

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Knockbreda Nursery School,  
Belfast

Controlled nursery school

Report of an Inspection in  
November 2017



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments

CUSTOMER  
SERVICE  
EXCELLENCE



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## 1. Context

Knockbreda Nursery School is a double unit nursery located in Wynchurch Road, Belfast. Recently, the nursery has been refurbished to a very high standard. The children attending the nursery school come from the immediate area.

<b>Number of children:</b>	<b>Class 1</b>	<b>Class 2</b>
Attending full-time	26	26
Funded by Department of Education	26	26
Without a statement of special educational needs but receiving therapy or support from other professionals for special educational needs	#	#
At CoP stages 1 or 2**	#	#
At CoP stages 3 or 4**	7	#

Average attendance for the previous year.	94%
Number of days open in previous school year	180

**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

A small number of the parents and all of the staff responded to the confidential questionnaire. All of the responses and the additional written comments were highly positive about all aspects of the life and work of the nursery.

## 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>	High level of capacity for sustained improvement
<b>Outcomes for learners</b>	Very good
<b>Quality of provision</b>	Very good
<b>Leadership and management</b>	Very good

## **5. Outcomes for learners**

- Overall, the children engage in purposeful play and are attaining very good standards across the six areas of the pre-school curriculum. Almost all of the children interact very well with each other and with the staff and visitors, they can talk confidently about their play and experiences and take pride in their work and achievements.
- The children clearly enjoy the learning opportunities available to them both indoors and outdoors; they spend lengthy periods exploring and investigating the natural environment, resources and play areas.
- While the children show an interest in early mark making and a few are beginning to recognise letters, some of the writing activities are too formal and are not aligned with the pre-school curriculum.
- Nearly all of the children listen attentively and enjoy the whole-group story sessions; they show a keen interest in books and access them independently during play. They produce detailed representational artwork.
- The children who require support with aspects of their learning are very well integrated into the group and are making very good progress in line with their ability.

## **6. Quality of provision**

- The staff have created a stimulating learning environment both indoors and outdoors which is richly resourced and provides learning opportunities across all areas of the curriculum.
- Currently too many areas of play are available both indoors and outdoors to allow the staff to engage in sustained quality interaction with the children throughout the session. When, in a non-supervisory role, the quality of the staff's interaction is consistently of a high standard, the staff extend the children thinking and learning through the use of open-ended questions and provide ideas and suggestions to further develop their imaginative play.
- The written planning is detailed and comprehensive and guides the staff well in their work with the children. It outlines an extensive range of experiences for the children which progress appropriately through the year. The staff know the children very well and use the information gained through their interactions with, and observations of the children, to inform future learning and to meet their individual needs. Appropriate procedures are in place to inform the parents about their child's progress and development.
- Based on the evidence available at the time of the inspection, the nursery's approach to the care and welfare of the children impacts positively on learning, teaching and outcomes.
- The daily programme includes a healthy snack and lunch and an appropriate period for energetic physical play. The dinner routine promotes very well the children's independence, social skills and language development.

## **7. Leadership and management**

- The leadership and management of the nursery promotes excellent teamwork and a shared vision for providing high quality education. The board of governors are fully aware of their responsibility as a governing body and support the staff effectively in their work. 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 leadership and management evaluated.
- The nursery's approach to development planning and self-evaluation is reflective and based on a culture of continuous improvement in the best interest of the children and ongoing evaluation of aspects the work of the nursery.
- The nursery has established very good links with the parents. In addition, the staff work closely with relevant support agencies and the main feeder primary schools for the benefit of the children. Appropriate information is passed to the feeder primary schools to aid transition.

## **8. Safeguarding**

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

## **9. Overall effectiveness**

Knockbreda 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 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 board 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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