

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Mullanaskea Pre-School,
Enniskillen, County Fermanagh

Voluntary pre-school

Report of an Inspection in
May 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



CONTENTS

Section	Page
1. Context	1
2. Views of parents and staff	1
3. Focus of the inspection	1
4. Overall findings of the inspection	1
5. Outcomes for learners	2
6. Quality of provision	2
7. Leadership and management	3
8. Safeguarding	3
9. Overall effectiveness	3

Appendices

- A. Inspection methodology and evidence base
- B. Reporting terms used by the Education and Training Inspectorate

1. Context

Mullanaska Pre-School is located in purpose-built accommodation in the grounds of St Patrick's Primary School, Mullanaska. The children enrolled are from the surrounding rural area. The leader, deputy leader and one assistant were in post at the time of the previous inspection. One further assistant has been employed since the last inspection.

Number of children:	Class 1
Attending part-time	25
Funded by Department of Education	25
With statement of special educational needs	0
Without a statement but receiving therapy or support from other professionals for special educational needs	#
At CoP stages 3 or 4**	#
At CoP stages 1 or 2**	#

Average percentage attendance for the previous year.	96%
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

N/A not available

2. Views of parents and staff

The majority of parents and staff responded to the confidential questionnaire. The responses were very positive about all aspects of the life and work of the pre-school. The parents' written comments commended: the provision; the leadership; the learning environment; the care and welfare; and, the progress being made by the children. All of the responses were shared with the leadership and management.

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

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

5. Outcomes for learners

- The children attain very good standards across the six areas of the pre-school curriculum. They explore and investigate the wide range of interesting activities available to them and participate in self-chosen activities for extended periods; the quality of their work is very good.
- The children have very good listening skills and can follow instructions accurately. Their fine motor skills are very good and their mark-making and representational drawings are good.
- The children are aware of early mathematical concepts relating to number, shape and measurement. High priority is given to developing the children's language and literacy skills; as a result they are developing well their oral communication skills. The children also express their own ideas very well through music-making and are confident in taking on roles in imaginative play. They listen attentively during the story sessions and know a wide repertoire of rhymes and songs.
- The children make independent choices, care for their environment and manage their own personal care and daily snack routine with confidence. Their social skills and behaviour are very good.
- The children who require support with aspects of their learning are fully integrated into the group and are making good progress. They respond well to the skilful staff encouragement to take turns, share and play productively.

6. Quality of provision

- The learning environment is stimulating and thoughtfully presented; the appropriate resources encourage the development of playful learning. There is a well-established routine for the day and lengthy periods of time to enable the children to develop learning through play. The routines and transitions are well integrated and promoted as learning opportunities.
- The staff plan a progressive pre-school programme and collaborate weekly to review the children's learning and progress. Through the key-worker approach, information on the children's progress is also collated; however, this information is used mostly to report rather than evaluate the children's learning. The assessment of the children's learning is not used effectively enough to inform future planning.
- The staff are very skilful in their interactions to promote learning and foster nurturing and respectful working relationships with the children. They promote productive play, listen carefully to the children and extend their language and thinking consistently throughout the session.
- The productive links developed between the parents, the school and other agencies promote an effective, multi-agency approach to support the children identified with additional learning needs.

- Based on the evidence available at the time of the inspection, the pre-school's approach to the care and welfare of the children impacts positively on all aspects of the learning, teaching and outcomes. The development of children's personal, social and emotional skills are a particular strength of the provision and as a result, the children are engaged fully in their learning and very well-behaved.

7. Leadership and management

- The pre-school is led, organised and managed very effectively. The leader, staff team and management committee work collaboratively with a clear vision of providing high quality pre-school education.
- There is an effective approach to self-evaluation which has led to sustained improvement in many aspects of the provision. Recent work on the development of staff interactions with the children has led to improved levels of engagement in the children's learning, in particular, the quality of their language and their interest in reading. It will be important however, for the management committee and staff to further develop the process of action-planning and then continue to monitor the impact of this work on the provision and outcomes for the children.
- The pre-school leader is now the early years specialist for the setting and the pre-school is an integral part of a new local cluster; this enables the staff to share practice with staff from settings of a similar nature. It will be important for the leadership to ensure that mechanisms are in place for rigorous evaluation of the impact of these newly established arrangements.
- There are very effective links with parents, schools, local pre-schools and the wider community. Parents are kept well informed about the pre-school, and their child's progress and encouraged to participate in relevant pre-school activities; their views and contributions are valued.

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

Mullanaska Pre-School has a high level of capacity for sustained improvement in the interest of all the learners.

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; 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.

© CROWN COPYRIGHT 2018

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: www.etini.gov.uk