

Education and Training Inspectorate

PRE-SCHOOL INSPECTION



Primrose Hill Day Nursery, Ballyclare, County Antrim

Voluntary playgroup DE Ref No (3CA-0643)

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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FOLLOW-UP TO THE INSPECTION OF PRIMROSE DAY NURSERY, BALLYCLARE, BT39 9NP (3CA-0643)

The Education and Training Inspectorate (ETI) carried out an inspection of Primrose Day Nursery in May 2018¹, which concluded that the pre-school needed to address urgently significant areas for improvement in the interest of all learners.

The significant areas for urgent improvement were to:

- develop the skill and understanding of the staff team to implement high quality learning in line with the pre-school curricular guidance; in particular the development of the children's concentration, creativity, imagination and investigative play;
- improve the processes for planning and assessment and match the learning experiences with the needs and interests of the children;
- improve the quality of the staff interactions to promote the children's language and learning;
- improve the quality of the resources to support a rich and stimulating curriculum;
- update the policy for special educational needs and provide training for the special educational needs co-ordinator, and staff to enable them to implement the policy;
- appoint an early years specialist with the necessary experience and skill to support the staff;
- improve the skills and knowledge of the leadership and management to monitor and evaluate effectively quality pre-school education; and
- update risk assessments for outings, policies for special educational needs, anti-bullying and behaviour

The pre-school'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 January 2019 and a follow up inspection in June 2019.

In the interval since the initial inspection, the playgroup has received external support provided by a Quality Improvement Advisor from the Early Years Organisation, in relation to the learning environment, organisation of the day, understanding the curriculum, monitoring and evaluation and roles and responsibilities.

During this period, other actions or changes which affect the work of the playgroup include a change of staff within the pre-school room.

¹ [Pre-School Inspection - Primrose Day Nursery, Ballyclare, County Antrim | Education Training Inspectorate](#)

Key findings

The outcomes for learners are now good. Most of the children are making good progress in almost all areas of the pre-school curriculum; however, progress in the children's exploration of music, rhyme and rhythm and energetic play is less fully developed. The children access materials, make independent choices and sustain their play, developing their own creative and imaginative ideas. They enjoy investigating the natural materials, such as, the flow of water in the guttering and the real vegetables in the home play area.

The quality of provision has important areas for improvement. The processes for observing and assessing the children progress in learning and using this information to meet individual needs remain underdeveloped. The staff interaction is good; the staff support the children's own ideas, ask appropriate questions to encourage them to think and develop their play. The new room layout and additional resources both indoors and outdoors enhance the learning environment. The transitions to outdoor play and home-time are managed well and provide a smooth flow to the day.

The policy and practice for special educational needs have been updated. The staff have received training in special educational needs. They identify appropriately those children with additional needs, liaise with their parents and have developed links with other agencies to make referrals. The individual education plans have been developed and there is evidence of the children making progress as a result of the support being provided.

The leadership and management has important areas for improvement. The staffing changes have impacted on the pace of sustained development work. This staff team have not yet had time to embed and develop sufficiently the improvements that have been started. While there are clearly written action plans and progress is regularly tracked, external support is still required to ensure that the practice in the room and the outcomes for the children are of a consistently high quality. The staff meet regularly to evaluate and plan the programme and are developing a better shared understanding and more collegial approach to their work.

Overall effectiveness

Primrose Day Nursery needs to address important areas for improvement. The follow-up inspection has identified the following areas for improvement:

- develop further a permanent pre-school staff team with a shared understanding and skill to implement fully high quality pre-school education;
- improve the systematic tracking of the children's progress and use this information to inform suitable progression in their learning; and
- continue to access external support to develop the skills and understanding of the leadership and management in order to sustain and build further on the improvements to date.

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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