

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

St Anthony's Nursery School,  
Larne, County Antrim

Report of an Inspection in  
Month 2017



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
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CUSTOMER  
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## INTRODUCTION

### 1. Context

The double unit nursery school is situated in the Craighill estate beside St Anthony's Primary School, Fairway, Larne. The children come from the town of Larne and the wider area. A new principal was appointed in February 2016 and there was a temporary teacher in the other class at the time of the inspection.

<b>Number of children:</b>	Class 1	Class 2
Attending full-time	25	26
Under 3 years of age*	0	0
Funded by Department of Education	26	26
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**	#	#

Percentage qualifying under DE admission criteria 1 or 2.	100
Average attendance for the previous year.	85.9%
Number of days open in previous school year	189

**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.

# Numbers fewer than 5 are redacted

### 2. Views of parents and staff

Forty seven percent of the parents and most of the staff responded to the confidential questionnaire. Almost all of responses were highly positive. In their written comments, the parents praised the supportive, hardworking staff and the high quality and variety of the children's learning experiences. The staff's written comments reflected the positive working environment and the effective team approach to the nursery school's work. The Education and Training Inspectorate shared with the leader and the chair of the board of governors the responses to the questionnaires.

### 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>	Very good
<b>Quality of provision</b>	Very good
<b>Leadership and management</b>	Very good

#### KEY FINDINGS

#### 5. Outcomes for learners

- Overall, for the time of year, almost all of the children are making very good progress across the pre-school curriculum and are developing positive attitudes and dispositions for learning. The children with additional needs are integrated very well and access all aspects of the curriculum with skilful and caring adult support. Almost all engage in purposeful and sustained play throughout the session; the children enjoy browsing books, investigating and taking on a variety of roles and responsibilities in all the play areas. They have a good early understanding of time, number, capacity and sorting; for example, in how they use a variety of timing devices to share their equipment fairly.
- The children spend lengthy periods in imaginative role play. They learn to care for the world around them in the stimulating playrooms and the outdoor play environment. They are relaxed and confident with staff and visitors and are keen to share what they are doing. The children select from and use independently the wide range of creative resources to make attractive artwork and have fun in early music-making. They are developing well their fine and gross motor skills through a very good blend of physical learning experiences provided indoors and outdoors. A minority of children are progressing well with their early writing, including writing their own names, representing short narratives in notebooks and annotating their drawings.
- The children's personal, social and emotional development is a strength; in most cases they interact and co-operate thoughtfully with peers in play and in the daily routines and respond positively to the staff's high expectations for them.

#### 6. Quality of provision

- The staff put much thought and effort into the presentation of the literacy-rich, colourful playrooms and the outdoor environment to ensure the children can use all the space confidently and access materials easily. The nursery is enhanced by relevant photographs and displays of the children's own work which prompts them to reflect on their learning.
- The written planning is comprehensive and guides the staff well in their work with the children. The staff know the children and their individual needs well and use the information gained through their interactions with, and observations of the children, to inform future learning and meet their individual needs.
- The learning conversations amongst the staff and the children take good account of the children as individuals. The staff listen carefully to the children, model language in context and use appropriate questioning to extend their thinking. They provide effective support and nurture for the children identified with additional learning needs.

- The nursery's child-centred approach to care and welfare impacts positively on the learning, teaching and outcomes for the children.

## **7. Leadership and management**

- The very good leadership and management of the nursery is effective in promoting excellent teamwork and maintaining a consistent focus on providing high quality care and pre-school education.
- The nursery's systematic approach to self-evaluation and the development planning processes are appropriately consultative and reflective leading to continuous improvement in the best interest of the children.
- The board of governors is well-informed, fully dedicated to and supportive of the nursery's work. Based on the evidence available at the time of the inspection, there can be a high degree of confidence in the aspects of leadership and governance evaluated.
- The positive relationships and effective communication with parents keeps them well informed about their children's progress and how to support their children's learning at home. The nursery has developed an impressive range of links and partnerships with others, including through extended schools funding, to bring benefit to the children in broadening and enriching their learning experiences.
- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect the guidance issued by the Department of Education.

## **CONCLUSION**

### **8. Overall effectiveness**

St Anthony's 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: am</b>
9.00am -1.30pm

**Details of staff**

<b>Number of:</b>	<b>Full-time</b>	<b>Part-time</b>
Staff including, Teachers/Leaders	1	3
Number of staff holding a recognised child care qualification		2
Number of staff holding a recognised teaching qualification	1	1
New appointments within the previous 12 months		1

<b>Number of: *</b>	
Students	5

**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 a representative of 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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