

Education and Training Inspectorate PRE-SCHOOL INSPECTION



Right Rascals Pre-school, Killinchy, County Down

Private Day Nursery DE Ref No: 4CA-0530

Report of an Inspection in January 2020



Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



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1. Context

The pre-school room operates within the purpose-built premises of Right Rascals Day Nursery. The children who attend come from the village of Killinchy and wider rural area. All of the children are in their pre-school year. The pre-school was last inspected in 2015 and since then the leadership and staffing have remained constant.

Number of children:	Class 1
Attending part-time	22
Under 3 years of age*	0
Funded by Department of Education	24
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**	0

Percentage qualifying under DE admission criteria 1 or 2.	77.3
Average percentage attendance for the previous year.	94.6
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

N/A not available

2. Views of parents and staff

Just under one-quarter of the parents replied to the confidential questionnaire; they expressed very high levels of satisfaction with all aspects of the pre-school's educational and pastoral provision. In particular, the parents noted the continuous progress the children were making in their learning and all-round development, the care and approachability of the staff and the effective communication. All of the staff responded to the questionnaire; their responses and written comments highlighted the inclusive team approach to their work, the positive communication at all levels and the beneficial links with the parents and local primary school.

A summary of the questionnaire responses was shared with the setting's manager, the pre-school leader and the independent early years specialist.

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	Good
Leadership and management	Good

5. Outcomes for learners

- The children are well-settled and friendly. They move confidently around their learning areas and play with good levels of concentration in their self-chosen activities, working together and chatting happily for extended periods.
- The children's listening and attention skills during story and song time are very well- developed and their behaviour is very good. They enjoy and respond positively to the imaginative role-play opportunities in the 'doctor's surgery'. Most of the children are developing well their levels of independence; for example, most self-register for activities, organise and store their work and tidy away their snack dishes unaided.
- The children choose, share and browse books with interest and a small number are developing well their early mark-making. Most express and explain their thinking and emotions using a widening vocabulary. They understand and use numbers, shapes, sorting and positional language in a range of meaningful contexts. The children have, however, insufficient opportunities to develop their gross motor skills through regular energetic physical play.
- Most of the children, including those who require additional support with aspects of their learning, are making good progress across most areas of the pre-school curriculum. Overall, the children's creative problem-solving and investigative skills are underdeveloped. There is a need for the staff to increase the children's access to a wider range of real-life and natural resources to develop their curiosity and early scientific learning.

6. Quality of provision

- The staff provide an attractive, child-centred and well-organised learning environment in the playroom which makes effective use of the available space and enables the children to access independently the resources they need for their play. The outdoor learning spaces are not yet developed and equipped fully enough; appropriately the staff, supported by the manager and proprietor, are addressing currently this important aspect of the provision.
- The staff know the children and their needs well and use their written observations and assessments to help inform the future planning. Appropriately, they have made improvements to the planning to reflect and target more explicitly individual children's specific learning outcomes. The staff, who currently undertake planning at various different times, would benefit from the provision of planning time on a more regular basis to complete this important aspect of their work.

- The quality of the staff interactions is consistently good in developing and extending the children's language and aspects of the children's early mathematical understanding. The staff encourage the children to ask questions and develop their vocabulary, praising their efforts and suggestions, for example, in the dough and role-play areas. Incidental occasions for developing further the children's thinking skills, problem-solving and mathematical learning are not always exploited fully.
- The staff take care to identify early and support sensitively individual children's learning and development needs. There is regular and constructive communication with the parents in relation to the progress the children are making.
- 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 the children's outcomes. The staff take time to listen to the children and value and reward their efforts within the setting's homely and caring learning environment.

7. Leadership and management

- The staff work well together as a practical team in bringing benefit to the children's learning, personal well-being and development. They are supported and encouraged in their work by the setting's manager and proprietor.
- The staff have developed a range of approaches to support self-evaluation and development planning to identify appropriate priorities for improvement, including the outdoor provision.
- The work of the pre-school is supported productively by an early years specialist who reports that the staff take good account of the guidance given to bring about further improvement in the provision for the children.
- There are highly effective working and communication links with the parents and helpful partnerships with, for example, the health visitor and local primary schools. The staff make effective use of visitors and trips to enrich the children's learning.

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

Right Rascals Pre-school demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The pre-school has demonstrated the capacity to address the following areas for improvement. The areas for improvement include the need to:

- develop further the provision and planning for outdoor learning; and
- extend the children's problem-solving skills and creativity through the provision of more open-ended resources and investigative activities.

The ETI will monitor how the pre-school 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:

- meetings with those involved with leadership and management, including the setting manager, the playroom leader and staff team, the proprietor and the independent early years specialist; 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:

<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

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