

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Naíscoil Léim an Mhadaidh,
Limavady, County Derry

Voluntary Irish-Medium Playgroup

Report of an Inspection in
October 2018



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

Section	Page
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. Safeguarding	3
9. Overall effectiveness	3

Appendices

- A. Inspection methodology and evidence base
- B. Reporting terms used by the Education and Training Inspectorate

1. Context

Naíscoil Léim an Mhadaidh is accommodated in a modular building within the grounds of Gael Scoil Léim an Mhadaidh. The children attending the naíscoil come from the local and surrounding area.

There have been two new assistants appointed since the previous inspection in 2012. The naíscoil is operating at capacity.

Number of children:	Class 1
Attending part-time	24
Under 3 years of age*	
Funded by Department of Education	
With statement of special educational needs	
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**	
With English as an additional language	
Who left in previous school year to attend reception provision within a primary school	

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

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

N/A not available

No data was made available at the time of the inspection.

2. Views of parents and staff

One-third of the parents and all of the staff responded to the confidential questionnaire. All of the responses were highly positive about all aspects of the life and work of the naíscoil. In the small number of written comments the parents highlighted the caring and supportive staff who have helped the children to settle very quickly into the naíscoil. The questionnaire responses were shared with the leader and a representative from the management committee.

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	Capacity to identify and bring about improvement
Outcomes for learners	Very good
Quality of provision	Good
Leadership and management	Good

5. Outcomes for learners

- All of the children are settled and happy on arrival to the naíscóil. They are confident in the well-organised routines and are well-behaved. The majority of the children engage in co-operative play; particularly within the role-play and construction areas and in the outdoor gravel pit where they engage in discussion and problem solving.
- The children are confident in approaching adults and respond very enthusiastically to the songs and rhymes in Irish throughout the session and especially at the story-time session. The majority of the children are confident enough to join in parts of the songs using Irish. They have very good levels of understanding of Irish for the time of year and respond appropriately to extended questioning and instructions in Irish. More effective use could be made of the snack routine to develop the children's conversation skills in Irish and social engagement.
- The children have good levels of independence and respond positively to the routines for registration, snack, labelling and storing or displaying their work and the tidy-up routine. They have a good interest in the world around us and the topics of animals and autumn. The children's representational drawings and paintings are developing well and a minority of them engage enthusiastically in early mark-making.
- The children have good fine-motor skills and develop well their gross motor skills outdoors through climbing, large construction, jumping in tyres and joining ring games. The children's understanding of early mathematical language and concepts is underdeveloped.

6. Quality of provision

- The staff create a well-organised and inviting learning environment both indoors and outdoors. The detailed planning provides good to very good provision across almost all areas of the pre-school curriculum. The staff evaluate the planned experiences daily and focus well on the children's learning and reflect on the use of resources and the future needs of the children. The observations of the children's learning are not sufficient to inform planning and provide a profile of learning for each child across the six areas of the pre-school curriculum.
- The quality of the interactions between the staff and the children is consistently very good and is a key strength of the provision. The staff make very effective use of songs and rhymes in Irish throughout the session and the quality of their spoken Irish is good. There are missed opportunities for the staff to focus on developing the children's understanding of early mathematical language and concepts through the medium of Irish.

- Based on the evidence available at the time of the inspection, the naiscoil's approach to care and welfare impacts positively on learning and teaching, and the outcomes for the children. The consistent use of positive behaviour strategies and the focus on identifying feelings is impacting well on the children's behaviour and their confidence within the naiscoil.

7. Leadership and management

- The staff work well collegially and, through their use of self-evaluation, they are aware of the strengths of the setting and the areas that need to be improved. With good support from their early years specialist from Altram, the staff have strengthened the self-evaluation process and have produced a range of action plans with appropriate targets and strategies to promote improvement. The staff are aware that the process needs to be streamlined in order to keep it manageable and ensure that progress can be monitored and evaluated effectively.
- The management group are supportive of the staff and are kept well informed about the practice in the setting by the leader. They have provided good leadership in managing effectively the naiscoil budget in the past year when there was a temporary drop in the intake.
- There are very good links with the parents who are kept well informed by a monthly newsletter which is produced in both Irish and in English (with useful Irish vocabulary and phrases) for those parents who do not speak Irish.

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, the naiscoil needs to:
 - review a small number of policies to reflect more fully the practice in the naiscoil; and
 - ensure that a risk assessment is completed for all external trips and visitors to the naiscoil.

9. Overall effectiveness

Naiscoil Léim an Mhadaidh demonstrates the capacity to identify and bring about improvement in the interest of all the children.

There are areas for improvement that the naiscoil has demonstrated the capacity to address. The areas for improvement are to develop:

- the process for recording and using observations of the children's learning to inform better the planning and provide a profile of learning for each child; and
- the planning and provision for early mathematical language and concepts.

The ETI will monitor how the naiscoil sustains improvement.

Health and safety

1. The entrance gate to the naíscóil site is not secure and was unlatched while the children were engaging in outdoor play.

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 from 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 management¹:

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

¹ 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:

<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

© CROWN COPYRIGHT 2018

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: www.etini.gov.uk