

# Education and Training Inspectorate PRE-SCHOOL INSPECTION



## Tigger's Palace Day Nursery, Hollywood, County Down

Voluntary playgroup DE Ref No: 4AB-0513

Report of an Inspection in December 2019



Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments



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## 1. Context

Tigger's Palace Day Nursery is located in Palace Barracks, Hollywood. The children attending the setting come from families within the barracks and also families from the wider community. The majority of the children attending the setting also attend the adjacent day care facility.

<b>Number of children:</b>	<b>Class 1</b>
Attending part-time	15
Funded by Department of Education	12

Percentage qualifying under DE admission criteria 1 or 2.	80%
Average percentage attendance for the previous year.	92%
Number of days open in previous school year	185

**Source:** data provided by the setting.

## 2. Views of parents and staff

Approximately half of the parents and all of the staff responded to the confidential online questionnaire; all of the responses were extremely positive. The parental written comments highlighted in particular: the positive rapport and engagement of the staff; the regular information received; and the good progress the children have made during the year. A summary of the questionnaire responses were shared with the leader and a representative from the management committee.

## 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>	<b>Capacity to identify and bring about improvement</b>
<b>Outcomes for learners</b>	Good
<b>Quality of provision</b>	Good
<b>Leadership and management</b>	Good

## 5. Outcomes for learners

- The children are very well settled and respond positively to the daily routines including snack time and the transitions to outside play. They have very good levels of independence and self-management; they make independent choices for play; self-register and label their own creative work and engage in concentrated and purposeful play.

- All of the children are making good progress across all the areas of the pre-school curriculum and their personal social and emotional skills are a strength. They engage positively with their peers and the adults; respond well to the encouragement of the staff and are developing an appropriate awareness of their own behaviours and others' feelings and emotions.
- The children are developing a good understanding of the early mathematical concepts associated with number, shape and space and measures and are able to rote count. They are attentive and engage appropriately in the story and music session and a minority of the children engage in early mark making. The children produce good pieces of representational artwork and individual, creative three-dimensional models and a small number of children respond independently to the opportunity for music making. The children's interest in world around us is less-well developed; they are beginning to develop their natural curiosity and investigation skills.

## **6. Quality of provision**

- The staff have created a welcoming, well-organised environment in which the children can access easily the range of natural and authentic resources to support their learning. The children's creative artwork is celebrated and displayed within the playroom. The recent focus on the development of the outdoor area provides good learning opportunities across all areas of the pre-school curriculum.
- The interactions between the staff and the children are of a good quality. The staff promote positive behaviour and encourage the development of the children's independence. There were some missed opportunities for the staff to develop further and promote the children's learning through active engagement, modelling play and using open-ended questions.
- The long-term planning links to the pre-school curriculum and identifies the long term goals for the children. While the staff undertake appropriate observations of the children's learning which are used to inform the future planning, the short term planning lacks clarity and does not chart sufficiently the progress in each of the areas of the curriculum.
- 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 warm relationships between the adults and children have created a positive learning environment.

## **7. Leadership and management**

- The staff work very well as a team, identifying both their own professional learning opportunities and the priorities for the further development of the pre-school. They readily accept the opportunities to develop their careers and learning opportunities through local clusters and training. They are very ably supported by the manager, committee and the recently appointed early years specialist.
- The development planning process is underpinned by good self-evaluation and informed by all stakeholders; including the children who had an active role in identifying resources for the outdoor play area.

- There are strong parental links within the setting. Induction booklets completed by the parents help to assist with the settling-in period and inform staff about the children's needs and stages of development. Parents are encouraged to become involved in their child's learning through, for example, the 'Bed Bedtime Read' from the Department of Education's 'Getting Ready to Learn' strategy and stay and play sessions. They are kept well informed of their child's progress through the monthly newsletter, termly meetings and daily informal interactions with staff. There are well established links with local primary schools to which the children transition.

## **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, Tigger's Palace Day Nursery needs to: personalise the safeguarding flowchart and update the child protection policy to match the setting's practice and procedures.

## **9. Overall effectiveness**

Tigger's Palace demonstrates the capacity to identify and bring about improvement in the interest of all the learners.

There are areas for improvement that the playgroup has demonstrated the capacity to address. The areas for improvement are to:

- ensure short-term planning clearly identifies progression across all areas of the pre-school curriculum; and
- further develop the outdoor area.

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<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:

<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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