

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Glenview Pre-school Centre,  
Maghera, County Londonderry

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.

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## 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.

The very few parental responses to the questionnaire indicated a high level of satisfaction with the work of the staff and the quality of the provision being provided. The small numbers of issues raised have been shared with the staff and the management. All of the responses from the staff were positive about all aspects of their work with the children.

## 2. Focus of inspection

In order to promote improvement in the interest of all children<sup>1</sup>, 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

Glenview Pre-school Centre is located in a mobile unit in Maghera. The pre-school operates one morning and one afternoon part-time session.

## 4. Overall findings of the inspection

Overall effectiveness	Capacity to identify and bring about improvement
Achievements and standards	Very Good
Provision for learning	Good
Leadership and management	Good

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

## **5. Achievements and standards**

- Most of the children are progressing very well in all aspects of their learning and in particular the development of their independence and social skills, early mathematical language, communication skills and creativity. Their early mathematical language and understanding are very well developed for a majority of the children. They make comparisons of size, explore shape and count frequently as a natural part of their play.
- Those children who require support with aspects of their learning are well integrated into the group and are beginning to show progress in their social skills and co-operating with the daily routines guided appropriately by the staff. A few require further adult support to develop further their language and listening skills.
- A majority of the children have good language and communication skills which they use extensively to develop their own ideas, to play together and to engage in extended conversations. They enjoy browsing through books, listen very attentively and participate well during group story and rhyme sessions. A small number of children can recall and recreate stories imaginatively.
- The children explore and experiment confidently with a wide range of materials to develop their own creative ideas. They enjoy investigating the natural environment in the garden area and during trips to places of interest. A group of children make very mature use of small construction equipment to build complex and imaginative models.

## **6. Provision for learning**

- The well resourced, attractive and stimulating learning environment is organised effectively and supports the children's independent learning.
- The interactions between the staff and the children are very effective in promoting independence in the children's learning and development. They model a rich range of vocabulary and in the best practice use open-ended questions appropriately to provoke the children's thinking and their own ideas.
- The short term written planning is implemented and evaluated effectively by the staff to provide an interesting range of experiences across all areas of the curriculum. Medium term planning does not allow sufficiently for systematic progression in the use of resources, in particular, for the outdoor and energetic physical play. The staff make relevant observations and assessments of the children's progress which is used to inform parents of their child's progress. While most assessment information is of a good quality; it is not sufficiently accurate to track individual child development effectively.
- The children with additional learning needs are identified early, in liaison with the parents and other professionals. They are well integrated and access the pre-school curriculum with adult support. Special educational policy and intervention is not fully in line with the Special Educational Needs Code of Practice; further staff development is required.

- Pastoral care is very good: the caring and inclusive environment and very good working relationships contribute to the children's settled behaviour and well-being. Parents are welcomed and their contributions are valued.

## **7. Leadership and management**

- Leadership and management is effective. The staff develop good quality provision, and are reflective, with a strong team approach. The management group have clear responsibilities, contribute significantly to fund-raising and are informed about the provision.
- There has been a lack of effective early years specialist support over the last two years. The training and support needs to be focused more consistently on the developmental needs of the staff and the relevant priorities in the development plan.
- Consultation, audit and action leads to improvement in aspects of the provision, such as more effective communication with parents and improving the safety of the outdoor environment. The approach to development planning, self-evaluation and associated staff training does not focus clearly enough on the extent to which actions taken improve the children's learning.
- The parents are kept well informed of their children's progress. There are close links with the local primary school to which most of the children transfer to facilitate effective communication and a smooth transition for the children into year one.
- On the basis of the evidence available at the time of the inspection, the playgroup has satisfactory arrangements in place for safeguarding children which broadly reflect the guidance issued by the relevant Departments. The management group need to access training on recruitment and selection procedures and the behaviour and special needs policies need to be updated and improved.

## **8. Overall effectiveness**

Glenview Pre-school Centre demonstrates the capacity to identify and bring about improvement in the interest of all the learners. There are areas for improvement that the school has demonstrated the capacity to address.

The key areas for improvement are:

- to develop a more informed policy on special educational needs and build further the staff's skills and capacity for effective early intervention; and
- for the staff, management group and early years specialist to develop a more collegial and strategic approach to development planning and self-evaluation which focuses clearly on outcomes for the children.

The ETI will monitor how the playgroup sustains improvement.

## STATISTICAL INFORMATION ON GLENVIEW PRE-SCHOOL CENTRE

1. Details of children

<b>Number of children:</b>	<b>Class 1</b>	<b>Class 2</b>
Attending part-time	18	15
Funded by Department of Education	18	15
At CoP stages 1 or 2**	#	5
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.

Percentage qualifying under DE admission criteria 1 or 2.	12%
Average attendance for the previous year.	94%
Number of days open in previous school year	185

2. Duration of sessions

<b>Full-time</b>	<b>Part-time: am</b>	<b>Part-time: pm</b>
	9:00-11:30	12:45-3:15

3. Details of staff

<b>Number of:</b>	<b>Full-time</b>	<b>Part-time</b>
Staff including, Teachers/Leaders	#	#
Number of staff holding a recognised child care qualification	#	#

**Source:** data provided by the nursery school / playgroup.  
# fewer than 5

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