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*The Education and Training Inspectorate -
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**Providing Inspection Services for
Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure**



Education and Training Inspectorate

Report of a Follow-up Inspection

of

**Kilmoyle Primary School Nursery Unit
Ballymoney**

June 2015

FOLLOW-UP TO THE INSPECTION OF KILMOYLE PRIMARY SCHOOL NURSERY UNIT, BALLYMONEY, CO ANTRIM, BT53 6NS (301-0878)

The inspection of Kilmoyle Primary School's Nursery Unit in March 2014, evaluated the provision as inadequate. The inspection identified the need for the nursery unit to:

- address the areas of restricted accommodation and deployment of staff in the nursery unit; and
- improve the children's standards across the pre-school curriculum.

The Education and Training Inspectorate (ETI) carried out a follow-up inspection on 9 June 2015.

The action plan received by the Department of Education (DE) following the inspection was of a very good quality.

In the period since the inspection, the following actions have taken place which affect the work of the nursery.

- There have been significant staffing changes; the board of governors and principal appointed a new nursery unit teacher and nursery assistant.
- The staff received extensive pre-school curriculum training from the curriculum and advisory support service of the Education Authority: North-Eastern Region and they made a professional visit to another nursery unit.
- The nursery unit accommodation has been extended to accommodate sixteen children and the learning environment reflects all six areas of the pre-school curriculum.

The following are the most important improvements that have taken place since the original inspection in March 2014.

- The nursery unit teacher and nursery assistant are available for the full nursery session that enables the effective deployment of staff to meet the learning needs of the children.
- All areas of the pre-school curriculum are evident in the layout of the playroom creating a stimulating learning environment equipped with a very good range of resources available to the children.
- The quality of the staff interactions is consistently very good. They listen well to the children and build effectively on their ideas to extend the children's thinking, language and learning.
- The weekly and monthly planning develops appropriately the children's learning. The staff review and improve effectively aspects of the learning environment, the routines and the resources to support the children's learning.
- The standards and achievements of the children are evaluated as good overall. They are happy and secure in the playgroup environment. Most of the children choose activities independently and engage in sustained periods of purposeful play including displaying high levels of independence in accessing resources. They are developing very good social skills and co-operate well with one another and with the staff.

- Most of the children recall stories, ask questions and develop their collaborative and imaginative play to a very good standard using well developed language and communication skills. There is a good level of interest in using the books incorporated into areas of play and almost all of the children are developing very good listening skills during the group stories, rhymes and music session. The children enjoy mark making during contextual role-play in the seaside cafe and at the creative and writing tables. Most of the children are developing an early understanding of mathematical concepts as they sort and count during their play.
- The nursery teacher has a clear vision for high quality provision, is reflective in her practice and fosters an effective collaborative team approach to raising standards and effecting improvement in the children's learning experiences.
- There is clear evidence of significant improvement being made in the children's achievements and standards, the provision for learning and in leadership and management during the follow-up inspection processes. The staff have identified appropriately the need to:
 - develop further their observation and assessment practices; and
 - develop further the energetic play provision in the outdoor learning environment.

The follow-up inspection endorses these areas for further development by the staff.

Conclusion

The quality of education provided by the nursery unit is now good. The nursery unit has important strengths in most of its educational and pastoral provision. The follow-up inspection has identified areas for improvement which the nursery unit has demonstrated the capacity to address.

The Education and Training Inspectorate will monitor, through district inspection activity, the nursery unit's progress on the areas for improvement.

The follow-up inspection has now concluded.

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