

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Macosquin Community Pre-School,  
Coleraine, County Londonderry

Voluntary pre-school

Report of an Inspection in  
June 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



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## INTRODUCTION

### 1. Context

Macosquin Community Pre-School is accommodated within a community house in the centre of Macosquin village. The leader was appointed recently. The majority of the children come from the local area.

<b>Number of children:</b>	Class 1
Attending part-time	24
Under 3 years of age*	0
Funded by Department of Education	24
With statement of special educational needs	0
Without a statement but receiving therapy or support from other professionals for special educational needs	#
At CoP stages 3 or 4**	#
At CoP stages 1 or 2**	0
With English as an additional language	0

Percentage qualifying under DE admission criteria 1 or 2.	12.5
Average attendance for the previous year.	91%
Number of days open in previous school year	185

**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 minority of parents and all of the staff responded to the confidential questionnaire. Almost all of the responses and all of the comments were highly positive about the provision, in particular about how much the children enjoy the learning experiences and how much they have grown in confidence.

### 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>	Very Good
<b>Leadership and management</b>	Very Good

#### KEY FINDINGS

#### 5. Outcomes for learners

- The children participate fully in, and thoroughly enjoy, their learning experiences in the richly-resourced indoor and outdoor learning environments. They are creative and curious, and persevere during sustained, self-initiated play; they work very well together in both small and larger groups. They are very independent and follow the well-embedded routines of the day with ease.
- The children listen attentively during story sessions and enjoy accessing a wide range of books independently during play. They take the lead and participate confidently in sessions, recalling and answering questions about stories read at home. The children produce very detailed representational artwork and most of their early mark-making is of a high standard. Most of the children understand early number, measurement, shape and space well and use associated mathematical language confidently.

#### 6. Quality of provision

- The staff organise the appealing indoor and outdoor learning environment with care and detail and with an appropriate focus on the children's independent access to all resources. The children's art work is very purposefully displayed to further enhance the learning areas and to celebrate their work.
- The staff interact skilfully with the children; they model creative and constructive play very effectively and their considered questions challenge and extend the children's language, thinking and problem-solving skills.
- The detailed planning outlines clear progression in learning across all areas of the pre-school curriculum and ensures balance and breadth of provision. The children benefit from a very rich creative arts programme in which music and art in particular extends and enriches their learning experiences. The use of assessment information does not sufficiently inform the planning and the staff have identified appropriately the need to review and improve the process of observation, recording and assessment.
- Based on the evidence available at the time of the inspection, the approach to the care and welfare of the children impacts positively on learning, teaching and outcomes. A friendly, nurturing atmosphere pervades the centre, and there is a strong sense of mutual respect amongst children and staff.

## **7. Leadership and management**

- The leadership and management have established an effective culture of teamwork leading to improvements in the provision. There is a strong commitment to valuing the contributions of all stakeholders: staff, parents and all personnel associated with the children are valued highly and contribute extensively to the children's learning experiences. The independent early years specialist provides quality support, and the management committee are fully engaged in all aspects of the life and work of the centre.
- The development plan identifies relevant priorities for improvement and the associated action plans outline clear, measurable targets which are linked to raising standards and extending the children's learning outcomes.
- The links with parents are very effective and include opportunities for family members to contribute to learning activities such as Scottish dancing with grandparents and singing and music appreciation sessions led by parents who are musicians. Communication with feeder primary schools contributes well to effective transition arrangements for the children.
- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect the guidance issued by the relevant Departments.

## **CONCLUSION**

### **8. Overall effectiveness**

Macosquin Community Pre-School has a high level of capacity for sustained improvement in the interest of all learners.

The ETI will monitor how the pre-school sustains improvement.

## Information on sessions and staff

### Duration of sessions

<b>Part-time: am</b>
8.45 am – 12.00 noon

### Details of staff

<b>Number of:</b>	<b>Full-time</b>
Staff including, Teachers/Leaders	3
Number of staff holding a recognised child care qualification	3
Number of staff holding a recognised teaching qualification	0
New appointments within the previous 12 months	1

<b>Number of: *</b>	
Students	1
Trainees	0

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

\* Total placements since September of current year

### Inspection method and evidence base

The effective practice and self-evaluation questions which guide inspection and self-evaluation of pre-school settings, which were applied to this inspection, are available in the ETI publication *The Pre-school Inspection and Self-Evaluation Framework* at: <https://www.eti.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 board of governors; 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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