

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Glenbank Nursery School,
Belfast

Report of an inspection in
October 2016



Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



Quantitative 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 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.

Contents

Section	Page
1. Inspection method and evidence base	1
2. Focus of inspection	1
3. Context	1
4. Overall findings of the inspection	1
5. Achievements and standards	2
6. Provision for learning	2
7. Leadership and management	3
8. Overall effectiveness	3
Appendix	

1. Inspection method and evidence base

The key questions and quality indicators which guide inspection and self-evaluation of pre-school settings, which were applied to this inspection, are available in the ETI publication *Together Towards Improvement: a process for self-evaluation* at: [Together Towards Improvement Pre-school | Education and Training Inspectorate](#).

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.

A minority of the parents and all of the staff responded to the confidential questionnaire. All of the responses were wholly positive and indicated very good working relationships at all levels.

2. Focus of 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:

- children's achievements and standards;
- quality of provision for learning; and
- quality of leadership and management.

3. Context

Glenbank Nursery School is a single unit nursery school and provides full time places for thirty children. The nursery is located within Ligoniel Primary School and has a separate entrance and outdoor play area.

4. Overall findings of the inspection

Overall effectiveness	Important areas for improvement
Achievements and standards	Very Good
Provision for learning	Important areas for improvement
Leadership and management	Important areas for improvement

¹ In the case of a Day Nursery this refers only to the DE-funded pre-school provision.

5. Achievements and standards

- For the time of year, the children are very well-settled, engage purposefully in their learning and are becoming familiar with the daily routines of the nursery. They approach the staff with ease, access resources independently and are confident when talking about their work and play.
- Most of the children have good speech and oral language skills. They listen attentively and with enjoyment during the group story time.
- The children display a good interest in early mark-making; some of their representational work is detailed and of a good standard. During the inspection, a small number of children showed an awareness of positional language in their play and could recognise basic shapes and colours in their environment. At times the children's art work and creativity is overly directed by the adults with an undue emphasis on the end product. The overall range and variety of play experiences available is, however, too narrow and limits opportunities for the children to extend their learning.

6. Provision for learning

- The written planning does not indicate sufficiently the learning to be promoted in all indoor and outdoor activities. As a result, valuable opportunities to promote learning and teaching are under-developed or missed.
- The staff know the children well and have identified the need to gather more evidence to support their assessments of the children. They engage well with the children, often building on their responses and asking open-ended questions. The staff need to ensure there is a closer match between their written observations of the children's learning and the planned activities to ensure sufficient challenge and progression in learning.
- The current provision for the World Around Us does not provide a sufficiently broad and progressively challenging programme for the children; the staff have identified the need to develop this aspect more comprehensively.
- The available space within the nursery is not utilised fully to support learning; the staff need to incorporate more natural and authentic items in some play areas to provide more variety and challenge in learning.
- The staff have identified children with specific language or other needs and are taking appropriate steps to address these. At the time of the inspection targets had not yet been set in the individual education plans for particular children.
- The nursery promotes healthy eating and allocates appropriate time for energetic physical activity; aspects of the daily timetable, including the snack routine and the latter part of the session do not make best use of time to extend learning.
- The quality of pastoral care is very good. There is a caring, friendly ethos in a secure environment where working relationships between the staff, children and their parents are very good.

7. Leadership and management

- The staff work well as a team and have developed effective links with the parents, the main feeder primary schools and appropriate agencies for the benefit of the children. The board of governors are very supportive to the staff and the work of the nursery.
- Self-evaluation is insufficiently developed and is not directed well enough to inform school improvement.
- The staff have availed of good quality staff development, much of which is reflected in their practice.
- On the basis of the evidence available at the time of the inspection, the nursery has comprehensive arrangements in place for safeguarding children which reflect the guidance issued by the Department of Education.

8. Overall effectiveness

Glenbank Nursery School needs to address important areas for improvement in the interest of all of the learners.

The areas for improvement are to:

- develop the planning further and identify more clearly the learning inherent in all of the activities, indoors and outdoors;
- make a clearer link between the observations of the children's learning and the planned activities; and
- develop self-evaluation to bring about improvement and to inform the school development plan more comprehensively.

The ETI will monitor and report on the nursery school's progress in addressing the areas for improvement. There will be a formal follow-up inspection in 12 to 18 months.

STATISTICAL INFORMATION ON GLENBANK NURSERY SCHOOL

1. Details of children

Number of children:	
Attending full-time	30
Funded by Department of Education	30
Without a statement but receiving therapy or support from other professionals for special educational needs	7
At CoP stages 3 or 4**	5
At CoP stages 1 or 2**	#
With English as an additional language	#

* On 1 July.

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

*** Denotes a number less than 5.

Percentage qualifying under DE admission criteria 1 or 2.	100%
Average attendance for the previous year.	92%
Number of days open in previous school year	185

2. Duration of sessions

Full-time	Part-time: am	Part-time: pm
Monday - Thursday 8.45-1.30 Friday 8.45-12.30		

3. Details of staff

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

Number of: ****	
Students	5

**** Total placements since September of current year

Source: data provided by the nursery school / playgroup.

fewer than 5

N/A not available

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