

Education and Training Inspectorate

Report of a Follow-up Inspection

**Gilford Primary School Nursery Unit
Gilford**

June 2016

FOLLOW-UP TO THE INSPECTION OF GILFORD PRIMARY SCHOOL NURSERY UNIT, GILFORD (501-1596)

The original inspection carried out in January 2013 concluded that the quality of education provided in the nursery unit was satisfactory; the strengths outweighed areas for improvement in the provision.

The areas for improvement included the need to:

- improve the quality of the adult interactions in exploiting fully the learning opportunities for the children in all areas of the curriculum;
- review the organisation of snack and dinner routines in order to maximise the children's learning experiences;
- improve the quality of the provision for learning in order to raise the standards the children attain; and,
- ensure action the planning processes that guide the development work within the nursery unit are focused more sharply on developing the quality of the learning provision in order to raise the standards the children attain.

The Education and Training inspectorate (ETI) carried out a monitoring visit during 2015-16 with a follow-up inspection (FUI) in June 2016.

In the interval since the initial inspection, the following key actions which affect the work of the nursery unit have taken place:

- a new teacher has been appointed;
- there has been a number of changes in staffing in relation to nursery assistants, particularly in the past year;
- the staff have visited a number of other nursery settings to observe practice and learn from the experience and expertise of other practitioners; and
- the staff have attended both in-house and external training in various aspects of provision, in particular in relation to early language development and provision for special educational needs.

Key Findings

- The quality of the interactions observed during the FUI ranged from good to those which had important areas for improvement. The quality of interactions are not developed well enough to extend further the children's vocabulary, learning and thinking and to exploit fully the learning opportunities across all areas of the pre-school curriculum.
- The snack and dinner routines have improved and provide increased opportunities for the children to develop their independence and self-management skills, as they help prepare snack, pour their own drinks, set their own place at dinner and clear away their dishes. The snack and dinner routines are not embedded sufficiently to provide opportunities for the children to develop further their early mathematical learning.

- The quality of the provision for learning continues to have important areas for improvement. In the outdoor learning environment, the quality of the provision is good in the World Around Us and there are good opportunities for the children to engage in physical and energetic play. There are insufficient opportunities however across all other areas of the pre-school curriculum for the children to engage in concentrated and purposeful play for extended periods of time.
- The staff have recently evaluated and amended their system of observing, assessing and planning; however, it is not yet developed sufficiently to reflect accurately the areas of the pre-school curriculum and to inform more effectively the short-term planning, in order to meet the needs of all the children. There is a need to review the layout of the indoor playroom and the organisation of the day.
- The action plans that were set in place after the original inspection were focused appropriately on developing the quality of the learning provision; the planned actions included the considerable investment made by senior leadership in a range of training and capacity building opportunities for the staff within the nursery unit. The impact that these have had on the quality of the provision and on raising the standards attained by the children has not been consistent.

Overall effectiveness

In the areas inspected, Gilford Nursery Unit has not demonstrated sufficiently the capacity to identify and bring about sustained improvement.

The FUI has identified the following important areas where continued improvement is required:

- the quality of the adult interactions in exploiting fully the learning opportunities for the children in all areas of the curriculum;
- the quality of the snack and dinner routines in order to maximise the children's learning experiences; and
- the quality of the provision for learning, in particular the cycle of observation, assessment and planning, in order to raise further the standards the children.

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

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