

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Wishing Well Pre-school,
Wishing Well Family Centre,
Belfast

Report of a Follow-up inspection
in October 2017



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

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FOLLOW-UP TO THE INSPECTION OF WISHING WELL PRE-SCHOOL, WISHING WELL FAMILY CENTRE, BELFAST, BT14 7PL (1AB-0025)

The Education and Training Inspectorate (ETI) carried out an inspection of Wishing Well Pre-School in January 2016, which concluded that the playgroup needed to address important areas for improvement in the interest of all the learners. The areas for improvement included the need to:

- promote more consistently the skills of the staff in supporting the children's own independence, creative and imaginative play, language and learning;
- continue to plan suitable progression in learning across all areas of the curriculum linked more closely to the assessment information to meet the needs and interests of individual children including those identified with additional needs; and
- develop more effective, strategic leadership and management linked to systematic self-evaluation and development planning to promote continuous improvement.

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 October 2016 and a follow-up inspection in October 2017.

In the interval since the initial inspection, the following actions or changes which affect the work of the playgroup have taken place:

- a new deputy leader has been appointed;
- a new early years specialist from the Early Years Organisation was appointed in March 2017;
- considerable preparatory work has been undertaken regarding the transition to the new purpose-built accommodation planned for December 2017; and
- additional funding from Belfast City Council has been approved to enhance the playground facilities for the children.

Key Findings

The quality and effectiveness of leadership, management and action to promote improvement is now good. While considerable work has been done to address the areas for improvement identified in the January 2016 report a key focus for management and staff has been the transition to the new purpose-built premises. The building project has impacted on the pace of progress in the process of self-evaluation however, appropriate curricular areas have been identified for improvement and initial action plans drawn up to guide future work.

The quality of learning and teaching is now good. The staff implement effective behaviour management strategies and as a result the children are well behaved and respectful of their environment. The quality of the staff interaction is consistently of a high standard and promotes very well the children's learning across all areas of the curriculum. The staff willingly partake in the children's play and routines acting as role models, building on the children's responses and implementing the planning into the practice. Much emphasis is placed on developing the children's language and listening skills. The methods of observation and record keeping have been reviewed and incorporate relevant information about the children's progress and development. The information is used effectively to help to bring about progression or improvement in the children's learning.

The standards and achievements are good. The children spend lengthy periods engaged in purposeful play in the attractively presented and well-resourced play areas. They engage well with the staff and their peers, talk willingly about their work and personal experiences and produce representational work of a good standard that is age and stage appropriate for the time of year. They are familiar with the routines of the pre-school and are developing well their independence.

Overall Effectiveness

The Wishing Well Pre-School demonstrates the capacity to identify and bring about improvement in the interest of all the learners.

The ETI will monitor how the pre-school sustains improvement in developing the process of self-evaluation to ensure high quality learning and teaching.

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