

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Kylemore Nursery School,
Coleraine, County Londonderry

Controlled nursery school

Report of an Inspection in
June 2017



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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INTRODUCTION

1. Context

Kylemore Nursery School is a purpose-built, double unit nursery located on the Kylemore Road, Coleraine. The children attending the nursery school come from the surrounding area.

Number of children:	Class 1	Class 2
Funded by Department of Education	53	53
With a statement of special educational needs	#	#
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**	0	0
With English as an additional language	6	12

Percentage qualifying under DE admission criteria 1 or 2.	79.2
Average attendance for the previous year.	86.9%
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

A minority of the parents and most of the staff responded to the confidential questionnaire. Almost all of the responses and the additional written comments were highly positive about all aspects of the life and work of the nursery. In particular, the parents highlighted the commitment of the caring, approachable staff, the wide range of interesting and stimulating experiences provided for the children and how well the children are prepared for transition into primary school. The ETI has reported to the principal and representatives of the board of governors the main findings and comments emerging from the parental and staff confidential questionnaires.

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

Overall effectiveness	High level of capacity for sustained improvement
Outcomes for learners	Outstanding
Quality of provision	Very Good
Leadership and management	Outstanding

KEY FINDINGS

5. Outcomes for learners

- The children are very well settled and are experiencing high levels of learning across all areas of the pre-school curriculum. Almost all spend lengthy periods engaging in purposeful, self-initiated play and their behaviour is very good. The children are confident in choosing resources and activities, and are developing high levels of independence and self-management skills.
- The children engage enthusiastically during the highly effective story times; they ask questions and share ideas confidently. Almost all use language skilfully during imaginative and collaborative play, and they interact very well with staff and visitors. The children have a very good understanding of early mathematical concepts and use the associated language of number, shape and making size and measurement comparisons naturally, particularly during outdoor play. They can sort resources very independently at tidy up time, and have developed a very good range of self-help and social skills.
- The children thoroughly enjoy the highly stimulating outdoor learning environment and participate in lengthy periods exploring, creating and investigating the very well presented activities and authentic resources, developing very well their fine and gross motor skills.
- The children who require support with aspects of their learning are well integrated into the group and are making very good progress in line with their ability.

6. Quality of provision

- The nursery school is very well resourced and the staff have created a stimulating, child-centred learning environment. The organisation of the day, which includes equal use of both the indoor and outdoor areas, encourages well the children's creativity, independence and self-management skills and provides regular opportunities for all of the children, including those with additional learning needs, to play and learn together. The outdoor area is considerably planned to enable an extensive range of opportunities to learn through play.
- The interactions between the staff and the children are of a consistently high standard; they use appropriate questioning to extend and build on the children's responses and model appropriate language at every opportunity throughout the day.

- The planning is detailed, ensures the progressive delivery of a broad pre-school curriculum and guides the staff very well in their work with the children. Regular and relevant assessments of the children's learning and progress are made and the staff are reviewing further how their observations of children's learning can inform future planning. The open-plan environment promotes very well the child-led programme, and regular external visits and visitors to the nursery, which includes parents, further enhances the children's learning.
- Based on the evidence available at the time of the inspection, the nursery's approach to the care and welfare of the children impacts very positively on learning, teaching and outcomes. The staff have a very respectful and nurturing approach to the children; they value the children's contributions and consistently promote independent participation in all activities.

7. Leadership and management

- There is a highly collegial and supportive leadership culture in the nursery, with a shared vision and insightful understanding of quality pre-school education. Creative learning projects such as the Forest School Project informs staff development priorities and enhances very well the richness of the children's learning opportunities. Action to promote improvement is very well-embedded, with monitoring and evaluation leading to continuous improvement in the learning opportunities offered to the children, and in their learning outcomes.
- Based on the evidence available at the time of inspection, there can be a high degree of confidence in the aspects of governance evaluated. The governors are very well informed about, and supportive of the life and work of the nursery, and contribute a wide range of valuable skills and experience.
- Links with the parents are highly effective and their views and contributions to the work of the nursery are valued. Opportunities for parents to become involved with their child's education are creatively promoted; there is very good participation for example in 'Family Fridays' when parents and carers join their children in creative and engaging learning activities and are encouraged to share their interests and skills within the nursery to enhance the provision.
- 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.

CONCLUSION

8. Overall effectiveness

Kylemore 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.

Information on sessions and staff

Duration of sessions

Full-time	Part-time: am	Part-time: pm
	2.5 hours	2.5 hours

Details of staff

Number of:	Full-time	Part-time
Staff including, Teachers/Leaders	5	5
Number of staff holding a recognised child care qualification	3	3
Number of staff holding a recognised teaching qualification	2	2

Number of: *	
Students	3

Source: data provided by the setting.

* Total placements since September of current year

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

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 outcomes, 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 the 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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