

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Bright Sparks Nursery,
Skainos Centre, Belfast

Report of a Follow-up inspection
in March 2018



The Education and Training Inspectorate
Promoting Improvement

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FOLLOW-UP TO THE INSPECTION OF BRIGHT SPARKS PRE-SCHOOL, BELFAST, BT5 4HR (1CA-0635)

The Education and Training Inspectorate (ETI) carried out an inspection of Bright Sparks Pre-School in May 2016 ¹ which concluded that the pre-school needed to address urgently the significant areas for improvement identified in the interest of all learners. It required external support to do so.

The areas for improvement were the need for:

- staff to establish a clear understanding of the pre-school curriculum;
- staff to develop clear long-and medium-term plans to ensure progression and to meet the needs of all children, and
- management group to review the staffing complement and establish stability in the leadership and staffing in the pre-school room.

The pre-school's action plans were of a good quality. The development plan was adjusted in light of the inspection findings.

The ETI carried out an interim follow-up visit in May 2017, two additional visits by the district inspector in October 2017 and January 2018 and a follow-up inspection in March 2018.

In the interval since the initial inspection, the following actions or changes which affect the work of the pre-school have taken place:

- the organisation of the day, including transition and break routines, has been reviewed;
- there has been a complete change of staff from the last inspection; and
- a new early years specialist took up post in January 2017.

Key Findings

The outcomes for children remain an important area for improvement. The majority of the children engage in solitary play and many of them find sharing and turn taking difficult. The children are able to self-register on arrival and for snack, pour drinks and label their own work. They can access resources for more open-ended art at the creative area and some good representational drawings are produced. A minority of children initiated discussion with peers and adults.

Although aspects of the quality of provision have improved, the quality of learning and teaching has important areas for improvement. Whilst staff have been building their knowledge of the pre-school curriculum, there still remains a need to enhance this and embed it within the everyday routines of the pre-school. The staff interaction to promote learning is not of a consistently high quality. There is limited evidence of planned progression in the children's learning across the six areas of the pre-school curriculum. Links between observations and planning are now evident for the majority of children; however, there are gaps in the written assessments of those children experiencing difficulties with their learning. The pre-school playroom is now well presented and the staff have developed the outdoor areas and community hall. There remains a need to ensure clear planning for these areas is in place to ensure progression and continuity.

¹ <https://www.eti.gov.uk/publications/pre-school-inspection-bright-sparks-nursery-skainos-centre-belfast>

While aspects of leadership and management have improved from a low base, the quality and effectiveness of leadership and management and action to promote improvement have important areas for improvement. The staff's understanding and use of the self-evaluation process in order to effect improvement has improved but requires further training and support. While the leader has accessed support for her role, it will be important that she has further access to training which meets her specific needs and requirements.

Overall Effectiveness

Bright Sparks needs to address important areas for improvement. It may require external support to do so. The follow-up inspection has identified the following areas for improvement:

- to continue to develop the staff's knowledge, skills and understanding of the pre-school curriculum to ensure a consistently high quality of interactions with the children to promote learning;
- to develop further the long-and medium-term plans for both indoor and outdoor play to ensure progression and to meet the needs of all children; and
- to develop the staff's understanding and use of the self-evaluation process in order to effect improvement

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 in 12 to 18 months.

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