

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Toddle-in Pre-School,
Moneyrea, County Down

Report of an inspection in
June 2016



The Education and Training Inspectorate
Promoting Improvement

Providing Inspection Services for:

Department of Education
Department for the Economy
Department for Communities

CUSTOMER
SERVICE
EXCELLENCE



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.

Contents

Section	Page
1. Inspection method and evidence base	1
2. Focus of inspection	1
3. Context	1
4. Overall findings of the inspection	1
5. Achievements and standards	2
6. Provision for learning	2
7. Leadership and management	3
8. Overall effectiveness	3
Appendix	

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 the parents and all of the staff responded to the questionnaires. Overall, the responses indicated very high levels of satisfaction with all aspects of the centre's work. In particular, the parents praised the work of the staff and recognise the high standards that their children are achieving in their learning and development. The responses were shared with the staff and management group.

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

Toddle-in Pre-School is located in the grounds of Moneyrea Primary School in County Down. All of the children attending are in their immediate pre-school year and come mainly from the local area. Since the last inspection, there have been two new members of staff appointed and the outdoor play area has been enhanced and is used well on a daily basis for physical activity and outdoor play.

4. Overall findings of the inspection

Overall effectiveness	High level of capacity for sustained improvement
Achievements and standards	Outstanding
Provision for learning	Outstanding
Leadership and management	Outstanding

5. Achievements and standards

- The children are very well-settled, friendly and confident; they are making very good progress in all aspects of their learning and development. They are developing very positive attitudes and dispositions for learning; they play productively for sustained periods throughout the session. They show respect and responsibility for their environment and for one another during their activities and the daily routines.
- High priority is given to developing the children's language and literacy skills; the pre-school provides a language rich environment; as a result the children are developing well their oral communication skills; they know a wide repertoire of rhymes and songs. They listen carefully and demonstrate very good attention during the enjoyable story sessions.
- The children's fine motor skills are very good and their mark-making and representational drawings are of a very good standard. Most of the children are beginning to label or write their own names on their work.
- The children make confident, imaginative and independent use of the creative materials provided for their play. They often work collaboratively to paint, make simple models and experiment with colour and pattern. The children's role play is very well developed in the home and construction areas. There is a high level of investigative and exploratory play both indoors and outdoors.
- Those children who have been identified by the staff as requiring additional support with their social skills are well integrated and make very good progress.
- The children explore and investigate the wide range of interesting activities available to them. They display high levels of independence and self-esteem and are happy to talk about their play. They spend lengthy periods at self-chosen activities and the quality of their work is often of a high standard.

6. Provision for learning

- The playroom and outdoor area are very well presented providing an attractive and stimulating learning environment for the children to explore. The daily timetable is well organised; and well established routines which are used very well to support learning.
- The quality of the pastoral care provided by the staff is outstanding. They provide an inclusive and respectful ethos and the children's behaviour is excellent.
- All of the staff are very skilful in their interactions with the children. They introduce mathematical concepts and ideas naturally through play. The staff regularly use appropriate open-ended questions to foster the children's thinking skills and provide them with additional resources to extend their language and learning.

- The written planning is underpinned by a very good, shared understanding of the pre-school curriculum. It is implemented consistently by all of the staff and is regularly evaluated. The staff have developed an appropriate system of observation and assessment to track the children's progress.
- The children are provided with a healthy snack and regular physical activity, which the children clearly enjoy.

7. Leadership and management

- The staff work together effectively as a team in the best interest of the children. All of the staff have a caring approach and clearly enjoy their work with the children. The playgroup's development plan outlines appropriate targets for improvement. The staff make insightful evaluations of their practice and are able to demonstrate the improvements they have made in various aspects of their provision. There is evidence that this process has enhanced the overall provision and the children's learning experiences. The staff value the support provided by their independent early years specialist.
- The centre has a wide range of additional resources to support a progressive play programme to enhance the children's play and learning. Much attention has been given to the continuous professional development of the staff; there is evidence that their attendance at relevant courses is having a positive impact on their work and is enhancing the learning opportunities provided for the children.
- The parents are kept informed of the work and life of the pre-school through, for example, the monthly newsletters and interviews. There are very good links with the neighbouring primary school and the local community and the children benefit from regular visitors to the pre-school which enhance greatly the provision.
- 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 relevant Department.

8. Overall effectiveness

Toddle-in Pre-School has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the playgroup sustains improvement.

STATISTICAL INFORMATION ON TODDLER-IN PRE-SCHOOL

1. Details of children

Number of children:	Class 1	Class 2
Attending full-time	23	0
Attending part-time	0	0
Under 3 years of age*	0	0
Funded by Department of Education	23	0
With statement of special educational needs	0	0
Without a statement but receiving therapy or support from other professionals for special educational needs	5	0
At CoP stages 3 or 4**	5	0
At CoP stages 1 or 2**	***	0
With English as an additional language	***	0
Who left in previous school year to attend reception provision within a primary school	0	0

* 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

Percentage qualifying under DE admission criteria 1 or 2.	23
Average attendance for the previous year.	92%
Number of days open in previous school year	188

2. Duration of sessions

Full-time	Part-time: am	Part-time: pm
	3 hours	

3. Details of staff

Number of:	Full-time	Part-time
Staff including, Teachers/Leaders		5
Number of staff holding a recognised child care qualification		4
Number of staff holding a recognised teaching qualification		0
New appointments within the previous 12 months		1

Number of: ****	
Students	0
Trainees	***

**** Total placements since September of current year

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