

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Jolly Jester's Day Nursery,  
Dromore, County Down

Voluntary playgroup

Report of an Inspection in  
January 2018



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments



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## 1. Context

Jolly Jester's Day Nursery is a privately operated childcare facility situated in the centre of Dromore. The day nursery operates a pre-school playgroup. There have been significant changes to the leadership and management of the pre-school since the last inspection in November 2010. A new pre-school leader and a new centre manager were appointed in September 2017. A new independent early years' specialist has been working with the pre-school since June 2017.

<b>Number of children:</b>	<b>Class 1</b>
Attending full-time	14
Funded by Department of Education	10
With statement of special educational needs	0
Without a statement but receiving therapy or support from other professionals for special educational needs	0
At CoP stages 3 or 4**	0
At CoP stages 1 or 2**	0

Average percentage attendance for the previous year.	N/A
Number of days open in previous school year	N/A

**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.

N/A not available

## 2. Views of parents and staff

A very small number of parents and all of the staff responded to the confidential questionnaire. Their responses were almost all positive about all aspects of the life and work of the playgroup.

## 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>	<b>Capacity for sustained improvement</b>
<b>Outcomes for learners</b>	Good
<b>Quality of provision</b>	Good
<b>Leadership and management</b>	Good

## **5. Outcomes for learners**

- During the inspection, the children were observed counting, sorting, weighing and using money to pay for items in the farm shop. They have a very good knowledge of colour and use positional language and the language of measure appropriately during play time.
- Most of the children settle very quickly to play and engage well with each other in the learning areas. They display good levels of concentration and are curious to explore the wide range of materials and activities. Most of the children persevere with tasks until completion. The children are developing well their independence; they self-register, organise their snack, mop up spills and tidy away the toys.
- The children are articulate and talk confidently with each other and the adults. Their descriptive language is developing very well. They listen attentively during story time and most of the children join in enthusiastically when reciting rhymes and singing songs. During inspection, a significant minority of children were observed working collaboratively to make music. The children show limited interest in mark making and expressing their ideas through art work.

## **6. Quality of provision**

- The staff work hard to create a welcoming and attractive learning environment for the children. The playroom and outdoor area are well-organised and resourced with a wide range of natural and authentic materials to stimulate the children's curiosity and interest.
- The staff provide good to very good opportunities for the children to learn across the six areas of the pre-school curriculum. The development of the children's physical skills is a particular strength of the provision; the children make very good use of the well-planned outdoor area. The children's creativity, however, needs to be developed further.
- The adults engage purposefully with the children, using effective questioning and discussion to extend the children's language and thinking. They encourage the children to observe, recall, predict and problem solve as they play alongside the children.
- While the planning is detailed and evaluated regularly, the staff do not take sufficient account of the children's interests and adapt the planning to reflect this. The staff carry out focused observations in each of the areas of learning; however, they need to make more effective use of the observations to inform the planning. The staff have identified appropriately the need to access training on planning, observations and assessment.
- Based on the evidence available at the time of the inspection, the pre-school's approach to care and welfare impacts positively on learning and teaching. The staff create a caring, supportive and safe learning environment for the children. Recent training on positive behaviour management has resulted in all staff using a range of appropriate strategies consistently to support the children with their personal, social and emotional development.

## **7. Leadership and management**

- The recently established leadership team are highly motivated, well-organised and collegial. The proprietor, centre manager and independent early years specialist support the staff very well in their work.
- The staff evaluate their practice and have identified appropriate areas for development. The staff's recent focus on linking evaluations of the children's learning to personalise the planning is timely. It will be important that the staff continue to work with the independent early year's specialist to demonstrate clearly the impact of their improvement work on the outcomes for the children.
- Effective links have been developed with the local community and very good use is made of visitors to the setting to enrich the children's learning experiences.

## **8. Safeguarding**

Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect broadly the guidance from the relevant Departments. However, Jolly Jester's Pre-School needs to:

- update the staff code of conduct to include staff's use of social media;
- update the intimate care policy to include record keeping; and
- provide further detail in the risk assessments.

## **9. Overall effectiveness**

Jolly Jester's 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:

- develop further the planning, observations and assessment to show clearly progression in the children's learning.

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 proprietor and centre manager; 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:

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 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.
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.
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.
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.

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