

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

The Ladybirds Pre-school,
ABC Day Nursery, Aldergrove,
County Antrim

Report of an Inspection in
February 2016

eti

*The Education and Training Inspectorate -
Promoting Improvement*

Providing Inspection Services for

Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure

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. |

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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; and
- the opportunity for the parents and staff to complete a confidential questionnaire.

The responses to the confidential questionnaire by the parents were highly positive about the work of the staff and the parental support provided to them. The staff responses to the questionnaire were also positive about all aspects of the provision.

2. Focus of inspection

In order to promote improvement in the interest 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

The Ladybirds Pre-school room is part of the ABC Day Nursery which provides a range of early years facilities for Service families within Flying Station Aldergrove and members of the local community.

4. Overall findings of the inspection

| Overall effectiveness | High level of capacity for sustained improvement |
|-----------------------------------|--|
| Achievements and standards | Very good |
| Provision for learning | Very good |
| Leadership and management | Very good |

5. Achievements and standards

- The children are making very good progress across all areas of the pre-school curriculum. They engage in productive, self-initiated play for sustained periods and manage their daily routines with high levels of confidence and independence. Their very good language and communication skills are evident as they collaborate and develop their play ideas with one another and discuss them with the staff. The children listen very well during group stories, participate during songs and demonstrate a high level of interest in factual, information books and early experimental writing.
- The children ask questions and make observations about their environment as they explore and investigate enthusiastically the wide range of materials provided. Particular examples of this play are evident as they feed the birds, experiment with light and dark in the Space-themed role play and hunt for bugs in the sand play.
- The children are developing well their awareness of early mathematical concepts and language as they make comparisons, count, match and sort as an integral part of their play and daily routines.
- The children use the tools and materials at the creative area very well to experiment with colour and pattern and use junk materials to make detailed, representative models. They are highly confident and creative in developing their own ideas and imaginative role play.

6. Provision for learning

- The excellent learning environment is organised effectively to promote interest, independent choice and accessibility to the materials by the children. The attractive displays of children's work, relevant photographs, natural resources and books all enhance the language-rich environment.
- The high level of skill to promote learning is a key strength among the pre-school room staff. Their natural and unobtrusive engagement with the children promotes very effectively the children's language and learning through the play activities, group sessions and daily routines.
- The detailed written planning informs effectively a broad and balanced pre-school curriculum which is matched well to the children's stages of development. The planning is evaluated and amended regularly and is understood and implemented consistently by all of the staff. The staff make regular observations of the children's progress and use this information appropriately to identify specific needs, liaise with other professionals and to inform parents of their child's progress. The staff need to develop further their record-keeping systems to ensure that the children's progress is consistent across all areas of the pre-school curriculum.
- The quality of pastoral care is very good. The caring and supportive approach by the staff creates a nurturing and inclusive ethos in which every child is valued. The children are respectful to the staff, their environment and one another; their behaviour is excellent.

- There are very good opportunities for energetic play outdoors and the children talk about healthy foods during their break promoting a healthy lifestyle.

7. Leadership and management

- The pre-school is well led and managed by the leadership team. There is a collaborative approach with well defined roles and responsibilities and effective working relationships among the whole staff team. The staff are reflective in their practice; they identify their strengths and priorities for further development and demonstrate ongoing improvement in the provision. There is an appropriately high priority given to ongoing staff development and training. The early years specialist provides regular advice and guidance that is valued by the staff.
- 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 Departments.

8. Overall effectiveness

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

STATISTICAL INFORMATION ON THE LADYBIRDS PRE-SCHOOL, ABC DAY NURSERY, ALDERGROVE

1. Details of children

| Number of children: | Class 1 |
|---|---------|
| Attending full-time | |
| Attending part-time | 23 |
| Under 3 years of age* | |
| Funded by Department of Education | 24 |
| With statement of special educational needs | |
| Without a statement but receiving therapy or support from other professionals for special educational needs | |
| At CoP stages 3 or 4** | 4 |
| At CoP stages 1 or 2** | 2 |
| With English as an additional language | |
| Who left in previous school year to attend reception provision within a primary school | |

* On 1 July.

** The stages refer to those set out in the Code of Practice for the Identification and Assessment of Special Educational Needs.

| | |
|---|-----|
| Percentage qualifying under DE admission criteria 1 or 2. | 100 |
| Average attendance for the previous year. | 85% |
| Number of days open in previous school year | 186 |

2. Duration of sessions

| Full-time | Part-time: am | Part-time: pm |
|------------------|----------------------|----------------------|
| | 9.10 am-12.00 pm | |

3. Details of staff

| Number of: | Full-time | Part-time |
|---|------------------|------------------|
| Staff including, Teachers/Leaders | | 4 |
| Number of staff holding a recognised child care qualification | | 4 |
| Number of staff holding a recognised teaching qualification | | |
| New appointments within the previous 12 months | | 2 |

| Number of: *** | |
|-----------------------|--|
| Students | |
| Trainees | |

*** Total placements since September of current year

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