

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Malone Nursery School
Pre-School, Belfast

Private Day-care Preschool

Report of a Follow-up inspection
in December 2016



The Education and Training Inspectorate
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FOLLOW-UP TO THE INSPECTION OF MALONE NURSERY SCHOOL PRE-SCHOOL, BELFAST, BT9 6GW (1AA-0423)

The Education and Training Inspectorate (ETI) carried out an inspection of Malone Nursery School's pre-school provision in April 2015¹, which concluded that the pre-school needed to address important areas for improvement in the interest of all the learners. The areas for improvement included the need for the staff to:

- implement positive behaviour management strategies to encourage more settled play; and
- develop the processes of self-evaluation and development planning in order to address the areas identified in the report and address future improvement and development needs at all levels.

At the time of the original inspection, safeguarding was evaluated as satisfactory.

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

The ETI carried out interim follow-up visits in November 2015 and May 2016 and a follow-up inspection in December 2016.

Since the initial inspection, the following actions or changes have taken place.

- Two day-care assistants have moved to work within the pre-school rooms.
- The staff have engaged in additional training in Special Educational Needs facilitated by the Early Years Inclusion Service (EYIS).
- The proprietor has assumed a leadership role across both playrooms and has joined the Independent Early Years Consortium.
- The designated and deputy-designated members of staff have attended updated child protection training.

Key Findings

The quality and effectiveness of leadership, management is now very good. The proprietor oversees the quality of the provision across both playrooms; ensuring greater consistency in use of behaviour management strategies by all of the staff. The leader and staff have begun to make use of video recordings of their practice to analyse their use of strategies and promote more effective interactions with the children.

The staff development training in special educational needs, through both the EYIS and ongoing advice and support from an education psychologist, is evident in the very good quality of the support for children with additional learning needs. The development plan is of a good quality and the staff make appropriate use of self-evaluation to monitor the progress of the actions to promote improvement.

The arrangements for safeguarding are now comprehensive.

¹ <https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/preschool-inspection-malone-nursery-school-belfast.pdf>

The quality of learning and teaching is now good. The staff are confident in their interactions with the children and model well both play and language. The quality of the adult interactions with the children is now consistently good, and at times very good. In the best practice, the adults focus effectively on promoting problem-solving and thinking skills through open-ended questions. The planning for learning is informed by the good range of observations of the children's learning and reflects well their interests and needs. The planned programme for learning now provides appropriate interest, challenge and progression for the children. The staff need to ensure that the programme for early mathematics does not become too formal across the year. The outdoor play provision now provides good opportunities particularly for the children to develop their understanding of the World Around Us and their thinking skills and problem-solving abilities. There are improved resources for developing the children's Information and Communication Technology skills and a very good range of natural and real resources is available both indoors and outdoors.

The standards and achievements are now good. The children are settled and almost all are confident in the routines of the setting. The snack routine and use of circle time have been revised and now promote good learning. The children are developing well their independence and can access a range of resources to enhance their play. The very good use of visual prompts for behaviour and learning is providing effective support for all children. The children identified as having additional learning needs are making progress and most respond well to the good range of support strategies employed by the staff.

Overall Effectiveness

Malone Nursery School's Pre-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 in continuing to develop further the quality of the adult interactions.

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