

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Little Flower Nursery School,
Coalisland, County Tyrone

Maintained 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
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INTRODUCTION

1. Context

Little Flower Nursery School is a double unit nursery located on the Coole Road, Coalisland. The facilities, both indoors and outdoors, are presented to a very high standard.

Number of children:	Class 1	Class 2
Attending full-time	26	26
Under 3 years of age*	0	0
Funded by Department of Education	26	26
With statement of special educational needs	#	#
Without a statement but receiving therapy or support from other professionals for special educational needs	0	#
At CoP stages 1 or 2**	0	0
With English as an additional language	#	#

Percentage qualifying under DE admission criteria 1 or 2.	31
Average attendance for the previous year.	88%
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 all of the staff responded to the confidential questionnaire. All of the responses were very positive and the additional written comments were highly complementary about all aspects of the life and work of the nursery. In particular, the parents appreciate the caring and child-centred approach of the staff, the wide range of interesting and stimulating experiences provided for the children, the effective links 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

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

KEY FINDINGS

5. Outcomes for learners

- The children are very well-settled; they achieve well across all areas of learning, both indoors and outdoors. They produce detailed representational artwork and display high standards of early mark-making. They listen attentively and respond enthusiastically to the group stories and enjoy a wide variety of thoughtfully-presented activities that develop well their fine motor skills.
- Outdoors, the children participate in a range of physical, energetic play activities and avail of further opportunities to develop their independence and their turn-taking and self-management skills. The range of interesting activities outdoors arouse the children's natural curiosity and enable them to hone their observational skills
- The children understand key mathematical concepts, such as number, shape and measures and use mathematical language confidently during play, story and rhyme time and during the routines of the day.
- The children who require support with aspects of their learning respond very well to the strategies deployed and targets set by the staff; they are making good progress in line with their ability.

6. Quality of provision

- The learning environment is richly resourced to provide an excellent range of materials and experiences which meet very well the needs of all the children. The nursery is very attractively presented and enhanced by relevant photographs and displays of the children's own work. The easy access to materials promotes the children's independence very well. The outdoor area is thoughtfully planned to ensure a wide and rich range of learning across the curriculum with particularly good opportunities for children to explore, learn about and care for the world around them.
- The staff have a very good shared understanding of the learning to be promoted through the play activities. They are highly skilled in supporting the children to learn and develop, they listen carefully to the children, model language and ask appropriate questions to extend their thinking. They provide high quality support for the children identified with additional learning needs.

- The written planning guides the staff well in their work with the children and it informs an extensive range of experiences for the children which progress appropriately through the year. Currently, the staff use an excessive range of assessment tools to gain information on the children; they should now review and refine the range to inform better the learning and teaching. 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 offers a good balance of free play and adult-led activities. The dinner routines do not exploit fully enough the learning inherent in the activity. The staff need to review the routines to ensure that all time is used more effectively to promote learning and develop further 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 care and education.
- 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 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 all aspects the work of the nursery.
- The nursery has established excellent links with parents, relevant agencies and the main feeder primary schools for the benefit of the children. Information about the children's progress and development is gathered regularly and is shared at key times throughout the year with the parents.
- 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

Little Flower 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
8.45 am–1.15 pm

Details of staff

Number of:	Full-time	Part-time
Staff including, Teachers/Leaders	4	2
Number of staff holding a recognised child care qualification	2	2
Number of staff holding a recognised teaching qualification	2	

Number of: *	
Students	2

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 outcomes, on provision 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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