

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Busy Bees Nursery, Lisbellaw
County Fermanagh

Private day nursery

Report of an Inspection in
January 2018



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments

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1. Context

Busy Bees Nursery is a private day care facility which operates a part-time pre-school playgroup in the village of Lisbellaw. A new pre-school leader and assistant have been employed since the last inspection in 2011. The proprietor is an additional assistant in the pre-school.

Number of children:	Class 1
Attending part-time	12
Funded by Department of Education	9
At CoP stages 3 or 4**	#

Average percentage attendance for the previous year.	86%
Number of days open in previous school year	187

Source: data provided by the setting.

* On 1 July.

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

fewer than 5

N/A not available

2. Views of parents and staff

A small number of parents and all of the staff responded to the confidential questionnaire. The questionnaire and a small number of written responses were very positive regarding the quality of provision, the leadership of the nursery, and the progress being made by the children. A summary of questionnaire responses was shared with the leadership and management.

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	Important areas for improvement
Outcomes for learners	Good
Quality of provision	Important areas for improvement
Leadership and management	Important areas for improvement

5. Outcomes for learners

- All of the children are settled, well behaved and mannerly. They have a good understanding of the sequence of the day, manage their own personal care and respond positively to the established routines of the playroom. The children engage in purposeful play, however, on occasions, unnecessary staff direction reduces their opportunities for independent, parallel and collaborative play.
- The children explore their learning environment with curiosity and enjoy investigating both real and natural materials in their play. For example, they enjoy experimenting with resources in the outdoor mud kitchen and re-enacting familiar family roles during imaginative role play in the home area.
- All of the children, including those who are supported with aspects of their learning, are achieving a good standard in all areas within the pre-school curriculum. They have good listening skills, can follow instructions and show a developing interest in, and care for their environment. The children show an awareness of number, measurement, shape and positional language in their play and produce good representational drawings. They listen attentively during story time, contribute to discussions about the story and join in enthusiastically with the familiar rhymes and songs.

6. Quality of provision

- The planning is not sufficiently detailed to guide the staff in their work with the children and does not outline clearly the learning potential of the planned activities to support all areas of the pre-school curriculum. More account of the needs and interests of individual children is required and a more holistic approach to evaluation developed. All aspects of the written planning need to be reviewed and developed.
- While the staff record appropriate observations of the children's responses and review accurately their learning, the information gathered does not inform sufficiently the short-term planning. The written information shared with parents in mid-term progress reports is repetitive. The staff need to use the detailed observations more effectively to ensure that information shared reflects more accurately, each child's individuality.
- The quality of the interaction between the staff and the children has important areas for improvement. While the staff are nurturing and affirmative with the children, they often interrupt the children's learning with unnecessary direction and questioning; this limits the opportunities for them to develop their independent, parallel and collaborative play.
- The staff have created an attractive learning environment for the children with defined areas for play. They provide an interesting and varied range of natural and authentic resources which contribute to and enhance the quality of the children's play. There is good support for those children who require assistance with aspects of their learning and development.
- Based on the evidence available at the time of the inspection, the pre-school's approach to care and welfare impacts positively on outcomes. The staff create a warm and friendly environment where the children are confident in engaging with adults and with each other.

7. Leadership and management

- The leadership of the playgroup is not effective enough in working collaboratively to plan, implement and evaluate high quality pre-school education. The leader, proprietor and staff need to work with the recently appointed early years' specialist (EYS) to extend and develop their understanding and use of self-evaluation and development planning and bring about the required improvements to the provision. It will be important for the staff, with the support of their EYS to draft action plans with a clear focus on the specific actions to bring about improvement and monitor the impact of this work on the provision and outcomes for the children.
- The pre-school has established effective links with the parents, relevant agencies and the main feeder primary schools for the benefit of the children.

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

Busy Bees Nursery needs to address important areas for improvement in the interest of all learners.

The areas for improvement are:

- to improve the quality of the interaction between the staff and the children and provide more opportunities for the children to develop independence in their play;
- to improve the processes for planning and assessment; and
- for the leadership and management, with the continued support of the EYS, to extend and develop their understanding and use of self-evaluation and development planning and bring about the required improvements to the provision.

The ETI will monitor and report on the playgroup's progress in addressing the areas for improvement. There will be a formal follow-up inspection in 12 to 18 months.

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; 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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