

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Bangor West Nursery Playgroup,
Bangor, County Down

Voluntary pre-school playgroup

Report of an Inspection in
April 2018



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments

CUSTOMER
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1. Context

Bangor West Nursery Playgroup is located in the grounds of Bangor West Church, Bangor, Co. Down. Since the last inspection, a new joint leader has been appointed; both leaders have become the groups' early years specialists. Currently, the group have access to a large hall for physical development, however, they are in the process of acquiring additional space outdoors to create an extended outdoor play area.

| | |
|-----------------------------------|---------|
| Number of children: | Class 1 |
| Attending part-time | 26 |
| Funded by Department of Education | 26 |
| At CoP stages 1 or 2** | 5 |

| | |
|--|-----|
| Average percentage attendance for the previous year. | 91% |
| Number of days open in previous school year | 186 |

Source: data provided by the setting.

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

fewer than 5

2. Views of parents and staff

A majority of the parents and all of the staff responded to the confidential questionnaire. All of the responses were very positive and the additional written comments were highly complementary about all aspects of the life and work of the playgroup. In particular, the parents appreciate the commitment of the staff to the care and well-being of all the children, the child-friendly atmosphere and the wide range of interesting and stimulating experiences provided for the children.

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

| | |
|----------------------------------|--|
| Overall effectiveness | High level of capacity for sustained improvement |
| Outcomes for learners | Outstanding |
| Provision for learning | Outstanding |
| Leadership and management | Outstanding |

5. Outcomes for learners

- The children have developed very positive attitudes and dispositions for learning. They are very well-settled, engage purposefully in their learning and are familiar with the daily routines of the playgroup. The children are confident in choosing activities and resources and highly independent when labelling and storing their own work, attending to their own needs and during the snack routine. The behaviour of the children is exemplary.
- The children approach the staff with ease and are confident when talking about their work and play. They are attaining very high standards across the six areas of the pre-school curriculum. They have developed very positive attitudes and dispositions for learning. The children display a very good interest in early mark-making; most of their representational work is detailed and of a very good standard. Nearly all of the children play co-operatively and engage in lengthy periods of purposeful, productive play.
- All of the children take part appropriately during the group story. As a result of the enjoyable and highly effective song and rhymes sessions, the children have developed a wide repertoire of songs and rhymes, very good rhythm and a clear understanding of early number. They show respect for their peers, the staff and their environment.
- The children are developing very well their fine motor skills through the excellent variety of small tools provided.
- The children who require support with aspects of their learning are fully integrated into the group and are making very good progress.

6. Quality of provision

- The staff present an attractive, high quality learning environment. Very good use is made of all the available space to provide interesting learning experiences for the children and meet well their needs and interests across all areas of the pre-school curriculum. The children have access to a wide range of additional resources which they use appropriately to extend their play and concentration.
- The staff are highly skilled, collaborate effectively and share a good understanding of the pre-school curriculum. They know the children very well and use the information gained through their interactions with, and observations of, the children to inform future learning and to meet their individual needs.
- A key strength of the provision is the consistently high quality of the interactions between the staff and the children to promote learning and language. The staff are sensitive, nurturing and affirmative in their approach; they take time to listen, support, and build on the children's own ideas. They frequently extend the children's thinking, model the use of mathematical language, read books throughout the session and encourage close observation and investigation.
- The children who have additional learning needs are identified early and are very well supported through the skilful use of appropriate strategies. The close links developed between the parents, the school and other agencies promote an effective, holistic approach to support.

- Based on the evidence available at the time of the inspection, the pre-school's approach to the care and welfare of the children impacts positively on all aspects of the learning, teaching and outcomes. The nurturing ethos and excellent working relationships at all levels foster a positive climate for young children to learn and develop.

7. Leadership and management

- The outstanding leadership and management of the playgroup promotes excellent teamwork and a shared vision for providing high quality care and education and the ongoing development of the playgroup's work.
- The management group support the staff very well in their work. The leaders, in their role as the playgroup's early years specialists, provide very good support, training and development for the team. Through the staff's own reflective approach to development planning and self-evaluation, and their ongoing evaluation of all aspects of their work, continue to improve the provision in the best interest of the children.
- The playgroup has established excellent links with parents, relevant agencies and the main feeder primary schools for the benefit of the children. Information about the children's progress and development is gathered regularly and is shared at key times throughout the year with the parents. Appropriate information is passed to the feeder primary schools to aid transition.

8. Safeguarding

- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect the guidance from the relevant Departments.

9. Overall effectiveness

Bangor West Nursery Playgroup has a high level of capacity for sustained improvement in the interest of all the learners.

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 management group; 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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