

# Education and Training Inspectorate PRE-SCHOOL INSPECTION



Hansel and Gretel Pre-school, Glynn, County Antrim

Voluntary Playgroup DE Ref No: 3AB-0274

Report of an Inspection in January 2020



Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments



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## 1. Context

Hansel and Gretel Pre-School is accommodated in a shared community hall in the village of Glynn near Larne. The community hall is used by other organisations requiring the staff to set up and clear the playroom daily. The children who attend come from both the local and a wider catchment area.

Since the last inspection, there has been one change in staff. The enrolment of pre-school children has declined in the current year; younger, fee-paying children attend the pre-school session three times a week. The pre-school are participating in the 'Getting Ready to Learn' programme funded by the Department of Education.

<b>Number of children:</b>	<b>Class 1</b>
Attending full-time	11
Funded by Department of Education	11
At CoP stages 3 or 4**	#

Percentage qualifying under DE admission criteria 1 or 2.	100%
Average percentage attendance for the previous year.	93%
Number of days open in previous school year	185

**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

## 2. Views of parents and staff

Almost all of the parents and all of the staff responded to the confidential questionnaire. They were wholly positive about all aspects of the provision. The parents written comments indicated their appreciation of the caring and approachable staff and the very good exchange of information including policies, the programme and their child's progress. The staff highlighted a highly motivated, professional, team approach to their work.

## 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

<b>Overall effectiveness</b>	High level of capacity for sustained improvement
<b>Outcomes for learners</b>	Outstanding
<b>Quality of provision</b>	Outstanding
<b>Leadership and management</b>	Outstanding

## **5. Outcomes for learners**

- The children are making excellent progress in their learning and development across the pre-school curriculum and have very positive attitudes and dispositions for learning. They are highly motivated and independent learners and are able to initiate and develop their own play with concentration and creativity.
- A feature of the children's well-developed social skills is the high level of care and empathy they have for one another. They are confident communicators, holding sustained conversations with the staff and one another during their play and listening attentively during larger group story and music sessions. The children enjoy experimenting with mark making and early writing.
- The children's exploration of movement, rhythm and beat through musical instruments, songs and a range of recorded music is very imaginative; they understand the differences between fast and slow, loud and soft and how to interpret the mood of a diverse range of music. The full breadth of art materials provided are used confidently by the children to develop their own creative ideas and experiment with colour, shape and texture.
- The children understand and use the appropriate mathematical language associated with time, pattern, shape, number, size and capacity during their play and the daily routines. They experiment with interesting resources to investigate the flow of water and enjoy exploring the wide range of natural and real materials provided.
- The children act out familiar family roles in the home play area, such as, caring for babies and making meals and extend further their ideas outdoors using the recycled materials to make junk cars and go on imaginary journeys.
- The small number of children who have been identified as requiring additional support in aspects of their learning are progressing well in their social and communication skills.

## **6. Quality of provision**

- The staff have a very good shared understanding of their role and a high level of skills in supporting the children's learning across all aspects of the pre-school curriculum. Their consistently high quality interactions and engagement with the children are a key strength; both promoting learning and generating and sharing a sense of fun with the children. They are skilful in judging when to listen and wait and let the children develop their own creative and imaginative ideas and when to participate with the children to extend further their language and learning.
- The planning, evaluations of learning and assessment of the children's achievements are very well developed ensuring a close match of activities to the needs of each child and clear progression in the use of resources and children's learning. The staff all implement the planning effectively and reflect in detail on the children's responses. The assessments are used well to inform the next steps in learning and to keep parents informed of their child's progress.

- The learning environment is very attractively set out with a varied range of materials to stimulate interest and enable the children to make independent choices. It is enhanced further by the use of picture cues, labelling and displays of the children's work with their own comments recorded.
- The transition points and routines of the day promote effectively the children's self-management skills and operate smoothly and unobtrusively.
- Children with additional needs are identified early and their needs met effectively. The staff continue to progress their training to be kept up to date and build further their capacity.
- Based on the evidence available at the time of the inspection, the pre-school's approach to care and welfare impacts positively on learning and teaching, and outcomes. The children thrive in the caring and well-planned learning environment

## **7. Leadership and management**

- The pre-school is lead and managed very effectively to sustain high quality pre-school education over a prolonged period. The close communication and effective working relationships between the leadership and management and whole staff team generates a coherent and cohesive approach to continuous improvement. The independent early years specialist gives regular, meaningful feedback and updates on current practice which is valued by the staff and used to improve practice further.
- The leadership, who are highly skilled and experienced, promote a strong sense of team work in which everyone's views and ideas are valued. There is a culture of continuous review and reflection, focused very clearly on evaluating the impact of actions taken on the learning for the children. The action planning process is well developed and there is clear evidence of actions leading to ongoing improvement in the provision and outcomes for the children.
- There are effective links with the parents to keep them informed about the work of the pre-school and to involve them in their child's learning through learning packs and newsletters. There are very good links with the adjoining school who share resources and outdoor space and a helpful link with the local library.

## **8. Safeguarding**

Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect broadly the guidance from the relevant Departments.

## **9. Overall effectiveness**

Hansel and Gretel 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.

### 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<sup>1</sup>:

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

The ETI use the following levels when reporting on governance:

High degree of confidence
Confidence
Limited confidence

The ETI use the following levels when reporting on safeguarding:

Reflects the guidance
Reflects broadly the guidance
Unsatisfactory

The ETI use the following levels when reporting on care and welfare:

Impacts positively on learning, teaching and outcomes for learners
Does not impact positively enough on learning, teaching and outcomes for learners

<sup>1</sup> And the overall provision in a subject area or unit, as applicable.

## 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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