

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Hollywood Nursery School,  
Hollywood, County Down

Controlled nursery school

Report of an Inspection in  
June 2018



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments

CUSTOMER  
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EXCELLENCE



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## 1. Context

Hollywood Nursery School is located in the centre of the town. A new purpose-built unit opened in 2016 which has extended the provision to three part-time sessions. The school has increased attendance numbers and now caters for seventy-eight pre-school children. In recent months, the nursery has experienced significant staff changes. At the time of the inspection a temporary teacher and two temporary nursery assistants had been in post for a very short period of time.

<b>Number of children:</b>	Class 1	Class 2	Class 3
Attending part-time	26	26	26
Under 3 years of age*	#	#	
Funded by Department of Education	26	26	26
At CoP stages 1 or 2**	#	#	#
With English as an additional language		#	#

Percentage qualifying under DE admission criteria 1 or 2.	95%
Average attendance for the previous year.	89.5%
Number of days open in previous school year	195

**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

Fifteen per cent of the parents and most of the staff responded to the confidential questionnaire. All of the responses were very positive and the additional written comments were highly complimentary about all aspects of the life and work of the nursery. In particular, the parents appreciate the welcoming and caring approach of the staff, the effective links and communication established with the parents and the commitment of the staff to the care and well-being of the children.

## 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

<b>Overall effectiveness</b>	Important areas for improvement
<b>Outcomes for learners</b>	Important areas for improvement
<b>Quality of provision</b>	Important areas for improvement
<b>Leadership and management</b>	Important areas for improvement

## **5. Outcomes for learners**

- Overall, for the time of year, the children's learning and development across most areas of the preschool curriculum is underdeveloped. In particular, their concentrated play, perseverance, creativity, imagination, curiosity and problem solving.
- All of the children are happy and settled; they are independent in selecting areas to play, choosing resources and managing their snack routine.
- The children co-operate with the staff and one another; they join in the daily routines and most are developing well their social skills.
- The children enjoy stories; they listen attentively during the group story session and participate well in a wide range of songs and rhymes. The children's fine motor skills are developed well; their drawings show good attention to detail.
- Most of the children can count, match and sort materials they would benefit from developing a wider range of early mathematical skills and concepts.
- The children who require support with aspects of their learning are identified early and are fully integrated into the activities.

## **6. Quality of provision**

- The planning for the programme is an important area for improvement; there is lack of progression within the planned activities and across the pre-school curriculum. The written planning does not guide the staff well enough in their work with the children. The outdoor planning requires further development.
- The staff have been piloting new methods of observing and assessing the children's responses to the play programme. The information about the children is not used effectively enough to inform the planning to meet the children's differing needs and interests. The evaluation of the planned programme does not take sufficient account of the observations of the children's responses and focus on the impact of the programme on the children's learning and development.
- The learning environment is laid out into distinct areas for play. While the children can choose from the range of activities on offer, there is an insufficient range of resources available to sustain the children's interest and perseverance in the activities or to develop further their concentration and problem solving. During the inspection, the range of shells, stones and seaweed available in the water tray engaged the children in purposeful play; however, the other areas of play require more natural and authentic items to stimulate the children's interest and challenge in their learning.
- The provision for role play; responses to music and construction with large equipment are areas for improvement. The children have opportunities to engage in adult-directed art activities; they require more open-ended opportunities to develop their own creativity.

- The staff have identified the need to develop further the outdoor provision. There are limited opportunities for the children to develop a wide range of gross motor skills that progress throughout the year and to explore, learn about and care for the world around them during outdoor play.
- The targets set for those children identified with additional learning needs on their individual education plans, are not sufficiently focussed and achievable. The staff make every effort to ensure that the children access the best provision to meet their needs.
- Based on the evidence available at the time of the inspection, the nursery's approach to care and welfare does not impact positively enough on learning and teaching, and outcomes. At the time of the inspection, most of nursery team were very new; they were very caring and supportive to the children.

## **7. Leadership and management**

- The Principal and governors have led the school through a period of expansion to establish a third nursery class. The principal reports a lack of available training to support her in her work.
- Whilst the development plan outlines a number of priorities for future improvement and the action planning process is detailed, the priorities are not focused sufficiently on improving the provision and outcomes for the children. The use of monitoring and evaluation to measure the impact of improvement work is limited.
- 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 confidence in the aspects of governance evaluated.
- The nursery values its link with parents and actively promotes opportunities for the parents to become involved with their child's learning. A wide range of visitors to the nursery enhance the children's learning experiences.
- Very good links have been established with a range of external professionals to ensure that the children receive suitable support to meet their additional needs. Appropriate information is passed to the feeder primary schools to aid smooth transitions for the children.

## **8. Safeguarding**

- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect the guidance issued by the relevant Departments.

## **9. Overall effectiveness**

Hollywood Nursery School needs to address important areas for improvement in the interest of all the learners. The areas for improvement are to:

- develop further the children's concentrated play, perseverance, creativity, imagination and problem solving;

- develop the written planning and use of assessment methods to identify more clearly the role of the adult and improve the quality of the children's learning across all areas of the pre-school curriculum both indoors and outdoors; and
- ensure the self-evaluation processes focus more effectively on the impact of the actions taken to improve the quality of the children's learning and development.

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 in 12 to 18 months.

### 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 the Chair of Governors; 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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