

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Mullabuoy Pre-School,
Lettershandoney, Drumahoe,
Co Derry

Report of an Inspection in
April 2015

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*The Education and Training Inspectorate -
Promoting Improvement*

Providing Inspection Services for

Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure

CUSTOMER
SERVICE
EXCELLENCE



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 Education and Training Inspectorate (ETI) use the following performance levels in reports:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

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1. Inspection method and evidence base

The key questions and quality indicators which guide inspection and self-evaluation of pre-school settings, which were applied to this inspection, are available in the ETI's publication *Together Towards Improvement: a process for self evaluation* at: [Together Towards Improvement Pre-school | Education and Training Inspectorate](#)

Inspectors observed teaching and learning through play, the children's achievements and standards, scrutinised relevant documentation, and held formal and informal discussions with children, and staff with specific responsibilities.

The arrangements for this inspection included:

- a discussion with the staff;
- a meeting with those involved with leadership and management; and
- the opportunity for the parents and staff to complete a confidential questionnaire or to meet with the inspection team.

Eighteen percent of the parents responded to the questionnaire and were wholly positive about all aspects of the educational and pastoral provision provided by the pre-school setting. In particular, they commented on the hard working staff and the safe and caring learning environment. The staff responses were very positive. All of the responses have been shared with the staff and management of the pre-school setting.

2. Context

Mullabuoy Pre-school is situated in a classroom in Mullabuoy Primary School. The pre-school setting operates two part-time sessions for children from the local area. Twelve children attend the morning session and ten attend the afternoon session. All of the children are in their immediate pre-school year. The leader and the staff have been appointed since the last inspection in April 2007.

3. Focus of inspection

The inspection focused on:

- the children's achievements and standards;
- the quality of provision; and
- the quality of leadership and management.

4. Overall findings

Overall Performance Level	Very Good
Achievements and Standards	Very Good
Provision	Very Good
Leadership and Management	Outstanding

Key findings of the inspection

5. Achievements and standards

- All of the children are very well settled and engage in purposeful, concentrated play persevering with and completing a wide range of tasks. They access independently the learning and resources they require and make very good use of the available space. The children are imaginative and creative in their play and often extend their learning experiences by transferring resources across the play areas.
- The children are developing very good social and communication skills. They play collaboratively, for example, in the shop role play and in the construction area and interact confidently with staff and visitors. The children show a keen interest in the books around the playroom and enjoy the large group-story sessions. The children make good use of the opportunities to make marks and experiment with early writing.
- A particular strength of the pre-school setting is that the children apply effectively the mathematical language of shape, size and number that they have acquired during play. The children make very good use of the stimulating outdoor learning environment; they develop well their gross motor skills and show very good levels of interest in the world around them.

6. Provision

- The staff have worked hard to create an interesting and safe learning environment, both indoor and outdoor. The children's work is valued and displayed attractively throughout the playroom. The snack time and daily routines are used very well to develop the children's independence, social and self management skills.
- The staff interactions with the children are always of a very good quality. The staff model good play and develop the children's language and thinking through sustained discussions and open-ended questions. In particular, the staff use appropriate mathematical language in their work with the children. The staff listen carefully to the children and respond appropriately to their ideas.
- The children's educational programme is well-balanced with very good opportunities for learning across all areas of the pre-school curriculum. The planning is comprehensive and guides well the work of the staff with the children. It is well informed by the thorough system for observing the children at play and assessing the progress in their learning.
- The quality of the arrangements for pastoral care in is very good. There is a welcoming and inclusive ethos in the pre-school setting. The staff treat the children with care and respect have a consistent, positive approach to their work. The children's behaviour is exemplary.
- The staff give very good attention to the promotion of healthy eating through the provision of the healthy break. The children have regular opportunities to engage in energetic physical activity indoors and outdoors.

7. Leadership and management

- The leader is highly committed and has a clear vision for the continued development of the pre-school setting. She is a very good role model in her work with the children and is well-supported by the skilful staff who have developed a collegiate team approach to all aspects of the work of the pre-school setting.
- The leader and the staff evaluate regularly the provision and the learning in the pre-school setting and have used very effectively the process of self-evaluation to bring about significant improvements in the pre-school setting's provision. There is an appropriate three year development plan in place which is supported by well-focused action plans and a robust evidence base.
- The early years specialist (EYS), from the Early Years Organisation, has provided well-focused support for the pre-school setting.
- The pre-school setting has developed very good links with the parents through an informative induction meeting and regular newsletters which give very good guidance on supporting the children's learning at home. A particular strength of the pre-school setting is the development of effective links with the host primary school, including a well-developed transition programme, which enhance the learning experiences of the children.
- On the basis of the evidence available at the time of the inspection, the pre-school setting has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education.

8. Conclusion

In the areas inspected, the quality of education provided by this pre-school setting is very good. The pre-school setting is meeting very effectively the educational and pastoral needs of the children and has demonstrated its capacity for sustained self-improvement.

STATISTICAL INFORMATION MULLABUOY PRE-SCHOOL

1. Details of Children

Total number of children:	am session	pm session
attending the pre-school setting	12	10
in their immediate pre-school year	12	10
funded by Department of Education (DE)	12	10
qualifying under DE admission criteria 1 & 2	12	10
with a statement of special educational needs	*	0
without a statement but receiving therapy or support from other professionals for special educational needs	*	*
with English as an additional language	0	0
who left in previous school year to attend reception provision within a primary school	0	0

* Special Educational Needs = fewer than five

Attendance** of funded children for the previous school year.	89.5%
Number of days open in previous school year	188

** Calculated from the date when the intake was complete

2. Details of Sessions

Duration of morning session	Duration of afternoon session
2½ hours	2½ hours

3. Details of Staff

Number of:	Full-time	Part-time
Staff, including leader	3	
Number of staff holding a recognised child care qualification	3	
Number of staff holding a recognised teaching qualification	0	
New appointments within previous 12 months	1	

Number of: ***	
Students	0
Trainees	0

*** Total placements since September of current year

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