

School No.: 575011

Focus Inspection Report (Translated Version)

**The Neighbourhood Advice-Action Council
Tung Yan Day Nursery**

**1/F., Tower 15, Caribbean Coast, 1 Kin Tung Road, Tung Chung,
Lantau Island**

27 June 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 makes reference to the teaching packages in formulating the teaching outline to implement a child-centred curriculum. The curriculum content is closely related to children's life experiences and interests, cultivating children's positive values and attitudes while facilitating their acquisition of skills and knowledge. In recent years, the school has put effort into promoting reading. Teachers choose picture books that suit children's learning needs and arrange teaching activities according to the content of stories. Teachers guide children to immerse themselves in the scenarios of stories and link up various activities with the real-life scenes of the books to help children comprehend the content and stimulate their association. They also enhance children's interest in reading and gradually cultivate a good habit and love for reading in children. The school alternately arranges active and quiet activities in its daily schedule to provide children with sufficient time to participate in music, physical, art and free choice activities every day so as to foster their balanced development.
- 1.2 The school strives to improve children's attitude towards active learning and regards this as its major concern in these two years. It uses free-choice and physical activities as entry points to implement the plan. Teachers change the decorations of the venue regularly. For instance, in alignment with the theme of summer, teachers place beach toys, beach wear and other items in the venue. They also play the sound of waves to create a beach scene for children to choose play materials of their preference and act as beachgoers. Children take part in the activities with enthusiasm and eagerness. They unleash their imagination to simulate swimming by wearing lifebuoy rings and sitting on scooters. Meanwhile, they jointly row a small boat with peers and admire the scenes from the boat, thus fostering body coordination through play. As observed, children are willing to discuss and

cooperate with peers in creating different games, enjoying the fun of social life.

- 1.3 The school has formulated a policy on the assessment of child learning experiences. It assesses children's performance by continuous observation. The assessment objectives are clear and specific and the assessment items cover various learning areas. Teachers plan the learning portfolios properly to maintain children's anecdotal observations, artwork and so forth in an orderly manner, which serve as evidence of children's growth. In tandem, teachers inform parents about the development of their children on a regular basis to let parents grasp and follow up on children's needs. The school reviews and revises the assessment policy constantly and progressively incorporates thematic assessments into all grade levels in view of the school context to help teachers understand children's learning aptitude in a more systematic way, thereby optimising the effectiveness of learning and teaching continuously.
- 1.4 Teachers allocate venues flexibly to provide children with ample space to carry out various activities. Moreover, they set up different corner activities in the classrooms for children to learn through manipulation. In the role-play corner, children act as the staff of an ice cream parlour and serve customers with ice cream made of playdough. Children look closely at the Four Treasures of the Study in the exploratory corner to learn about traditional Chinese culture. The school is advised to review and refine the design of the teaching aids in other interest corners to incorporate more fun and exploratory elements in play, with a view to nurturing children's inquisitive mind and strengthening the effectiveness of learning through play for children.
- 1.5 Teachers prepare teaching materials conscientiously. They actively care for children's needs, intervene and render support in a timely manner. They have a good relationship with children. Teachers give clear explanations and instructions.

They may ask open-ended questions more frequently to guide children's thinking and encourage children to share their learning experiences with peers in order to increase children's opportunities in expressing themselves and communicating with others, hence facilitating children's language development. Teachers apply what they have learnt from training to improve the design of music activities and reduce the waiting time of the activities for children. Children's interest in participating in music activities is increased through performing rhythmic movements, singing and play. Children learn proactively and take the initiative to take part in various activities. They tidy things up after the activities, showing good self-care abilities.

- 1.6 A curriculum monitoring mechanism is in place in the school. The management understands the implementation of the curriculum through conducting daily classroom walkthroughs and scrutinising teaching documents. It observes lessons to offer teachers guidance and suggestions for improvement, boosting the teaching quality. Teachers reflect on their teaching aptly. They evaluate the effectiveness of activities by observing and analysing children's performance, thereby informing the curriculum.

2. Recommendations for Fostering Sustainable Development of School

The teaching team strives to promote the development of learning and teaching with concerted efforts. It may review and improve the design of the teaching aids in some interest corners and incorporate more fun and exploratory elements into play to nurture children's inquisitive mind. The teaching team is also advised to ask open-ended questions more frequently to guide children's thinking and encourage them to share their learning experiences with peers, hence fostering children's language development.