

Education and Training Inspectorate

PRE-SCHOOL INSPECTION



Broughshane Centre of Early Learning, Ballymena,
County Antrim

Voluntary playgroup DE Ref No (3AB-0142)

Report of a Follow-up Inspection in June 2019



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
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CUSTOMER
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EXCELLENCE



FOLLOW-UP TO THE INSPECTION OF BROUGHSHANE CENTRE OF EARLY LEARNING, BT42 4JY (3AB-0142)

The Education and Training Inspectorate (ETI) carried out an inspection of Broughshane Centre of Early Learning¹ in February 2018, which concluded that the pre-school needed to address important areas for improvement in the interest of all the learners.

The areas for improvement were:

- to improve the quality of the planning for learning; and
- for the leadership and management to develop further the self-evaluation and development planning to bring about further improvement.

The pre-school's development plan was adjusted in light of the inspection findings.

The ETI carried out an interim follow-up visit in October 2018 and a follow-up inspection in June 2019.

During this period, other actions or changes which affect the work of the school include:

- support provided by an independent early years specialist;
- new staff members and a new management committee were appointed;
- the staff attended training courses for Special Educational Needs (SEN), first aid and safeguarding; and
- the leadership participated in a local pre-school cluster.

Key findings

- The outcomes for learners remain good. The children's interest in the World Around Us (WAU) is now good. They engage with high levels of interest in the WAU activities, such as, releasing the butterflies they had nurtured from cocoon into the wild.
- The quality of provision remains good. Most of the staff model effectively early mathematical language, especially number and length, in a range of real-life contexts. However; the opportunity for mathematical learning is not exploited fully within the daily routines, for example, the snack routine. The staff plan a varied programme throughout the year identifying the learning potential across all areas of the pre-school curriculum. They are confident in evaluating the children's learning and use this information appropriately to inform future planning to meet the children's needs. The planning for outdoor play remains underdeveloped.
- The quality and effectiveness of leadership, management and action to promote improvement remains an important area for improvement. The development planning process is underdeveloped. Although the staff discuss and agree areas for improvement, the action plans are insufficiently detailed to guide the staff in measuring the impact of the improvement actions. The staffs' understanding and use of self-evaluation is not yet sufficiently developed. Risk assessments are comprehensive and contain specific detail across all areas of the pre-school's provision.

¹ [Pre-School Inspection - Broughshane Centre of Early Learning, Ballymena, County Antrim | Education Training Inspectorate](#)

Overall effectiveness

Broughshane Centre of Early Learning needs to address important areas for improvement.

The follow-up inspection has identified the following area for improvement:

- for the leadership and management to develop further the staff understanding and use of self-evaluation and development planning to bring about improved quality pre-school provision and outcomes for learners.

The ETI will conduct a further follow-up inspection in 12 to 18 months.

Reporting terms used by the Education and Training Inspectorate

Quantitative terms

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 management²:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

The ETI use the following levels when reporting on governance:

High degree of confidence
Confidence
Limited confidence

The ETI use the following levels when reporting on safeguarding:

Reflects the guidance
Reflects broadly the guidance
Unsatisfactory

The ETI use the following levels when reporting on care and welfare:

Impacts positively on learning, teaching and outcomes for learners
Does not impact positively enough on learning, teaching and outcomes for learners

² And the overall provision in a subject area or unit, as applicable.

Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the school:

The school has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the school's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.
The school needs to address urgently the significant areas for improvement identified in the interest of all the learners. It requires external support to do so. 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.

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