

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Barbour Nursery School,
Belfast

Statutory pre-school

Report of an Inspection in
April 2017



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



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INTRODUCTION

1. Context

Barbour Nursery School operates two full-time classes and is located in purpose-built accommodation in Lisburn.

Number of children:	Class 1	Class 2
Attending full-time	26	26
Funded by Department of Education	26	26
With statement of education needs	#	#
Without a statement but receiving therapy or support from other professionals for special educational needs	#	#
At CoP stages 3 or 4*	#	#
At CoP stages 1 or 2*	#	#
With English as an additional language	#	0

Percentage qualifying under DE admission criteria 1 or 2.	100
Average attendance for the previous year.	89%
Number of days open in previous school year	195

Source: data provided by the setting.

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

fewer than 5

2. Views of parents and staff

A majority of the parents and all of the staff responded to the confidential questionnaires. All of the responses indicated very high levels of satisfaction with the life and work of the nursery. The parents commented on: the broad range of high quality learning experiences provided for their children; the supportive, professional and approachable staff; and the many initiatives and opportunities that enable parents to learn about and become involved in their children's experiences at nursery school. The staff commented on the strong team ethos that drives all of their work and the value placed by leadership on the ongoing up-skilling and capacity building for all staff.

3. Focus of the inspection

In order to promote improvement in the interest of all children, the inspection linked internal and external approaches to evaluate the:

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

4. Overall findings of the inspection

Overall effectiveness	High level of capacity for sustained improvement
Outcomes for learners	Very good
Quality of provision	Very good
Leadership and management	Outstanding

KEY FINDINGS

5. Outcomes for learners

- Almost all of the children are very well settled, well behaved and engage in sustained, purposeful play. They interact confidently with each other, the staff and visitors and take pride in their work and achievements. The children are developing their independence as they: follow the well-embedded routines and transitions of the day; set their own places at the dinner table and clear up when they are finished; and, put on their outdoor clothes.
- The children achieve very well across all areas of learning, both indoors and outdoors. They engage in and enjoy the whole-group story, drama and music sessions. Almost all children show a keen interest in books and access them independently during play. They produce detailed representational artwork and display high standards in early mark-making. They have a very good understanding of key mathematical concepts, such as number, shape and measures and use mathematical language confidently. Outdoors, the children enjoy immensely the many opportunities available to them to experience, explore and investigate the attractive and stimulating natural environment. They participate in a range of physical, energetic play activities and avail of further opportunities to develop their creativity and their thinking skills.

6. Quality of provision

- The staff have created an attractive, well-resourced and child-centred learning environment, both indoors and outdoors. Optimum use is made of all available space to provide high quality learning opportunities across the pre-school curriculum and to encourage the children to develop further their thinking skills and creativity. The routines and transitions of the day are well embedded and, although most provide additional learning opportunities for the children, the staff have identified appropriately the potential to promote further learning during the morning snack.
- The quality of the outdoor provision is a particular strength. The children are free to explore the authentic, natural environment in a safe and secure way. They are provided with many opportunities to observe, talk about and care for living things and to develop their curiosity and love for the world around them. The staff work hard to maintain their Eco-schools Green Flag status and involve the children and parents in this work.
- The quality of the interactions between the staff and the children is of a consistently high standard. The staff engage naturally and skilfully with the children and model play effectively.

- There is comprehensive and detailed planning, supported effectively by photographic evidence which demonstrates progression in learning across all areas of the curriculum. The staff have identified appropriately the need to review the cycle of observation, recording and assessment in order to link observations and assessment of the children more explicitly to short-term planning.
- The staff know the children well and meet their individual needs effectively. Those who have been identified as requiring additional support with aspects of their learning are fully included in all aspects of the provision and are making progress in their learning. The staff set realistic and appropriate targets for the children that are reviewed and updated regularly. The effective small-group language support sessions benefit those children who have been identified as requiring support.
- The high quality of care and welfare impacts well on the quality of the provision in the nursery and on the outcomes for the children. There is an inclusive, welcoming and respectful ethos in which all children and staff are valued. All staff use an agreed and consistent approach to promoting positive behaviour to which the children respond very well.
- The school gives very good attention to a healthy lifestyle by promoting healthy eating and encouraging the children to engage in physical, energetic play.

7. Leadership and management

- The outstanding leadership is characterised by the shared commitment of the principal, governors and all staff to provide high quality learning opportunities for all of the children.
- There is rigorous and robust self-evaluation, to which all staff contribute, which leads to improvement in the provision and informs capacity building for the staff. The comprehensive school development plan is informed by meaningful consultation and self-evaluation, and is supported by effective action plans.
- The board of governors are fully aware of their responsibility as a governing body and support the staff very well in their work. Based on the evidence available at the time of inspection, the ETI's evaluation is that there can be a high degree of confidence in the aspects of governance evaluated.
- There are very effective links with a wide range of stakeholders that benefit the quality of the provision and the outcomes for the children. Parents are informed about events in the nursery and their children's progress through, for example, the use of online communications, informative newsletters and regular meetings. They are also involved in the life and work of the nursery through many initiatives, including a number of eco-school activities. There are extensive links with other schools and a range of other professionals and outside agencies, all of which provide support for the children and their parents during their pre-school year and in their transition to primary school.
- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect the guidance issued by the Department of Education.

CONCLUSION

8. Overall effectiveness

Barbour Nursery School has a high level of capacity for sustained improvement in the interest of all the learners.

The ETI will monitor how the nursery school sustains improvement.

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

Full-time
9am-1.30pm

Details of staff

Number of:	Full-time	Part-time
Staff including, Teachers/Leaders	3	4
Number of staff holding a recognised child care qualification	1	4
Number of staff holding a recognised teaching qualification	2	0
New appointments within the previous 12 months	0	1

Number of: *	
Students	1
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 a representative of the board of governors; 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 outcomes, on provision 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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