

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Tiggers Palace Day Nursery,
Holywood

Report of an Inspection
in February 2013



Providing Inspection Services for
Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure



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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:	Tiggers Palace Day Nursery
Address:	Palace Barracks Community Centre 57 Hinchley Avenue HOLYWOOD Co Down BT18 9FD
Management Type:	Voluntary

Date of inspection:	21 February 2013
Date of previous inspection:	18 April 2005

1. Details of Children

Total number of children:	am session	pm session
attending the pre-school setting	13	-
in their immediate pre-school year	10	-
funded by Department of Education (DE)	10	-
qualifying under DE admission criteria 1 & 2	*	-
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	86%	-

* 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	2	2
Number of staff holding a recognised child care qualification	4	0
Number of staff holding a recognised teaching qualification	0	0
New appointments within previous 12 months	0	0

Number of: ***	
Students	0
Trainees	0

*** 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	-	188

4. Parental Questionnaires

Number issued to parents:	16
Percentage returned	16.6%
Number of written comments:	0

1. Introduction

Tiggers Palace Day Nursery is situated in facilities within Palace Barracks in Holywood. The inspection focused on the quality of the educational and pastoral provision of the pre-school room within this day care. Most of the children who attend the playgroup come from within the barracks. Since the last inspection in April 2005, two new members of staff have been appointed.

2. Inspection methods and evidence base

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

The views of the parents, staff, and management group were sought through a confidential questionnaire prior to the inspection. The small number of responses returned by the parents were supportive of the staff's work. The responses from the staff and the management group were also very positive and emphasised the dedication of the staff to provide a high quality pre-school provision. The Inspectorate has reported the main issues emerging from the questionnaires to the leader, staff and management group.

3. Overall finding of the inspection

In the areas inspected, the quality of education provided by the Tiggers Palace Day Nursery is good. The playgroup has important strengths in most of its educational and pastoral provision. The inspection has identified areas for improvement which the playgroup has demonstrated the capacity to address.

The Education and Training Inspectorate will monitor the playgroup's progress on the areas for improvement.

Summary of key findings

Children's Achievements	Good
Quality of Provision	Good
Leadership and management	Good

KEY FINDINGS OF THE INSPECTION

4. Children's achievements

The quality of the children's achievements is good.

- During the freely chosen play session, the children engage in good sustained play. They are independent as they self-select materials to develop their own imaginative play and creative activities. A minority of children, during the adult-led group sessions, require further support to be more attentive to the learning.

- The children communicate well with the adults and their peers during their play and the daily routines. They show an interest in early reading as they participate in the effective story-telling session and they explore books during play. The children demonstrate a good understanding of early mathematical concepts such as, size, shape, and positional language.

5. Provision for learning

The quality of the provision for learning is good.

- The provision for pastoral care within the playgroup is very good. There are positive working relationships at all levels. The members of staff are caring and supportive of the children's needs and they use appropriate strategies to develop the children's confidence and self-esteem. The staff implement effectively the positive behaviour management policy and the majority of the children are developing their social skills to enable them to engage well with their peers. The play areas are well-defined reflecting the pre-school curriculum and are based on the interests of the children. The staff create a stimulating learning environment, enhanced by attractive displays of the children's work.
- The staff's interactions with the children are consistently of a good quality. They make good use of the play opportunities to develop the children's conversational skills and use appropriate questions to extend and develop language and learning.
- The wide range of activities provided offer the children good quality opportunities for learning in most aspects of the curriculum. The staff need to review the organisation of, and the time allocation given to the adult-led group sessions to meet more effectively the concentration capabilities of a significant minority of children.
- The detailed planning guides the staff effectively in providing a broad and balanced pre-school curriculum. While the staff record systematically their observations of the children's play, they need to extend their observations and methods of assessment to give a more accurate overall profile of the children's progress, needs and interests.
- The individual plans for children with specific learning needs identify appropriate targets for development and the staff provide good support for them. The staff's knowledge and understanding of special educational needs is developing well through their participation in the capacity building programme.
- The playgroup gives good attention to promoting healthy eating and physical activity, for example, through the healthy snack routines. The children's opportunities to access outdoor play are restricted during inclement weather.

6. Leadership and management

The quality of leadership and management is good.

- The leader and members of staff demonstrate effective teamwork; they are well organised and reflective pre-school practitioners. There is an appropriate development plan which identifies relevant areas for action; the staff has made a good start in self-evaluating aspects of their provision. The staff of the playgroup values the good quality of professional advice from the early years specialist from the Early Years Organisation.
- The parents are kept well-informed about the children's learning and events within the playgroup through formal meetings and their child's transition report.
- On the basis of the evidence available at the time of the inspection, the playgroup has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the relevant Department.

CONCLUSION

In the areas inspected, the quality of education provided by Tiggers Palace Day Nursery is good. The playgroup has important strengths in most of its educational and pastoral provision. The inspection has identified areas for improvement which the playgroup has demonstrated the capacity to address.

The areas for improvement include the need:

- to improve the balance between the child-initiated play and the adult-led sessions to meet the individual needs and interests of all children;
- to continue to develop the methods of assessment to reflect more fully all aspects of the children's learning.

The Education and Training Inspectorate will monitor the playgroup's progress on the areas for improvement. The playgroup is requested to submit an action plan.

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