

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Tudor Lodge Nursery School,
Belfast

Controlled nursery school

Report of an Inspection in
March 2017



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
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INTRODUCTION

1. Context

Tudor Lodge Nursery School is a double unit nursery located close to the Crumlin Road in north Belfast. The nursery is presented to a very high standard and plans are at an advanced stage to enhance further the outdoor facilities. The children attending the nursery school come from the immediate area.

Number of children:	Class 1	Class 2
Attending full-time	26	26
Funded by Department of Education	26	26
Without a statement of special educational needs but receiving therapy or support from other professionals for special educational needs	#	#
At CoP stages 1 or 2**	6	#
At CoP stages 3 or 4**	8	11

Percentage qualifying under DE admission criteria 1 or 2.	100
Average attendance for the previous year.	84%
Number of days open in previous school year	190

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 significant minority of the parents and all of the staff responded to the confidential questionnaire. Almost all of the responses and the additional written comments were highly complementary about all aspects of the life and work of the nursery. In particular, the parents appreciate the approachable staff, the wide range of interesting and stimulating experiences provided for the children and the commitment of the staff to the care and well-being of the children. The ETI has reported to the principal and representatives of the board of governors the main findings and comments emerging from the parental and staff confidential 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

Overall effectiveness	High level of capacity for sustained improvement
Outcomes for learners	Outstanding
Quality of provision	Outstanding
Leadership and management	Outstanding

KEY FINDINGS

5. Outcomes for learners

- The children spend lengthy periods engaging in purposeful and concentrated play and are attaining very high standards across the six areas of the preschool curriculum. They are confident in choosing activities and resources, are developing their independence and self-management skills and respond positively to the well established routines. Almost all of the children interact very well with each other and with the staff and visitors, can talk confidently about their play and experiences and take pride in their work and achievements. They enjoy books, look at them independently and listen attentively during group sessions.
- The children thoroughly enjoy the stimulating indoor and outdoor learning environments and spend lengthy periods exploring and investigating the very well presented activities, resources and play areas and, as a result, are developing very well their fine and gross motor skills. They use independently, the wide range of creative materials to make detailed representations of the world as they see it.
- The children who require support with aspects of their learning are very well integrated into the group, respond very well to the strategies deployed and targets set by the staff and are making very good progress in line with their ability.

6. Quality of provision

- The staff successfully create a stimulating, child-centred learning environment. All the available space is used very effectively to encourage the children's independence and self-management skills and to promote learning in all areas of the curriculum. The play areas are richly resourced to provide an excellent range of materials and experiences which meet very well the needs of all the children. The outdoor area is thoughtfully planned and presented to ensure a wide and rich range of learning across the curriculum.
- The staff work closely together and have a very good shared understanding of the learning to be promoted through the play and daily routines. They are highly skilled in supporting the children to progress in their learning and development; they join in play, use appropriate questioning to extend and build on the children's responses and model appropriate language.

- The written planning is detailed and comprehensive and guides the staff very well in their work with the children. It outlines an extensive range of experiences for the children which progress appropriately through the year. The staff know the children very well and use the information gained through their interactions with, and observations of the children, to inform future learning and to meet their individual needs. Appropriate procedures are in place to inform the parents about their child's progress and development. The wide range of external visits and visitors to the nursery enhances further the children's learning.
- Based on the evidence available at the time of the inspection, the nursery's approach to the care and welfare of the children impacts positively on learning, teaching and outcomes.
- The daily programme includes a healthy snack and lunch and an appropriate period for energetic physical play. These routines promote very well the children's independence, social skills and language development.

7. Leadership and management

- The leadership and management of the nursery promote excellent teamwork and a shared vision of high quality care and education.
- The board of governors are fully aware of their responsibility as a governing body and support the staff very well in their work. Based on the evidence available at the time of inspection, the ETI's evaluation is that there can be a high degree of confidence in the aspects of leadership and management evaluated.
- The nursery's approach to development planning and self-evaluation is reflective and based on a culture of continuous improvement in the best interest of the children and ongoing evaluation of all aspects the work of the nursery.
- The nursery has established excellent links with the parents and has a parent liaison worker. In addition, the staff work closely with relevant support agencies and the main feeder primary schools for the benefit of the children. Information about the children's progress and development is gathered regularly and shared at key times throughout the year with the parents. Appropriate information is passed to the feeder primary schools to aid transition.
- 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

Tudor Lodge 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 school sustains improvement.

Information on sessions and staff

Duration of sessions

Full-time	Part-time: am	Part-time: pm
8.45-1.30		

Details of staff

Number of:	Full-time	Part-time
Staff including, Teachers/Leaders	4	3
Number of staff holding a recognised child care qualification	2	1
Number of staff holding a recognised teaching qualification	2	

Number of: *	
Students	4

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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