

EDUCATION AND TRAINING INSPECTORATE

PRE-SCHOOL INSPECTION

Crumlin Integrated Pre-school, Crumlin,
County Antrim

Voluntary Playgroup, DE Ref No 3BB-0573

Report of a Follow-up Inspection in November 2022



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Follow-up to the inspection of Crumlin Integrated Pre-school, Crumlin, BT29 4XL (3BB-0573)

The Education and Training Inspectorate (ETI) carried out an inspection of Crumlin Integrated Pre-school in January 2019¹, which concluded that the pre-school needed to address important areas for improvement in the interest of all the learners, namely:

- develop further the cycle of planning, observations and assessment to guide more effectively learning and teaching and ensure progression across all areas of the pre-school curriculum; and
- develop the process of self-evaluation leading to improvement in order to measure the impact on the outcomes for children and the quality of the provision.

The pre-school's action plans were adjusted appropriately in light of the feedback given by the ETI. The pre-school's development plan was also adjusted in light of the inspection findings.

The ETI carried out a monitoring visit in November 2021 and a follow-up inspection in November 2022.

In the interval since the inspection, the pre-school has received external guidance and training from an Independent Early Years Specialist (IEYS), in relation to SEN, planning, observations, and developing self-evaluation processes.

Over the same period, the key actions or changes which affect the work of the pre-school include:

- the appointment of a new staff team and members of the management committee, including a new chairperson;
- staff engaged in relevant training on first aid, autism awareness, sensory play and Makaton; and
- the creation of a sensory corner in the playroom and an outdoor messy play area.

Key findings

The outcomes for learners remain good.

Most of the children explore their natural environment with curiosity and a significant minority engage in purposeful, investigative play that extends their knowledge of the world around them. A majority of the children engage in sensory play as they make meals in the home corner kitchen and create snow using flour, foam and glitter. Most

¹ [Pre-School Inspection - Crumlin Integrated Pre-School, Crumlin, County Antrim | Education Training Inspectorate \(etini.gov.uk\)](https://www.etini.gov.uk/pre-school-inspection-crumlin-integrated-pre-school-crumlin-county-antrim)

of them can choose independently resources to extend and enhance their play. Almost all of the children enjoy and listen attentively to stories being read, sing songs enthusiastically and perform the actions during rhyme time. Most of them show an interest in early mark making and are excited to write letters to Santa, which they post in the Christmas Post Office role play area.

The quality of provision remains good.

The staff make good use of the available space and resources to create a stimulating indoor and outdoor learning environment which is impacting positively on the children's outcomes. While the staff engage enthusiastically with the children, the quality of staff interactions is too variable. In the most effective practice, the staff recap on previous learning and ask challenging open-ended questions, to develop the children's problem-solving strategies. Although planning for progression is informed by regular and relevant observations and assessments of the children's progress, the short-term planning does not take enough account of the children's interests. The children who have additional learning needs are identified early and are integrated very well into the group. Their needs are met through the staff's skilful use of appropriate strategies and advice from other educational and health professionals.

The quality and effectiveness of leadership, management and action to promote improvement have improved and are now good.

The newly formed staff team has benefitted from a range of appropriate internal and external professional development opportunities. These have impacted positively on all aspects of the pre-school provision, in particular, on supporting children who have additional needs and the development of quality sensory play experiences. The IEYS and management committee provide good guidance and support to the staff. The staff have identified appropriate areas for future development work through which they can embed the self-evaluation and development planning process and improve further the quality of provision and outcomes for learners.

Overall effectiveness

Crumlin Integrated Pre-school now 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 in:

- developing a more child-centred approach to planning, building on the children's interests; and
- embedding the processes for self-evaluation and development planning.

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