

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Tiny Tots Pre-School,
Newtownabbey

Report of an Inspection in
November 2013

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 Education and Training Inspectorate (ETI) use the following performance levels in reports:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

Contents

Section	Page
1. Inspection method and evidence base	1
2. Context	1
3. Focus of inspection	1
4. Overall findings	2
5. Achievements and standards	2
6. Provision	2
7. Leadership and management	3
8. Conclusion	3
Appendices	

1. Inspection method and evidence base

The key questions and quality indicators which guide inspection and self-evaluation of pre-school centres, which were applied to this inspection, are available in the Education and Training Inspectorate's (ETI) publication *Together Towards Improvement pre-school/Education and Training Inspectorate : a process for self-evaluation* at: <http://www.etini.gov.uk/index/together-towards-improvement/together-towards-improvement-pre-school.htm>.

Inspectors observed teaching and learning 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 discussion with the staff;
- a meeting with those involved with leadership and management; and
- the opportunity for the parents, staff and members of the management group to complete a confidential questionnaire.

Questionnaire	Number issued	Number returned	Percentage returned	Number with comments
Parents	20	*	* ¹	0
Staff	*	*	100%	0

* fewer than 5

2. Context

Tiny Tots Pre-school is situated in a classroom within Hollybank Primary School in Monkstown, Newtownabbey. A new assistant was appointed in September 2012. The children attending the pre-school playgroup come from within a radius of 3 miles.

3. Focus of inspection

The inspection focused on:

- the children's achievements and standards;
- the quality of provision in the pre-school; and
- the quality of leadership and management.

¹ The ETI is trialling a new range of methods to collect the views of parents/carers and, as a result, the percentage of questionnaires returned may be low.

4. Overall finding

Overall Performance Level	Very good
Achievements and Standards	Very good
Provision	Very good
Leadership and Management	Very good

Key findings of the inspection

5. Achievements and standards

- The children are well-settled for the time of year. All of the children engage in purposeful and concentrated play and are developing positive attitudes to their learning. The children show very good levels of independence and the majority of them co-operate well with one another and with the adults.
- The majority of the children have very good listening skills, are confident in talking with the adults in the playroom and communicate well with one another during the activities. The children enjoy the informal group activities, story sessions and join in enthusiastically with songs and rhymes. The children are confident in exploring the good range of materials and use them creatively to explore patterns, sort and match healthy and unhealthy foods, build simple models and make early representational drawings.

6. Provision

- The daily timetable provides a valuable session of extended play along with appropriate time for stories, songs and rhymes and physical play experiences. The staff are skilful in encouraging the children to take part in productive play, persevere and complete their tasks.
- The quality of staff interaction with children is very good. They ask open-ended questions, sustain the children's interest, and extend their language and thinking skills. The staff are skilful in consolidating the children's learning.
- The staff provide well-resourced areas for play in a language rich environment, which is further enhanced by the very good use of natural materials. The programme provides very good opportunities for learning in almost all areas of the pre-school curriculum.
- The staff implement detailed weekly planning which identifies an appropriate range of activities for the time of year and the children's needs and interests. The staff know the children well and have a system in place to record some observations of their learning. They need to develop further their system of recording in order to clearly demonstrate how the children are developing and what learning and progress they are making.

- The provision for pastoral care within the playgroup is very good. The staff are caring and supportive and set high expectations for the children's behaviour and their learning, through the consistent use of positive behaviour strategies and the effective use of praise and encouragement for safe and respectful play. They have developed valuable links with the local primary schools; these promote a smooth transition for the children as they transfer into year 1.
- The children are provided with a well organised, healthy snack and have regular opportunities for physical activity both outdoors and in the assembly hall.

7. Leadership and management

- The staff have developed a very good team approach to the development of the provision since their move to new premises. All of the team members are dedicated and skilled practitioners who work together effectively to promote the highest standards of learning.
- The leader is a very good role model in all aspects of the provision; she sets high standards for herself, the staff and the children. She has implemented a good range of policies and procedures and a stimulating pre-school programme for the children.
- Currently, the staff have the support of an independent early years specialist (EYS). She provides regular visits and good support for the staff. She now needs to develop further the staff's understanding of the process of self-evaluation leading to continuous improvement.
- On the basis of the evidence available at the time of the inspection, the pre-school has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education.

8. Conclusion

In the areas inspected, the quality of education/training provided by this pre-school is very good. The pre-school is meeting very effectively the educational and pastoral needs of the children; and has demonstrated its capacity for sustained self-improvement.

STATISTICAL INFORMATION

Name of pre-school setting:	Tiny Tots Pre-school
Address:	c/o Hollybank Primary School Devenish Drive Monkstown NEWTOWNABBEY Co Antrim BT37 0HF
Management Type:	Voluntary

Date of inspection:	18 November 2013
Date of previous inspection:	November 2007

1. Details of Children

Total number of children:	am session	pm session
attending the pre-school setting	20	-
in their immediate pre-school year	18	-
funded by Department of Education (DE)	19	-
qualifying under DE admission criteria 1 & 2	19	-
with a statement of special educational needs	0	-
without a statement but receiving therapy or support from other professionals for special educational needs	0	-
with English as an additional language	0	-
who left in previous school year to attend reception provision within a primary school	0	-
Attendance:		
attendance** of funded children for the previous school year	89%	-

* Special Educational Needs = fewer than five

** Calculated from the date when the intake was complete

2. Details of Staff

Number of:	Full-time	Part-time
Staff, including leader		3
Number of staff holding a recognised child care qualification		3
Number of staff holding a recognised teaching qualification		0
New appointments within previous 12 months		0

Number of: ***	
Students	1
Trainees	

*** Total placements since September of current year

3. Details of Sessions

Duration of morning session	Duration of afternoon session	Number of days open in previous year
3 hours	-	188

© CROWN COPYRIGHT 2014

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: www.etini.gov.uk

