

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Legacurry Pre-School,  
Lisburn, County Antrim

Voluntary pre-school

Report of an Inspection in  
February 2018



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

Legacurry Pre-School is accommodated in the Youth Hall in the grounds of Legacurry Church. Since the last inspection in 2010, a new member of staff has been appointed and another member of staff has been acting up as leader since February 2017. The children come from the surrounding rural area.

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

Average percentage attendance for the previous year.	N/A
Number of days open in previous school year	187

**Source:** data provided by the setting

\* The stages refer to those set out in the Code of Practice for the Identification and Assessment of Special Educational Needs.

# fewer than 5

N/A not available

## 2. Views of parents and staff

Almost 20% of the parents and 75% of the staff responded to the confidential questionnaire. All of the responses were wholly positive about the life and work of the pre-school. In a small number of written comments the parents highlighted the supportive and caring staff.

## 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>	Very good
<b>Leadership and management</b>	Outstanding

## **5. Outcomes for learners**

- All of the children are very settled and spend lengthy periods engaged in sustained, purposeful play. They are well-behaved and respond positively to the established routines of the playroom, make smooth transitions from one play activity to another and contribute fully during tidy-up time. The children are highly independent and self-managing. They register themselves on arrival and for snack time, label their own creative work, choose resources for their learning, and independently use the sand timer to indicate to their peers that they would like to play at a particular area. They interact very well with each other, with the staff and visitors.
- The children are achieving very well across all areas of the pre-school curriculum. They engage in high quality collaborative play. They enjoy: reading books; respond enthusiastically to rhymes and action songs; produce detailed representational drawings; and almost all of the children engage well in the shared story session.
- The children have well-developed fine motor skills. They: have good pencil and scissor control; can use the small tongs to serve their own snack; dismantle the old laptop using real tools at the investigative table; and mould and shape the dough creatively using rolling pins, small twigs and other resources.
- The children have a very good understanding of key mathematical concepts and language, particularly in measures, shape and early number, through the established routines and the well-resourced and meaningful play opportunities throughout the playroom.

## **6. Quality of provision**

- The staff have created a bright, stimulating and well-organised playroom and the children's artwork and creative constructions are displayed with pride. There is an interesting range of high quality natural and commercial resources available. The children access the resources independently; providing them with opportunities to develop their independence, problem solving and perseverance.
- The interactions between the staff and the children are of a consistently high quality. The staff model play very effectively and listen to and respond appropriately to the children's needs, requests and interests. The skilful questioning by staff encourages, supports and challenges the children.
- Detailed planning provides opportunities for learning across all areas of the pre-school curriculum. The staff know the children very well and make regular observations of their learning during play. Progression in the children's learning is clearly evident in the practice; however, it is not articulated clearly enough in the planning, and the observations of the children's learning are not used consistently to inform future planning and learning.
- 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. A welcoming, caring ethos and excellent working relationships influence the work of the pre-school and provide an environment which promotes independence and active learning.

## **7. Leadership and management**

- The staff are enthusiastic, dedicated and work very well as a team, under the effective guidance of the interim leader. They reflect on all aspects of their work and are committed to providing high quality provision and learning experiences for all of the children in Legacurry Pre-School. There is a well-established culture of self-evaluation and clear evidence of the impact that this has had on various aspects of the pre-school's provision.
- The early years specialist, from the Early Years' Organisation, provides regular, effective support and makes a very good contribution to the ongoing development of the provision in the pre-school. The pro-active and supportive management committee also makes a valuable contribution to the pre-school.
- There are effective links with parents who are kept informed of the life and work of the pre-school through the monthly newsletter and the informative parental notice boards. The parents are invited to visit the pre-school to share their skills and expertise with the children. Very good links exist with the primary schools to which the majority of children transfer.

## **8. Safeguarding**

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

## **9. Overall effectiveness**

Legacurry Pre-school has a high level of capacity for sustained improvement in the interest of all the children.

The ETI will monitor how the pre-school 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, including the management group; 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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