

Summary of key findings from inspection - March 2025

- ❖ The collaborative staff team is implementing well the setting's vision; to support the children to become independent learners in readiness for the next stage of their education journey. They have created a welcoming and stimulating learning environment in which the children lead their learning with increasing independence.
 - ❖ Whole staff self-reflection and evaluation is at an early stage. Further development of the self-evaluation process to ensure robust monitoring and evaluation is required to support further the improvement work of the setting.
 - ❖ Daily routines are well-established and have been instrumental in supporting the children to settle easily to their learning. All of the staff engage skilfully with the children through natural child-led conversations which build on the children's interests, extends their learning and supports well their holistic development.
 - ❖ The children's personal, social and emotional skills are a key strength. They engage actively in meaningful collaborative play, show a sense of enjoyment and excitement in their learning and use the wide range of resources creatively to extend their play.
 - ❖ The children's early language and communication skills are well developed. They listen attentively to stories and rhymes and use purposefully the wide range of relevant books that are provided for them in all play areas. They enjoy talking to the adults and their peers and use a broad range of vocabulary with confidence to express their thoughts, ideas and feelings. The children show a clear understanding of the link between reading and writing as they engage competently in a range of mark-making activities.
 - ❖ The staff work in collaboration with parents, health and education professionals and social services to meet the needs of individual children. The Regional Integrated Support for Education in Northern Ireland service has been working with the staff and provided professional learning to help them meet more effectively the needs of the children identified with special educational needs.
 - ❖ The staff make effective use of local amenities, such as the beach and park, to enhance the children's learning experiences. The well-considered arrangements for transition to the local primary school, through for example, familiarity visits for the children and meetings with school staff throughout the year, prepare the children to make that transition with confidence and ease.
 - ❖ At the time of the inspection, the evidence provided by the school demonstrates that the arrangements for child protection do not align sufficiently to the current statutory guidance.
- The actions to take this work forward are:
- ❖ to review and amend the child protection policy and intimate care policy, to align with DE circular 2017/04;
 - ❖ to review the reporting and recording procedures for child protection in line with statutory guidance; and
 - ❖ the chair of the management committee and leader to complete the necessary child protection training aligned to DE statutory guidance.
 - ❖ A child protection progress inspection will take place within six working weeks.

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Area for action:

- to develop a robust process of self-evaluation underpinned by a more targeted approach to whole-school planning for improvement.

Going forward

- Tiddli-Winks Pre-school staff are committed to realising their vision. The highly dedicated staff, through their positive, encouraging interactions, support effectively each child to become independent learners in readiness for the next stage of their education journey.
- ETI will monitor the progress of Tiddli-Winks in addressing the area for action as laid out in this report.