

Summary of key findings from inspection - March 2025

- ✚ The new vision 'Learning to care, grow and flourish together' is at the heart of the setting's priorities within the development plan and reflects the Christian ethos and values within the setting.
- ✚ The entire staff team are new to the setting; most of them started in September 2024, including the leader. The recent changes in staffing, and in roles and responsibilities have led to a timely review of the setting's self-evaluation processes.
- ✚ The identified priorities within the development plan and the associated action plan targets are relevant and include the improvement of planning, observations and special educational needs (SEN) provision.
- ✚ The staff have implemented an appropriate cycle of observations and assessment which is informing well the short-term planning for each child.
- ✚ The approaches used by the staff, in collaboration with input from the allied health professionals, are supporting well the children identified with additional needs and they are making good progress.
- ✚ The quality of staff interactions and use of effective questions to extend the children's learning is inconsistent and there are missed opportunities to enable the children to engage in purposeful exploratory and investigative play across the World Around Us.
- ✚ Cultural diversity is valued and celebrated by the staff who provide additional support for children and families whose first language is not English. The staff provide focused language support work with the children to develop their speech, communication and listening skills. The support provided is impacting positively on the children's vocabulary and their confidence when interacting with their peers.
- ✚ The children are happy learners and are developing well their early mathematical language and listening skills. Most of the children are developing well their fine motor skills through painting, making art models with junk materials and pouring drinks at snack.
- ✚ Almost all of the children show an interest in books and stories which is enhanced further when the primary 7 children from the local primary school read to them. The children also participate enthusiastically in songs and rhymes and enjoy role play, such as washing vehicles in the 'car wash'.
- ✚ The children's health and wellbeing is developing well through healthy eating, handwashing and the importance of good dental hygiene. External visitors to the setting, such as fire fighters and the PSNI help the children to understand the importance of staying safe.
- ✚ There is a culture of praise in the setting which is impacting positively on the children's self-esteem and confidence; their successes are widely shared and celebrated with parents so the children can 'grow and flourish'.
- ✚ The staff benefit from well-planned opportunities for professional learning which are linked to the setting's priority areas. In the written responses to the staff questionnaire, most highlighted their willingness to extend their professional knowledge and skills to support better the needs of all of the children.
- ✚ There is good communication between the staff and the parents, and there are growing links with the wider community including the local church, the Sure Start project and the primary schools which is leading to increased opportunities for collaboration.
- ✚ At the time of the inspection, the evidence provided by the setting demonstrates that the arrangements for child protection align to the current statutory guidance. The ETI will monitor the progress in addressing the following area for action:
 - to update the setting's Child Protection Policy in line with guidance from the Department of Education (DE) to include the types and definitions of abuse.

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Areas for action:

- to increase the opportunities for the children to engage in more purposeful, exploratory and investigative play to develop their curiosity and learning across the World Around Us; and
- to develop consistent, high-quality staff interactions and effective questioning to enhance further the children's learning experiences.

Going forward

- The staff team are highly committed to achieving their vision 'Learning to care, grow and flourish' and embrace opportunities to engage in professional learning to develop further their skills and knowledge to meet the needs of all of the children.
- ETI will monitor the progress of High Kirk Community Pre-school in addressing the areas for action set out in this summary report.