

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Lisnagelvin Nursery School,
Londonderry

Controlled Nursery School

Report of an Inspection in
March 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

Lisnagelvin Nursery School is located in the residential area of Lisnagelvin on the outskirts of Londonderry. The majority of the children come from the surrounding local area with a minority coming from a wider catchment area. There has been significant change in staffing in the nursery school since 2011; a permanent staff team has been established since September 2016.

Number of children:	Class 1	Class 2	Class 3
Attending full-time	27		
Attending part-time		26	26
Under 3 years of age*	0	0	0
Funded by Department of Education	27	26	26
With statement of special educational needs	#	#	#
Without a statement but receiving therapy or support from other professionals for special educational needs	9	#	#
At CoP stages 3 or 4**	5	0	#
At CoP stages 1 or 2**	#	#	#
With English as an additional language	#	#	7
Who left in previous school year to attend reception provision within a primary school	0	0	0

Percentage qualifying under DE admission criteria 1 or 2.	100
Average attendance for the previous year.	89%
Number of days open in previous school year	181

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

Forty-one percent of parents responded to the confidential questionnaire; almost all of the responses were highly appreciative of all aspects of the provision. In particular the parents highlighted the welcoming and helpful staff, the care provided for the children and the stimulating indoor and outdoor learning environment. Eight of the staff responded to the confidential questionnaire; the responses were wholly positive and emphasised the very good working relationships at all levels.

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	Capacity to identify and bring about improvement
Outcomes for learners	Good
Quality of provision	Good
Leadership and management	Good

KEY FINDINGS

5. Outcomes for learners

- The children are well-behaved and the majority settle quickly to purposeful, concentrated play. They are familiar with the routines of the day and are relaxed and confident when interacting with adults. The majority of the children play well together in small groups and use timers appropriately to share the resources. They have good levels of independence in their personal development; however, more free choice and access to additional resources would allow them to extend their learning across the pre-school curriculum and develop further their decision-making and problem-solving skills.
- The children engage well in early mark-making; they label their work independently and a small number are attempting letter formation. Although a significant number of the children have been identified by the staff as having speech and language difficulties, they enjoy browsing through the available books indoors and outdoors, respond enthusiastically during the small group sessions and participate well in the story, song and rhyme time.
- The children have a good understanding of aspects of early mathematics particularly in matching, sorting and counting. They are developing well their understanding of positional language and vocabulary associated with measures.
- The children are making good progress in their representational work; their two- and three-dimensional work is detailed and imaginative. The children's close observational skills are developing well through, for example the use of real spring flowers for painting. The children show a keen interest in music and join with staff during spontaneous singing at the play activities and use the instruments outdoors
- The children show a good interest in the world around them through, for example, following the life cycle of a frog and growing vegetables but would benefit from more open-ended and investigative play activities.

6. Quality of provision

- The staff have created a very welcoming and stimulating learning environment with many examples of real and natural resources available in the play activities and on display. The well-resourced and imaginatively planned outdoor learning area provides learning opportunities across the pre-school curriculum. The daily routines are well-established; lunchtime provides very good learning opportunities for the children to develop further their conversational and social skills and take on leadership roles.

- The quality of the adult interaction is consistently good and at times, very good. The staff engage the children in effective and enjoyable group story sessions to develop the children's listening, attention and language skills. The opportunities for the children to extend their enquiry and exploration skills through experimentation, discovery and problem solving are under-developed.
- The written planning appropriately guides the staff in their work; it is evaluated well to focus on learning and informs future planning. The staff make relevant and regular observations of the children's learning which are used to monitor progress across all areas of the pre-school curriculum and set new targets for individual children.
- Good use is made of a language screening programme to design a programme of support and intervention for the children with speech and language difficulties. Through extended schools funding the school has accessed additional speech and language support from an independent speech and language therapist who works well in partnership with the children and their parents.
- The quality of care and welfare is impacting positively on the children's learning. The staff provide a consistent and effective approach to behaviour strategies and promote a positive attitude to learning with the children.

7. Leadership and management

- A new principal and assistant teacher have recently been appointed and several new classroom assistants have joined the staff. Importantly the new team has a shared vision to provide the highest standard of care and education for every child and is beginning to work well together to achieve this. The staff are well supported by the experienced board of governors who challenge constructively the work of the school and contribute effectively to the improvement process.
- A new three year development plan is in place and identifies appropriate areas for development based on self-evaluation and consultation, but is at an early stage of implementation. The staff are building their capacity for leadership and management, and learning and teaching through access to appropriate professional development linked to the development plan.
- The very good links with parents which include a very informative newsletter, a range of parental workshops and stay and play sessions, help ensure that the parents can play an active role in their child's education. There are well-established links with the main feeder primary school for purposes of transition and effective engagement with other external agencies to meet the needs of the children.
- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect the guidance issued by the relevant Departments.

CONCLUSION

8. Overall effectiveness

Lisnagelvin Nursery School demonstrates the capacity to identify and bring about improvement in the interest of all the learners.

There are areas for improvement that the nursery school has demonstrated the capacity to address. The areas for improvements are:

- for staff to plan for and provide further open-ended activities and investigations where the children can access additional resources to develop their curiosity, problem-solving and decision-making skills; and
- to continue to build the capacity of the new team of staff in leading and managing the improvement process in the nursery school.

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
9:00am – 1:30pm	9:00am -11:30am	12:30pm – 3:00pm

Details of staff

Number of:	Full-time	Part-time
Staff including, Teachers/Leaders	1	1
Number of staff holding a recognised child care qualification	3	3
Number of staff holding a recognised teaching qualification	1	1
New appointments within the previous 12 months	3	3

Number of: *	
Students	2
Trainees	0

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 management group; 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 Achievement and standards, 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 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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