

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Holy Trinity Pre-School,
Enniskillen, County Fermanagh

Voluntary Playgroup

Report of an Inspection in
May 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

Holy Trinity Pre-School is located in a pre-school building within the grounds of Holy Trinity Primary School and Nursery Unit in Enniskillen town. The setting has its own spacious pre-school outdoor area. The leader, deputy and early years specialist were in post at the last inspection in January 2012.

Number of children:	Class 1
Attending part-time	16
Funded by Department of Education	16
Without a statement but receiving therapy or support from other professionals for special educational needs	#
At CoP stages 1 or 2**	#
At CoP stages 3 or 4**	0
With English as an additional language	0
Number of children who transferred from a Sure Start 2 year old programme	0
Number of children who participated in other Sure Start services	0

Percentage qualifying under DE admission criteria 1 or 2	13%
Average percentage attendance for the previous year.	93%
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

2. Views of parents and staff

A significant minority (38%) of the parents and all of the staff responded to the confidential questionnaire. The parental responses were very positive about the children's learning experiences and included a small number of written comments that praised the quality of leadership and genuine interest and care for the children. The staff responses were wholly positive about all aspects of the life and work of the playgroup. All of the responses have been 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	High level of capacity for sustained improvement
Outcomes for learners	Outstanding
Quality of provision	Outstanding
Leadership and management	Outstanding

5. Outcomes for learners

- The children's learning is outstanding across nearly all the areas of the pre-school curriculum. All of the children have developed high levels of self-regulation and good behaviour. They play collaboratively and use effectively the early skills of turn-taking, negotiation and sharing. The children are happy in making choices and decisions in play and as a result they enjoy concentrated productive play and are well-motivated to learn. The children's personal and social development is a key strength; they have high levels of independence and show respect and consideration for one another.
- The children are making very good progress in using mathematical language to explain, make comparisons and show understanding of early mathematical concepts related to number, shape and measurement. Sorting and matching concepts are well-developed and applied when the children use their self-help skills to organise themselves at transitions.
- The children's language is well-developed; they listen to stories and show a keen interest in books. They can sing songs, number rhymes and lullabies in groups and spontaneously during play and were observed clapping in time to musical rhythms. The children have effective turn-taking language skills and engage in conversations with the staff about their interests and ideas. The children's drawing, models and representational artwork on display are well-presented.
- During outdoor play, the children engage in energetic physical activities and have a range of gross motor skills which is improving their co-ordination. The children's fine motor skills are well-developed and those observed can confidently use scissors, mark make, grip paintbrushes correctly and screw small parts together to create models.
- The children have high levels of curiosity and a very good knowledge of the world around them. During outdoor play, the children care for the plants and vegetables which they have grown over several months in the poly tunnel and were able to name, problem-solve and make observations. The children are developing an understanding of the wider world and the people who help us and take on various roles in imaginative play as pilots, engineers, mechanics and cooks.
- The children with additional needs are making the expected progress, particularly in accessing all areas of learning according to their age and stage of development.

6. Quality of provision

- The indoor and outdoor areas of learning are well-organised and thoughtfully presented to make use of all the space for learning and offer stimulating and attractive natural resources for play. The uneven gradient and surface of the outdoor area restricts the opportunities for the children to develop their running and games skills. All of the activities provided engage the children and support a broad and balanced pre-school programme.
- The organisation of the day provides for lengthy periods of freely chosen play. The transitions and routines are smooth and unobtrusive. The snack routine effectively promoted the children's mathematical understanding about measures, and their sense of responsibility in organising the routine, self-help and social skills.
- The staff interactions are of a consistently high quality; the staff are skilful in using questions to extend the children's learning by encouraging them to explain their thinking and to stimulate interesting discussions. The staff model language appropriately and the well-planned activities provide opportunities for the children to use new vocabulary. The children with additional learning needs are supported very well; the staff sensitively interact and support the children to progress and develop their confidence and independence and to improve their communication skills. The staff work effectively with the early intervention support services to implement the strategies and advice provided.
- The work of the staff is guided by effective planning and the well-established team have a shared understanding and very good knowledge of the pre-school curriculum. During the inspection, the staff were consistent in their use of skilful assessment strategies, through their sustained interaction with the children, to promote learning and differentiate at the point of learning to meet individual needs. They also collate relevant written assessment information to inform the medium and longer term planning for the children and to record progression in learning.
- Based on the evidence available at the time of the inspection, the pre-school's approach to care and welfare impacts positively on their learning and development. The children have well-developed social skills; they are respectful and caring towards one another and are polite to visitors.

7. Leadership and management

- At all levels, the leadership and management of the pre-school is outstanding; developments and improvements have been sustained by the same team for the past seven years. The leader and the staff have enhanced their qualifications and apply new learning approaches through their highly effective interaction with the children.
- The reflective and collegial management committee clearly communicate an ethos of child-centred learning and community engagement which is evident in the work of the staff. The development planning process is strategic and well-grounded in meeting the needs of the children and their families. The action plans, audits of need, priorities identified for development and evaluations are supported by examples of effective changes and improvements made. One notable improvement observed during the inspection was the installation of a water wall created from recycled bottles. This positive development was instigated by the children, who requested a replication of one seen during a shared education visit

to another pre-school setting, and then produced collegially by the staff, parents and children to enhance learning opportunities for exploration and investigation. The staff are effectively using a self-evaluation tool to support the continuous development of the pre-school.

- The early years specialist from the Early Years Organisation, provides highly effective advice, guidance, challenge and support to the staff and the management committee in order to bring about continuous improvement.
- The playgroup has established effective links with the Enniskillen shared education partnership, parents, SureStart, relevant agencies and the main feeder primary school for the benefit of the children. Information about the children's progress and development is recorded and is shared with the parents at key times throughout the year. The parents are kept informed about any additional learning needs the children may have and the newsletters include relevant educational focus on activities for the parents to help their children to learn. In addition, the benefits of a shared education partnership is enabling professional staff development and facilitating sharing among families through community fun events in a local park.

8. Safeguarding

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

9. Overall effectiveness

Holy Trinity Pre-School has a high level of capacity for sustained improvement in the interest of all the children.

The ETI will monitor how the playgroup sustains improvement.

Health and Safety

- There are uneven surfaces in the outdoor play area which are potential trip hazards.

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 a representative of 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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