

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Glendhu Nursery School,
Belfast

Controlled Nursery School

Report of an Inspection in
May 2018



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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1. Context

Glendhu Nursery School is situated in East Belfast. The nursery comprises of one full-time class in a purpose-built facility. The majority of the children attending the nursery come from the local area.

Number of children:	Class 1
Attending full-time	26
Funded by Department of Education	26
With statement of special educational 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**	#

Average percentage attendance for the previous year.	93%
Number of days open in previous school year	190

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

Fifty percent of the parents and the majority of the staff responded to the confidential questionnaire. The parental responses were wholly positive and indicated very high levels of satisfaction with all aspects of the pastoral and educational provision delivered by the nursery school. In particular the parents commented on: the nurturing and supportive learning environment; the knowledgeable, encouraging and enthusiastic staff; the regular updates they receive about their child's progress and the support they receive to enhance their skills and understanding of the pre-school curriculum. The staff responses were highly positive and the small number of written comments highlighted the dedication exhibited by whole staff. The ETI has reported to the principal and representatives of the board of governors the main findings and comments emerging from the questionnaires.

3. Focus of the inspection

In order to promote improvement in the interest of all learners, 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	Very good

5. Outcomes for learners

- The children are very settled and clearly enjoy their time in the nursery; their behaviour and manners are exemplary. All of the children, including those with specific needs, engage in sustained, productive play and are confident in choosing resources and activities. The children accept readily the opportunity to develop their responsibility through self-registering on arrival and for snack and labelling their work. Almost all of the children are making very good progress across the pre-school curriculum and are developing positive attitudes and dispositions for learning.
- Early mathematics is a particular strength of the children. They have a very good understanding of concepts and can sort, match and use the associated language of number and shape. They make size and measurement comparisons naturally through their play and daily routines.
- All of the children communicate effectively with each other and with adults and visitors using a wide range of vocabulary to express their ideas and thoughts. They listen attentively to the stories and respond enthusiastically to rhyme and song sessions. Almost all of the children show a keen interest in books and access them independently during play. They produce detailed representational artwork and a minority of the children can write their own names independently.

6. Quality of provision

- The staff provide a richly resourced, well-structured and organised learning environment for the children. In the outdoor learning area the children are free to explore and investigate their environment in a safe and secure way. The interactions between the staff and the children are of a consistently high quality and through the use of effective questioning the staff promote well the development of the children's thinking skills.
- The comprehensive short-term planning is detailed, informed by the children's interests, outlines clearly the learning and guides very well the work of the staff across of all areas of the pre-school curriculum. Regular, focussed observations of the children's learning are undertaken and are used effectively to inform future actions and to monitor and support their individual needs.
- Based on the evidence available at the time of the inspection, the nursery school's approach to care and welfare impacts positively on learning and teaching, and outcomes. There is a clear focus on the promotion of self-esteem, confidence and self-image which has resulted in children who are comfortable and relaxed in their learning environment.

7. Leadership and management

- The very good leadership is characterised by the shared commitment of the principal, staff and governors to provide high quality learning opportunities for all of the children. The staff avail of a wide range of professional development opportunities which has resulted in a team that is knowledgeable, well-focused and who use their skills to secure the best outcomes for the children. The school development planning and self-evaluation is informed by regular and meaningful consultation with staff, parents and governors.
- 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. The board of governors are very well informed, committed and supportive of the nursery's work.
- Parents are kept informed about the life and work of the nursery through the monthly newsletters, regular meetings, parents' evenings and invitations to, for example; a night at nursery. In addition, a range of programmes are made available for parents to support their children, through for example, participation in 'Stay and Play' sessions and 'The Big Bedtime Read' as part of the Department of Education Early Intervention Transformation Programme.
- Very good community links exist and the staff collaborate with local nursery and primary schools which supports the sharing of good practice and the transition of the children to year one.

8. Safeguarding

- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect broadly the guidance from the Department of Education. However, the nursery school needs to ensure detailed risks assessments are completed for educational trips and the anti-bullying policy is reviewed and updated to reflect current guidance.

9. Overall effectiveness

Glendhu 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.

Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework is available on the ETI website <https://www.etini.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; and
- the opportunity for the parents and staff to complete a confidential questionnaire.

Reporting terms used by the Education and Training Inspectorate

Quantitative terms

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 ETI use the following performance levels when reporting on outcomes for learners, quality of provision and 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 school has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the school's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.
The school 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 school's progress in addressing the areas for improvement. There will be a formal follow-up inspection.

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