

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Rockmount Day Nursery,
Ballynahinch

Report of an Inspection
in November 2012



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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%

In assessing the various features of the provision, Inspectors relate their evaluations to six descriptors as set out below:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

STATISTICAL INFORMATION

Name of pre-school setting:	Rockmount Day Nursery
Address:	67 Dromore Road BALLYNAHINCH Co Down BT24 8HS
Management Type:	Private

Date of inspection:	14 November 2012
Date of previous inspection:	N/A

1. Details of Children

Total number of children:	am session	pm session
attending the pre-school setting	24	-
in their immediate pre-school year	18	-
funded by Department of Education (DE)	18	-
qualifying under DE admission criteria 1 & 2		-
with a statement of special educational needs		-
without a statement but receiving therapy or support from other professionals for special educational needs	*	-
with English as an additional language		-
who left in previous school year to attend reception provision within a primary school		-
Attendance:		
attendance** of funded children for the previous school year	92.58%	-

* 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	1	3
Number of staff holding a recognised child care qualification	0	3
Number of staff holding a recognised teaching qualification	0	0
New appointments within previous 12 months	0	0

Number of: ***	
Students	0
Trainees	1

*** 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
2½ hours	-	

4. Parental Questionnaires

Number issued to parents:	18
Percentage returned	61%
Number of written comments:	5

1. Introduction

Rockmount is a privately operated day nursery in Ballynahinch. This is the first inspection of the setting since they entered the pre-school expansion programme in September 2011.

2. Inspection methods and evidence base

The inspection evaluations are based on evidence gained from in-class observations and from a range of documentation provided by the setting.

The views of the parents, staff, and management group were sought through a confidential questionnaire prior to the inspection. Eleven of the parents (61%) responded to the questionnaire and five made additional written comments. There were five questionnaire responses made by the staff and the management committee and a small number of written comments. The parent, staff and management committee questionnaire responses indicated a high level of satisfaction with nearly all aspects of the setting. The reporting inspector discussed any issues raised through the questionnaires with the leader and the proprietor of the day nursery.

3. Overall finding of the inspection

In most of the areas inspected the quality of education provided by this setting is satisfactory; the strengths outweigh the areas for improvement in the provision. The inspection has identified areas for improvement in learning and teaching, and leadership and management which need to be addressed if the needs of all children are to be met more effectively. The Education and Training Inspectorate will monitor and report on the setting's progress in addressing the areas for improvement over a 12 -24 month period.

Summary of key findings

Children's Achievements Quality of Provision Leadership and management	Good Satisfactory Satisfactory
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KEY FINDINGS OF THE INSPECTION

4. Children's Achievements

The quality of the children's achievements is good.

- The children are well-settled for the time of year and are very motivated to engage in learning.
- During the inspection, all of the children engaged in sustained and purposeful play. The majority of the children have good speech and language skills and are beginning to play collaboratively. The children listened well at story time and joined enthusiastically in singing nursery rhymes.
- The children display good levels of independence, engaging confidently with the adults in the setting and approaching them for assistance when necessary. The staff should now review some of the current routines in order to extend the opportunities for the children to develop further their independence.

5. Provision for Learning

The quality of the provision for learning is satisfactory.

- The quality of the arrangements for pastoral care in the setting is very good. The staff are very caring and know the children very well; many of the children have attended the day nursery from a young age and continue their care within the setting after the session. The children are very well-behaved and there is a happy, relaxed, family ethos within the setting.
- The quality of the staff interactions with the children was always satisfactory and, on occasions, good. All of the adults engage constantly with the children and promote a sense of fun and enjoyment in learning. The staff need to develop further their questioning techniques in order to ensure that they extend more effectively the children's learning, language and thinking skills.
- The staff work hard to create a welcoming and inviting learning environment for the children. There are distinct areas of play and good use is made of all the available space. The setting's educational programme offers satisfactory to very good opportunities for learning in all of the areas of the pre-school curriculum.
- There is currently no long term overview for the progression of learning across the pre-school curriculum. The staff now need to develop their planning in order to focus, more sharply, on the learning potential, and the role of the adult, for each activity. A good start has been made by the staff in recording observations of the children's responses and linking them to future planning. It will be important for the staff to continue to develop this process in order to ensure appropriate progression and challenge throughout the year for the children.
- The setting provides satisfactory support for those children who have been identified as having special educational needs and is pro-active in establishing links with outside agencies.
- The children are provided with a healthy snack and have very good opportunities for regular physical activity.

6. Leadership and Management

The quality of leadership and management is satisfactory

- The leader and deputy leader, with the support of the proprietor, are committed to the continuous development of the setting. The staff have availed of relevant training and very good support through their independent early years specialist (EYS). They work well as a team and are very supportive of each other.
- Self-evaluation is at an early stage of development. The staff now need, with the support of their EYS, to develop further their understanding and use of self-evaluation to promote continuous improvements within the provision.
- On the basis of the evidence available at the time of the inspection, the setting has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the relevant Department.

- The setting has established good links with the local primary schools to ensure a smooth transition for their children as they prepare for the next stage of their education. The setting enjoys good support from their parents; however, there is a need for the staff to provide the parents with more detailed information about how they can support their children's learning when at home.

CONCLUSION

In most of the areas inspected the quality of education provided by this setting is satisfactory; the strengths outweigh the areas for improvement in the provision. The inspection has identified areas for improvement in learning and teaching, and leadership and management which need to be addressed if the needs of all children are to be met more effectively.

The areas for improvement include the need:

- for the staff to develop further their planning and assessment methods in order to focus more sharply on the learning potential and the role of the adult in each activity;
- to improve the quality of the staff interactions with the children to ensure that they effectively extend the children's learning, language and thinking skills; and
- for the staff, with the support of their early years specialist, to develop further their understanding and use of the self-evaluation process.

The Education and Training Inspectorate will monitor and report on the setting's progress in addressing the areas for improvement over a 12 -24 month period.

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