

# Education and Training Inspectorate PRE-SCHOOL INSPECTION



Jolly Pirates Pre-school, Lisburn, County Antrim

Voluntary playgroup DE Ref No: 4CA-0603

Report of an Inspection in November 2019



Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments



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## 1. Context

Jolly Pirates Pre-school is situated in Jolly Rodgers Private Day Care on the Antrim Road, Lisburn. A new leadership team has been appointed since the time of the last inspection.

<b>Number of children:</b>	<b>Class 1</b>	<b>Class 2</b>
Attending part-time	24	13
Funded by Department of Education	24	13
Without a statement but receiving therapy or support from other professionals for special educational needs	#	#
At CoP stages 1 or 2*	#	#
With English as an additional language	0	#

Percentage qualifying under DE admission criteria 1 or 2.	100%
Average percentage attendance for the previous year.	N/A
Number of days open in previous school year	185

**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

N/A not available

## 2. Views of parents and staff

A minority of the parents and all of the staff responded to the confidential questionnaire. The responses from the staff and parents were wholly positive. In their written comments, the parents praised the well-organised, supportive learning environment and reported that their children are settling well and making good progress. A summary of the questionnaire responses was shared with the leader of the pre-school and the proprietor.

## 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

<b>Overall effectiveness</b>	Capacity to identify and bring about improvement
<b>Outcomes for learners</b>	Very good
<b>Quality of provision</b>	Good
<b>Leadership and management</b>	Good

## **5. Outcomes for learners**

- Almost all of the children engage for sustained periods of time in purposeful, high quality play, both individually and collaboratively. They have very good levels of independence as they: follow confidently the established routines on arrival and during tidy-up and break time; choose where they wish to play and access freely their own resources; and make smooth transitions, both during play and from indoor to outdoor play.
- Almost all of the children, including those identified as requiring additional support with aspects of their learning, are making very good progress across all of the areas of the pre-school curriculum. Their representational artwork is of a high standard and they engage in mark making for a range of purposes and audiences. The children have a keen interest in books; they enjoy the whole-group story and many browse independently and share books with each other.
- Almost all of the children engage in high quality creative and collaborative play at the role play areas (house/doctor surgery), sensory/music area, table-top building site, and dough area. They have a very good understanding of the early mathematical concepts and language associated with number, measures and shape and they use their mathematical learning naturally during play.
- The children have very good fine and gross motor skills and manipulate with ease the wide range of play equipment and tools available to them both in the indoor and outdoor play areas.

## **6. Quality of provision**

- The cycle of planning, observation and assessment is generally good and reflects the pre-school curricular guidance. On occasions however, the potential learning and subsequent evaluations of the short-term planning are too vague and do not always focus sufficiently enough on the children's learning.
- The staff have created an attractive, well-organised and very well-resourced learning environment which promotes the development of the children's creativity, independence and self-management skills.
- The quality of the staff interactions with the children is very good. They model play effectively and promote the development of the children's thinking and vocabulary through skilful open-ended questioning. The staff know the children well and respond appropriately to their needs and interests.
- Based on the evidence available at the time of the inspection, the playgroup's approach to care and welfare impacts positively on learning and teaching, and outcomes. The bright, well-resourced environment, effective working relationships and high quality interactions promote the children's confidence and independence.

## **7. Leadership and management**

- Leadership and management and all of the staff work effectively as a team. They have a shared vision for the future of the pre-school provision and are committed to continuous improvement. A process of self-evaluation and action planning has been established. There is a development plan in place with appropriate areas for improvement; however, the targets on the supporting action plans lack sufficient clarity and do not focus clearly enough on effecting improvement in the quality of the provision and the outcomes for the children.
- There are effective links with the parents who are kept informed of the life and work of the pre-school through, for example: a communication app; purposeful home-school learning links; and an informative monthly newsletter. The pre-school has also established effective partnerships with a range of primary schools to support the children and parents with the transition to the next phase of their educational journey. A 'Sharing from the Start' shared education partnership has recently commenced with a local nursery unit.

## **8. Safeguarding**

Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect broadly the guidance from the relevant departments. However Jolly Pirates Pre-school needs to:

- update a small number of safeguarding and child protection policies to reflect the most recent guidance.

## **9. Overall effectiveness**

Jolly Pirates Pre-school demonstrates the capacity to identify and bring about improvement in the interest of all the learners.

There is an area for improvement that the pre-school has demonstrated the capacity to address. The area for improvement is:

- to improve further the development planning process and ensure priorities for improvement focus more clearly on effecting improvement in the quality of the provision and the outcomes for the children.

The ETI will monitor how the pre-school 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; 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<sup>1</sup>:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

The ETI use the following levels when reporting on governance:

High degree of confidence
Confidence
Limited confidence

The ETI use the following levels when reporting on safeguarding:

Reflects the guidance
Reflects broadly the guidance
Unsatisfactory

The ETI use the following levels when reporting on care and welfare:

Impacts positively on learning, teaching and outcomes for learners
Does not impact positively enough on learning, teaching and outcomes for learners

<sup>1</sup> And the overall provision in a subject area or unit, as applicable.

## 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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