

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Limavady Nursery School,  
Limavady, County Londonderry

Nursery School

Report of an Inspection in  
February 2017



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments

CUSTOMER  
SERVICE  
EXCELLENCE



# CONTENTS

<b>Section</b>	<b>Page</b>
1. Context	1
2. Views of parents and staff	1
3. Focus of the inspection	1
4. Overall findings of the inspection	2
5. Outcomes for learners	2
6. Quality of provision	2
7. Leadership and management	3
8. Overall effectiveness	3

## **Appendices**

- A. Information on sessions and staff
- B. Inspection methodology and evidence base
- C. Reporting terms used by the Education and Training Inspectorate

## INTRODUCTION

### 1. Context

Limavady Nursery School is located in purpose-built accommodation in the educational and residential area of the market town of Limavady. The children come mainly from the local and surrounding area. The principal and assistant teacher are in post since the last inspection in 2009.

<b>Number of children:</b>	Class 1	Class 2	Class 3
Attending full-time	25	0	0
Attending part-time	0	26	23
Under 3 years of age*	0	0	3
Funded by Department of Education	25	26	23
Without a statement but receiving therapy or support from other professionals for special educational needs			
At CoP stages 3 or 4**	8	#	7
At CoP stages 1 or 2**	9	9	#

Percentage qualifying under DE admission criteria 1 or 2.	100%
Average attendance for the previous year.	91%
Number of days open in previous school year	186

**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

Eighteen percent of the parents responded to the confidential questionnaires. All of the parental responses indicated a very high level of satisfaction about almost all aspects of the provision. The parents report that the nursery staff are approachable and support the care and welfare of the children. The staff responses were wholly positive about all aspects about the life and work of the nursery school.

### 3. Focus of the inspection

In order to promote improvement in the interest of all children, 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>	High level of capacity for sustained improvement
<b>Outcomes for learners</b>	Outstanding
<b>Quality of provision</b>	Outstanding
<b>Leadership and management</b>	Outstanding

#### KEY FINDINGS

#### 5. Outcomes for learners

- The children are immersed in concentrated play, secure in the routines of the day and very well behaved. They turn readily to adults to share in their play and are confident to initiate their own play, to make choices and suggest alternative use for resources and activities. The children sustain collaborative, purposeful and productive play and have high levels of satisfaction in the outcomes. The children are forming friendships and willing to support and help one another to create models or to solve problems as they emerge in the course of play. Increasingly, the children are developing as eager and able learners.
- The children who require support with aspects of their learning are making very good progress. In their speech and language they have an increasing attention span, good listening skills, growth in vocabulary and improving comprehension skills.
- The children are achieving well in all the six areas of learning. They are inquisitive and willing to persevere to complete tasks or to solve problems and are developing language to explain scientific changes that occur, for example, when water is added to dry textures. They are resilient learners, able to manage transitions from areas of play and, for one class, to move from the familiar class environment to the outdoor woodland school. The children's early mathematical understanding is well developed and they use and apply language and concepts during imaginative play related to counting, time and the seasons.

#### 6. Quality of provision

- The staff create a well-resourced, stimulating learning environment and make effective use of extended schools cluster arrangements to access an effective speech therapy programme for one day per week.
- The quality of the interactions between the staff and the children are consistently of a very high standard. There is a language-rich environment; the staff use effective open-ended questioning strategies. For the children with additional language needs, the use of information-carrying words is improving significantly the children's comprehension skills.
- The planning is well-informed by the insightful assessment of the children's responses and varying stages of development. The pre-school programme is planned effectively for progression, breadth and balance across the six areas of learning.

- The staff use effectively a range of strategies acquired through the special needs capacity building programme and as a result all the children are able to access and learn effectively within the pre-school programme.
- The staff are nurturing and caring and treat each child as an individual. The quality of care and welfare is promoting effectively the children's personal social and emotional development; the children are resilient and motivated to learn.

## **7. Leadership and management**

- The leadership of the nursery is strategic and all the staff are committed to the management of improvements to meet the current and future needs of the children.
- The school's approach to development planning and self-evaluation is well-informed by assessment of the needs of the children and is thoroughly managed and effectively led to ensure that the learning environment and the provision meets the need of children and families.
- Effective links are developing with the SureStart programme and, through the involvement with the extended schools cluster, the children and their parents are benefiting from services to improve outcomes in learning and transition to primary schools.
- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect broadly the guidance from the relevant Department. However, the nursery needs to complete the training for one governor that is marginally out of date.

## **CONCLUSION**

### **8. Overall effectiveness**

Limavady Nursery School has a high level of capacity for sustained improvement in the interest of all the learners.

The ETI will monitor how the nursery sustains improvement.

**Information on sessions and staff****Duration of sessions**

<b>Full-time</b>	<b>Part-time: am</b>	<b>Part-time: pm</b>
9.15-145	8.45-11.15	12.15-2.45

**Details of staff**

<b>Number of:</b>	<b>Full-time</b>	<b>Part-time</b>
Staff including, Teachers/Leaders	2	
Number of staff holding a recognised child care qualification	1	
Number of staff holding a recognised teaching qualification	2	2
New appointments within the previous 12 months	1	

<b>Number of: *</b>	
Students	3
Trainees	0

**Source:** data provided by the setting.

\* Total placements since September of current year

### Inspection method and evidence base

The ETI's *Inspection and Self-Evaluation Framework* is available at: <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**

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 nursery school / playgroup has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the nursery school / playgroup sustains improvement.
The nursery school /playgroup demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the nursery school/ playgroup sustains improvement.
The nursery school/ playgroup needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the nursery school's/ playgroup's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.
The nursery school / playgroup needs to address urgently the significant areas for improvement identified in the interest of all learners. It requires external support to do so. The ETI will monitor and report on the nursery school's / playgroup's progress in addressing the areas for improvement. There will be a formal follow-up inspection.



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