

School No.: 564494

Focus Inspection Report (Translated Version)

**Hong Kong Young Women's Christian
Association Cheung Ching Nursery School**

**5/F and Roof Playground, Cheung Ching Estate Community Centre,
Cheung Ching Estate, Tsing Yi, New Territories**

6 October 2023

**Kindergarten Inspection Section
Education Bureau**

Notes to the Focus Inspection Report

This report gives an overview of the school's learning and teaching.

Education Bureau
The Government of the Hong Kong Special Administrative Region

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1. School Performance

- 1.1 The school refers to the *Kindergarten Education Curriculum Guide* and makes use of real-life themes to devise a comprehensive and balanced school-based curriculum that meets children's abilities and interests. According to the learning themes, the school organises visits and field trips from time to time to enrich children's learning experiences. Nurturing children's good moral character is of great importance to the school as it always teaches children to be grateful and cherish everything when treating others and handling daily affairs. The school also emphasizes on developing children's reading habits. It systematically plans relevant parent education activities and parent-child reading schemes, hence working with parents effectively to enhance children's interests and abilities in reading.
- 1.2 The school devises the assessment content that is in line with the curriculum objectives and conforms to the principles of children's all-round development. Teachers observe children's performance in various learning areas continuously. They keep the observation records, assessment forms and other information in children's learning portfolios in an orderly manner, as the evidence of children's growth. Every school term, the teaching team summarises children's performance at different developmental stages and helps parents grasp their child's learning progress through face-to-face meetings. In tandem, teaching team members integrate the assessment information to evaluate children's development as a whole, which serves as a reference for informing the curriculum.
- 1.3 The school is clean and spacious, with plentiful teaching resources in the classrooms. Teachers meticulously design interesting teaching aids for children to manipulate. There are simple step-by-step guides in most of the corner activities for children to refer to, which facilitates their active learning. Alternatively, various reference pictures of the finished work are available to inspire children to conceive and create

to a further extent. As observed, children attentively created fingerprint art in the art and craft corner. They carefully used coloured pencils to add details on top of the fingerprints, transforming them into insect patterns. Children also acted as diners and waiters in the role-play corner to chat with one another or tested the speed of toy cars sliding down the slopes of different gradients in the exploratory corner, thus learning joyfully. During review sessions, teachers led children to share their play experiences and guided them to admire the work of one another. Yet, teachers are advised to help children in making focused conclusions and summarisations on their discoveries and emerging ideas during play, thereby stimulating children's thinking and enhancing the effectiveness of learning through play.

- 1.4 Teachers have a good rapport with children. They often respond to children's emotional needs by holding children's hands, hugging children, etc., such that children can learn in a caring environment. Teachers thoughtfully design activities that aim at providing manipulation and hands-on experiences for children. For instance, they invite children to find yellow objects in the classrooms for children to learn about the colour "yellow". When learning the concepts of Early Childhood Mathematics, children and peers are arranged to explore the relevant teaching aids to master what they have learnt. During music activities, teachers guide children to appreciate classical music, listen to the melodies and rhythms, as well as encouraging children to move their bodies to express feelings, so as to enjoy the fun of music activities. In physical activities, teachers allow children to choose from various physical facilities, enabling children to run, jump and climb freely, which is conducive to the development of children's gross motor skills.
- 1.5 Children are energetic and cheerful as well as proactive and courteous. They are curious about their surroundings and interested in learning. Children get along well with peers. Under teachers' guidance, children show their respect and appreciation

for others, demonstrating favourable social development. Children respond to teachers' questions eagerly and express their views willingly. Non-Chinese speaking children are able to communicate in Cantonese fluently, thus possessing good listening and speaking skills. Children wash their hands after using the toilet and can put on and take off their shoes on their own during the transitions between activities, displaying independence in self-care in their daily lives.

- 1.6 The school has established a curriculum management mechanism. Before the start of a school year, the teaching team adapts the teaching schedule based on the curriculum implementation of the previous school year while making amendments to the learning objectives and content in various learning themes in response to children's life experiences. Teachers reflect on their teaching weekly. They review the effectiveness of activities against the learning objectives. Some teachers are able to make suggestions on ways to improve the activities. The management often conducts classroom walkthroughs. It scrutinises documents and attends meetings to monitor the implementation of the curriculum. Furthermore, the management regularly arranges collaborative lesson planning, review meetings and peer lesson observations for teachers to share teaching experiences with each other. All these promote the professional development of the team.

2. Recommendations for Fostering Sustainable Development of School

The school strives to provide children with a joyful and enriched learning experience. The management arranges for teachers to exchange professionally in order to enhance the quality of learning and teaching. It may further encourage teachers to help children in making focused conclusions and summarisations on their discoveries or emerging ideas during play, so as to stimulate children's thinking and strengthen the effectiveness of learning through play.