

# Education and Training Inspectorate PRE-SCHOOL INSPECTION



## Wee Care Day Nursery Pre-School, Belfast

Private Day Nursery DE Ref No: 1CA-0410

Report of an Inspection in October 2019



Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments



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## 1. Context

Wee Care Day Nursery is a privately-operated day nursery located in East Belfast. It currently offers morning and afternoon pre-school sessions. Almost all of the children attending the sessions avail of the private child care facilities within the nursery. From the time of the last inspection a new leadership team has been formed and at the time of the inspection there was temporary leadership in place.

<b>Number of children:</b>	Morning	Afternoon
Attending full-time	15	12
Funded by Department of Education	15	12
With statement of special educational needs	0	0
Without a statement but receiving therapy or support from other professionals for special educational needs	0	0
At CoP stages 3 or 4**	0	0
At CoP stages 1 or 2**	#	0

Percentage qualifying under DE admission criteria 1 or 2.	100
Average percentage attendance for the previous year.	95.13
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

A minority of the parents and all of the staff responded to the confidential questionnaire. All of the responses were wholly positive. A summary of the questionnaire responses were shared with the leader and a representatives 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>	Capacity to identify and bring about improvement
<b>Outcomes for learners</b>	Good
<b>Quality of provision</b>	Good
<b>Leadership and management</b>	Good

## **5. Outcomes for learners**

- All the children, including those identified with additional learning needs, are well settled. They respond positively to and are familiar with the daily routines and their personal social and emotional skills are a strength. The children self-register and label their work independently; make choices in their learning; share resources readily; and, assist at tidy-up time. They are happy to engage with each other and with visitors and they are enthusiastic learners; particularly in the outdoor area.
- All of the children are achieving well across most areas of the pre-school curriculum. The children display a keen interest in mathematical activities, are able to count and recognise colour; they are beginning to identify numbers and symbols. They respond well to number rhymes and songs. The children are beginning to show an interest in the world around them, particularly in the outdoor area. They are at an early stage of experimenting and exploring the materials and resources to develop their investigative play.
- All of the children can express their thoughts and ideas and engage confidently in conversations with adults and peers. Almost all of the children listen attentively at group story time; they respond well to rhymes and enjoy browsing in books. A small number of children are developing an awareness that print has meaning, and engage in early mark making both indoors and outdoors. The children enjoy the opportunity to create music in the recently developed outdoor play area. While the children produce very good representational drawings, their creativity and imagination is underdeveloped.

## **6. Quality of provision**

- The staff provide a welcome, calm environment in which resources are well organised and easily accessible enabling independent choice and decision making. The recent improvements to the outdoor play area provide a good range of experiences across all areas of the pre-school curriculum.
- The interactions between the staff and the children are of a consistently good standard. The staff engage actively with the children in their learning, are encouraging and supportive and promote positive behaviour. They model specific mathematical language and respond positively to the interests and needs of the child however, there are insufficient opportunities to challenge and promote effectively the children's creativity and investigative skills.
- The recently reviewed medium-term planner guides well the work of the staff and the children's specific needs are identified through regular observations which are reflected in subsequent plans. Further work is required to ensure the progression across each area of learning is sufficiently tracked and monitored.
- Based on the evidence available at the time of the inspection, the pre-school's approach to care and welfare impact positively on learning and teaching. The warm, welcoming relationships between the staff and children have created an inclusive, positive environment for learning.

## **7. Leadership and management**

- The staff team work well together and are supported in their work by the management committee. Regular meetings provide an opportunity for staff to share the progress and areas for development of the pre-school.
- An independent early years specialist provides good support and works closely with the staff team in the development planning and self-evaluation process. In addition the staff have considered their own professional development. They have availed of the opportunity to engage in clusters and visit other settings which has had a positive impact on the work of the setting, particularly in the development of the outdoor area.
- Parents are provided with helpful induction packs and are kept informed about the life and work of the playgroup through monthly newsletters and via the website and social media. They welcome the opportunity to be actively involved in the nursery, through for example, the Getting Ready to Learn programme.

## **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**

Wee Care Nursery Pre-School demonstrates the capacity to identify and bring about improvement in the interest of all the children.

There is an area for improvement that the playgroup has demonstrated the capacity to address. The area for improvement is:

- to develop the children's creative and investigative skills.

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 committee; 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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