

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 October 2023



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Third follow-up to the inspection of Primrose Hill Day Nursery, Ballyclare, BT39 9NP (3CA-0643)

Introduction

The Education and Training Inspectorate (ETI) carried out a second follow-up inspection of Primrose Hill Day Nursery, Ballyclare in [June 2022](#), which concluded that the playgroup needed to address urgently the significant areas for improvement in the interest of all the learners, namely to:

- ensure continuity and consistency in staffing;
- develop a shared understanding of the pre-school curriculum in order to improve the quality of the cycle of planning, observation and assessment and raise further the outcomes for all children;
- build a shared understanding of, and approach to, self-evaluation; and
- improve collaborative leadership at all levels (management, staff and the EYS) in order to bring about the improvements required in the provision and in the leadership and management.

The playgroup's development plan was adjusted in light of the inspection findings and its action plans were adjusted in response to the feedback given by ETI.

The ETI carried out an interim follow-up visit in January 2023 and a third follow-up inspection in October 2023.

In the interval since the original inspection, the playgroup has received external support from the early years organisation (EYO) in relation to the cycle of planning, observation and assessment, and self-evaluation leading to improvement.

Over the same period, the key actions and changes which have affected the work of the playgroup include:

- enrolment has increased and the playgroup now delivers two half-day sessions instead of one half-day session;
- leadership roles within the playgroup have been revised;
- the cycle of planning, observation and assessment has been reviewed and adapted;
- staff have availed of a range of capacity building opportunities in relation to leadership and special educational needs; and
- a new early years specialist from the EYO has recently started providing support to the staff.

Key findings

The outcomes for learners remain as good.

Almost all of the children are making good progress in their learning across all areas of the pre-school curriculum. Their independence, decision-making and self-management skills are developing well as they: choose where they wish to play; select the resources they need to initiate and extend their play; and, follow with ease the well-established routines, including during transitions from indoor to outdoor play and self-serving and cleaning up at snack. Most of the children play purposefully and collaboratively for extended periods of time, in particular at the role-play and construction areas in both the indoor and outdoor learning environments and their early mark making is of a good standard.

The quality of provision is now good.

The quality of provision is now good. All staff now have a shared understanding of the pre-school curriculum. The recently introduced approach to the cycle of planning, observation and assessment guides appropriately the learning and teaching and supports the staff in meeting the individual needs of all children. The staff should build on the work carried out to date to focus on the specific learning potential within each activity in order to raise further the quality of the children's learning experiences. The quality of the staff's interactions is consistently good or better; they engage naturally and skilfully with the children, modelling language and promoting creativity, independent thinking and problem skills. There are strengths in the provision across all areas of learning, in particular in early mathematics and language and communication.

The quality and effectiveness of leadership, management and action to promote improvement is now good.

There is an improved understanding and more collaborative approach to self-evaluation and planning for improvement within the playgroup which has impacted positively on the quality of the provision and on working relationships. The staff are reflective and have a shared vision for continuous improvement in the interest of the children. The management has been strategic, supportive and proactive throughout the improvement process and has prioritised appropriately the learning and development of staff to improve the quality of the provision in the playgroup.

Overall effectiveness


Primrose Hill Day 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 the recently introduced approaches to: planning, observation and assessment; and planning for improvement.

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