is a very good role model in her own work with the children. The proprietor is a key member of the pre-school team and has set out clear roles and responsibilities.
- The pre-school has developed and improved key aspects of their work in recent years. This includes in particular developing the new team and the role of the leader, improving links with the parents through offering a lending library and 'stay-and-play' sessions, improving resources and developing the outdoor area.
- The staff are reflective in their work and supported by the independent early year's specialist, have identified relevant priorities with associated action plans. These action plans need to be updated in line with the inspection findings with a clearer focus on the specific actions required to bring about improvement and how this improvement will be measured.

8. Safeguarding

- Based on the evidence at the time of the inspection, the arrangements for safeguarding children reflect broadly the guidance from the relevant Departments. However, Rainbow Private Day Nursery pre-school needs to ensure that:
- the policies for promoting positive behaviour, and dealing with any allegations against staff are reviewed and updated to reflect the practice; and
- the Proprietor needs to complete the training for Designated Officers.

9. Overall effectiveness

Rainbow Day Nursery pre-school demonstrates the capacity to identify and bring about improvement in the interest of all children.

The playgroup has demonstrated the capacity to address the following areas for improvement.

- The children need better opportunities to develop their problem-solving skills, creative ideas and awareness of shape through the daily use of a wide range of construction and open-ended creative resources.
- The staff need to match more closely the available resources and the length and content of the adult led group session to the developmental needs of the full range of children.
- The assessment records of the children's achievements need to be of a more consistent quality and have a clearer base-line from which to track progress.
- The action plans need to be updated in line with the inspection findings with a clearer focus on the specific actions required to bring about improvement and how this improvement will be measured.

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 management group; 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:

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 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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