

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Naíscoil na Faiseoige,  
Belfast

Irish-medium 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



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## 1. Context

Naíscoil na Fuisseoige is an Irish-medium pre-school playgroup located in Ionad na Fuisseoige in Twinbrook, Dunmurry. At the time of the inspection the naíscoil had recently moved into newly-built premises; construction work was still on-going. A new leader and nursery assistant have been appointed since the time of the last inspection in 2012.

<b>Number of children:</b>	<b>Class 1</b>
Attending part-time	23
Funded by Department of Education	23
Without a statement but receiving therapy or support from other professionals for special educational needs.	#

Average percentage attendance for the previous year.	78%
Number of days open in previous school year	185

**Source:** data provided by the setting

# fewer than 5

## 2. Views of parents and staff

None of the staff responded to the confidential questionnaire; they reported experiencing problems with logging on to the online system. A small number of parents responded to the confidential questionnaire; their responses were very positive.

## 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>	<b>Capacity to identify and bring about improvement</b>
<b>Outcomes for learners</b>	Very good
<b>Quality of provision</b>	Good
<b>Leadership and management</b>	Good

## 5. Outcomes for learners

- Almost all of the children are well-settled and their behaviour is very good. They are forming good friendships with each other and engage in collaborative, sustained play both indoors and outdoors. The children are at ease with adults and approach the staff in the naíscoil confidently to talk about their play.

- The children make very good progress across almost all areas of the pre-school curriculum. They develop well their independence and creativity as they engage in purposeful, sustained play: in the mud kitchen; at the sand and water trays; at the well-resourced, authentic role-play areas; at the dough table; and, at the creative art area. The children choose independently where they wish to play and select the resources of their choice.
- The children have well-developed fine motor skills as they mould and shape the dough with ease and use a range of resources, materials and tools at the junk art area. During the inspection, owing to the ongoing construction work, the children did not have opportunities to engage in energetic play.
- The children's early mark making is of a good standard and their representational artwork is often very good. The children are attentive during story time and are keen to talk about the story and share their own related experiences. All of the children participate enthusiastically in singing the songs and rhymes in Irish. They understand the Irish spoken to them by the adults and a small number of them are beginning to respond using single words in Irish.
- Almost all of the children have a very good understanding of key mathematical concepts associated with time, number, shape and measures.

## **6. Quality of provision**

- The staff have created an attractive, well-resourced and stimulating learning environment. There is an interesting range of natural and recyclable materials available to the children which provide opportunities for independent and creative learning across all areas of the pre-school curriculum.
- Effective planning is in place for all areas of learning. The staff have recently introduced a new approach to the cycle of planning, observations and assessment in which the intended learning is much more explicit and more effective use is made of the observations of the children's learning to inform future planning.
- The staff have a good standard of Irish and the quality of their interactions with the children is good. They model play effectively and respond positively to the needs and interests of the children. All of the staff use Irish consistently with the children and sensitively and skilfully praise the children and encourage them to respond in Irish. On occasions however, the quality of the staff's questioning and interactions does not develop sufficiently the children's language, problem solving and thinking skills; further attention should be given to planning for the use of extended language by staff.
- Based on the evidence available at the time of the inspection, the naíscoil's approach to care and welfare impacts positively on learning and teaching, and outcomes. A welcoming ethos and excellent working relationships influence the work of the naíscoil and provide an environment which promotes creativity and independence.

## **7. Leadership and management**

- All of the staff, the early years specialist from Altram and the management committee are committed to the life and work of the naíscoil and work well collegially in the best interests of the children.
- A more robust approach to self-evaluation and evidence gathering has been introduced over the past two years. The staff, with the effective support of their early years specialist, have developed a shared understanding of self-evaluation leading to improvement. They can articulate the strengths within the naíscoil, identify areas for improvement and plan appropriately to address these.
- There are very good links with the parents who are kept informed of the life and work of the naíscoil through, for example, regular meetings and an informative newsletter. The parents also attend a range of classes and workshops in the naíscoil and are invited to 'stay and play' mornings. There are very good links with the local Bunscoil to which a majority of the children transfer to Rang 1.

## **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**

Naíscoil na Fúiseoige demonstrates the capacity to identify and bring about improvement in the interest of all the children.

There are areas for improvement that the naíscoil has demonstrated the capacity to address.

The areas for improvement are to:

- embed further the cycle of planning, observations and assessment; and
- embed and monitor the impact of the process of self-evaluation leading to improvement.

The ETI will monitor how the naíscoil 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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