

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Ballybeen Women's Centre
Pre-school, Dundonald,
Belfast

Report of an inspection in
April 2017

eti

The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
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INTRODUCTION

1. Context

Ballybeen Women's Centre Preschool is located in Ballybeen Square, Dundonald. Since the last inspection, a new leader and two new members of staff have been employed.

Number of children:	Class 1
Attending full-time	0
Attending part-time	16
Under 3 years of age*	0
Funded by Department of Education	16
With statement of special educational needs	0
Without a statement but receiving therapy or support from other professionals for special educational needs	0
At CoP stages 3 or 4**	#
At CoP stages 1 or 2**	#

Percentage qualifying under DE admission criteria 1 or 2.	100
Average attendance for the previous year.	90%
Number of days open in previous school year	189

Source: data provided by the setting.

* On 1 July.

** The stages refer to those set out in the Code of Practice for the Identification and Assessment of Special Educational Needs.

fewer than 5

N/A not available

2. Views of parents and staff

Well over a third of parents and a small number of the staff responded to the confidential questionnaire. All of the responses indicated high levels of satisfaction with all aspects of the playgroup provision.

3. Focus of the inspection

In order to promote improvement in the interest of all children¹, the purpose of inspection is, through effective linking of internal and external approaches, to evaluate the:

- outcomes for learners;
- quality of provision for learning; and
- quality of leadership and management.

4. Overall findings of the inspection

Overall effectiveness	High level of capacity for sustained improvement
Outcomes for learners	Very Good
Provision for learning	Very Good
Leadership and management	Very Good

KEY FINDINGS

5. Outcomes for learners

- The children settle very quickly on arrival; they are familiar with the routines and choose freely from the wide range of activities available to them. They display high levels of concentration, are confident and share activities and resources agreeably.
- Much emphasis is placed on developing the children's personal, social, emotional, early mathematical and language development. As a result the children are developing a wide vocabulary and understand a range of early mathematical language and concepts.
- The children have good recall and join in appropriately during the group story and rhyme sessions; they join in songs and rhymes with enthusiasm. Number rhymes are helping them to develop an awareness of number and many count accurately during their play.
- The children attend to their own needs as they access additional resources to extend their play; they add their names and store their own work.
- The children who require support with aspects of their learning are fully integrated into the group and are making good progress.

6. Quality of provision

- The children are very well cared for, are at ease with the staff and turn to them confidently for help or to join in their play. The staff present an attractive and stimulating learning environment indoors and outdoors; very good use is made of all the available space to provide interesting learning experiences for the children across all areas of the pre-school curriculum. The children have access to a wide range of additional resources which they access appropriately to extend their play and concentration. The behaviour of the children is exemplary.
- A literacy-rich environment ensures that the children develop their interest in books and early writing skills.
- The organisation of the day is managed effectively to establish appropriate routines and smooth transitions between activities.
- The quality of the staff interactions with the children is consistently of a high quality. The children's ideas and interests are built upon and are incorporated routinely into the planning of the programme.

- The staff create topical displays of the children's art work to enhance the learning environment. They write meaningful captions on the children's work.
- The staff plan an appropriate programme covering all areas of the curriculum throughout the year. They know the children well, they observe their responses to the play programme and use the information to guide their future planning.
- The recent employment of a special educational needs coordinator is having a very positive impact on the quality of the provision; the coordinator has developed appropriate Individual Educational Plans to support children who require additional support with aspects of their learning and liaises effectively with outside agencies in developing programmes for specific children. Parents are actively encouraged to become involved in their children's learning and are provided with regular information on their progress.
- While the staff have developed a healthy eating policy it is not implemented robustly enough to discourage the children to overeat during snack time. The children play outdoors regularly; opportunities for energetic physical activity take place in a nearby hall. Moving forward, the staff are not planning effectively enough for the progressive development of a wide range of physical skills throughout the year.

7. Leadership and management

- The staff team work well together in the best interest of the children. Effective links have been developed with the main primary schools, appropriate support agencies and the local community. The centre's administrator oversees all aspects of the centre's development; she guides and supports the staff effectively and presents documentation to a very high standard.
- The management group is very supportive of the staff. The staff evaluate aspects of their work regularly and a result have made many positive changes to the provision.
- At the time of the inspection, the current early years specialist from the early years organisation was only recently in post and has not engaged with the staff. Consequently, there was insufficient evidence of the benefit of the role of the specialist in the development of the centre's work. It will be important that support and guidance from the early years specialist is brought to bear promptly on improvement in the work of the centre.
- On the basis of the evidence available at the time of the inspection, the playgroup has comprehensive arrangements in place for safeguarding children which reflect the guidance issued by the relevant Departments.

CONCLUSION

8. Overall effectiveness

Ballybeen Women's Centre pre-school has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the playgroup sustains improvement.

Information on sessions and staff**Duration of sessions**

Part-time: am
3 hours

Details of staff

Number of:	Part-time
Staff including, Teachers/Leaders	4
Number of staff holding a recognised child care qualification	4
Number of staff holding a recognised teaching qualification	0
New appointments within the previous 12 months	1

Number of: *	
Students	2
Trainees	0

Source: data provided by the setting.

* Total placements since September of current year

Inspection method and evidence base

The effective practice and self-evaluation questions which guide inspection and self-evaluation of pre-school settings, which were applied to this inspection, are available in the ETI publication *The Pre-school Inspection and Self-Evaluation Framework* at: <https://www.eti.gov.uk/publications/inspection-and-self-evaluation-framework-isef-effective-practice-and-self-evaluation>

Inspectors observed learning and teaching through play, the children's achievements, progression and standards, scrutinised relevant documentation, and held formal and informal discussions with staff with specific responsibilities.

The arrangements for this inspection included:

- a meeting with those involved with leadership and management, including the management group; and
- the opportunity for the parents and staff to complete a confidential questionnaire.

Reporting terms used by the Education and Training Inspectorate

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 Education and Training Inspectorate (ETI) use the following performance levels when reporting on Achievement and standards, on Provision for learning and on Leadership and management:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the school:

The nursery school / playgroup has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the nursery school / playgroup sustains improvement.
The nursery school /playgroup demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the nursery school/ playgroup sustains improvement.
The nursery school/ playgroup needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the nursery school's/ playgroup's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.
The nursery school / playgroup 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 nursery school's / playgroup's progress in addressing the areas for improvement. There will be a formal follow-up inspection.

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