

# Education and Training Inspectorate

## PRE-SCHOOL INSPECTION



### Busy Bees Nursery, Lisbellaw, County Fermanagh

Private playgroup DE Ref No (2AA-0063)

Report of a Follow-up Inspection in May 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 BUSY BEES NURSERY, LISBELLAW BT94 5DZ (2AA-0063)**

The Education and Training Inspectorate (ETI) carried out an inspection of Busy Bees Nursery in January 2018<sup>1</sup> which concluded that the 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 interaction between the staff and the children and provide more opportunities for the children to develop independence in their play;
- to improve the processes for planning and assessment; and
- for the leadership and management, with the continued support of the Early Years Specialist, to extend and develop their understanding and use of self-evaluation and development planning and bring about the required improvements to the provision.

The playgroup's action plans were adjusted appropriately in light of the feedback given by the ETI.

The ETI carried out an interim follow-up visit in October 2018 and a follow up inspection on 30 May 2019.

In the interval since the initial inspection, the playgroup has received external support provided by the Early Years Organisation, in relation to addressing the areas identified within the last inspection report. Consequently, there have been improvements in the quality of education as reported in the key findings below.

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

- changes in leadership and management arrangements and staffing; and
- the proprietor has advised the Department of Education (DE) that the playgroup will close permanently in June 2019.

### **Key findings**

The quality of provision for learning is now good. The attractive and stimulating environment is well-resourced and promotes very well the children's learning across all areas of the pre-school curriculum. The staff interact effectively with the children to sustain their language and thinking skills and develop their independent and collaborative play. The staff build more effectively on the children's interests and make good use of the observations of the children's learning to inform the short-term planning and to report accurately to parents. Consequently the outcomes for learners are now very good; the children are independent and engage in concentrated and productive play and can express themselves confidently during imaginatively role-play. The staff have been proactive in incorporating a wide range of opportunities, including the Royal Society for the Protection of Birds 'Big Schools' Bird-watch', to develop the children's interest in, and knowledge of the world around them.

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<sup>1</sup> <https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/preschool-inspection-busy-bees-nursery-lisbellaw-county-fermanagh-2aa-0063.pdf>

The quality and effectiveness of leadership, management and action to promote improvement is now good. The leadership and staff continue to work collaboratively with the early years specialist to effect improvement in all areas identified within the previous inspection report and identify additional areas for improvement. The leadership has identified the need to improve further the monitoring and self-evaluation processes, in order to promote high quality provision and outcomes for all the children across all areas of the pre-school curriculum. Recent improvement work on developing the learning environment and a more effective planning and assessment cycle has brought about improvement in the progression and range of learning experiences for the children across the pre-school curriculum.

### **Overall Effectiveness**

Busy Bees Nursery demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the playgroup sustains improvement in:

- embedding further the monitoring and self-evaluation processes to promote high quality provision and outcomes for all the children across all areas of the pre-school curriculum.

## 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 management<sup>2</sup>:

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

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<sup>2</sup> 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:

<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

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