

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Trench Road Nursery School,  
Londonderry

Statutory Controlled Nursery School

Report of an Inspection in  
December 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

Trench Road Nursery School is situated in the Waterside area of Londonderry. The children come mainly from the local area. The principal is in her second year in post.

Number of children:	Class 1	Class 2
Attending full-time	28	27
Attending part-time	N/A	N/A
Funded by Department of Education	28	27
With a statement of special educational needs	#	#
Without a statement but receiving therapy or support from other professionals for special educational needs	#	#

Percentage qualifying under DE admission criteria 1 or 2.	55%
Average percentage attendance for the previous year.	92%
Number of days open in previous school year	183

**Source:** data provided by the setting.

# fewer than 5

## 2. Views of parents and staff

All of the staff completed the confidential questionnaire and the responses were all very positive. Thirteen parental responses, including the written responses were highly positive about all aspects of the life and work of the nursery school. The parents highlighted their satisfaction with the approachable staff and the support provided for the children's additional needs.

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

## **5. Outcomes for learners**

- The children are achieving good outcomes across nearly all areas of the pre-school curriculum. For the time of the year, nearly all the children are very well-settled and able to follow the transitions and routines of the day for snack, lunch, indoor and outdoor play. Most of the children listen attentively to the adults and follow their instructions. The children's behaviour is very good.
- A majority of the children have a very good understanding of mathematical concepts about early number, measures, time, shape and space and use mathematical language during construction and water play.
- Most of the children have good to very good fine motor skills and a majority of the children are confident using the wheeled toys and engage in energetic play in the outdoors and have a good interest in the winter season 'world around us' activities.
- Most of the children enjoy listening to stories and are willing to answer questions and recall what they understand. In the large and small group activities, a majority of the children sing songs and rhymes and follow simple rhythms.
- The children freely engage in mark making and representational artwork and are interested in creating 3D models of the world around them. The children's artwork is attractively displayed and shows their individual stages of development.
- The children are able to take on roles as helpers and are beginning to develop good social skills. The children's natural curiosity to observe, explore and experiment and to express more fully their own ideas particularly through imaginative role play is underdeveloped.

## **6. Quality of provision**

- The staff present a very stimulating and well-organised indoor and outdoor learning environment for the children, which provides very good opportunities for learning across almost all areas of the pre-school curriculum. There is a wide range of high quality resources with many natural and authentic items incorporated into the areas of play.
- The organisation of the day, provides for lengthy periods of play and the well-embedded routines promote very good opportunities for social language development. A few aspects of the day are too formal and the children are spending too long following adult directed activities rather than engaging in self-initiated play experiences.
- The planning provides a very good range of interesting activities and resources; however the planned learning intentions need to focus more specifically on the requirements of the Curricular Guidance for Pre-School Education and support staff interaction that is more consistently matched to the children's varying needs.
- The quality of the interactions between the staff and the children in the best practice generates interest and a sense of satisfaction in many of the activities, enabling the children to concentrate and learn through play. In the less effective practice, the children are asked too many closed questions and not given enough time to think or to respond, which limits the opportunities to engage in sustained shared interactions with the staff, and to develop vocabulary and language as it arises naturally through play.

- The staff are collating observations of the children's progress and have appropriately identified the need to develop further the use of the information to inform the planning for the children. Their findings regarding the children's progress are reported to the parents both formally and informally throughout the year.
- The staff have a comprehensive range of methods to identify and support the children identified with additional needs and make effective use of the advice from health professionals to inform the individual programmes.
- 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 learning, teaching and outcomes. The children are forming positive relationships with the adults and one another in an atmosphere of care and mutual respect.

## **7. Leadership and management**

- The newly formed nursery team have established a collegial approach to promoting improvement in the life and work of the nursery. The well-constructed school development plan has appropriately identified priorities for improvements in learning, teaching and assessment which the inspection endorses. Significant work, in a short period, has been undertaken by the school leadership to develop a suite of policies and procedures to support the effective management of the nursery.
- The representative of the board of governors reports very good working relationships between the nursery staff and strong support for developing a high quality programme for the children and productive links with the parents and community. There can be confidence in the aspects of governance inspected and it is appropriate that the board of governors monitor the implementation of the school development plan.
- The nursery is actively involved in Department of Education's Getting Ready to Learn project and the staff work in partnership with the parents to encourage them to play an active role in the education of their children. Effective links have been established with relevant agencies and the main feeder primary school for the benefit of the children. A small number of the children come from a local SureStart programme and the links with the staff are at an early stage of development.

## **8. Safeguarding**

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

However, the nursery needs to:

- update a small number of policies to reflect the guidance from the Department of Education and ensure that the parents are made aware of the current procedures used in the nursery.

## **9. Overall effectiveness**

Trench Road Nursery School demonstrates the capacity to identify and bring about improvement in the interest of all the children.

There is an area for improvement that the nursery has demonstrated the capacity to address.

The area for improvement is:

- to develop further the use of the assessment information to inform the planned pre-school programme in order to support consistently high quality staff interaction with the children.

The ETI will monitor how the nursery sustains improvement.

**Accommodation**

1. The nursery school does not have any office space other than the use of the principal's / secretary's office for private meetings with parents and professionals.
2. There is no staffroom at the nursery school.

### 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 a representative of the board of governors; 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<sup>1</sup>:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

The ETI use the following levels when reporting on governance:

High degree of confidence
Confidence
Limited confidence

The ETI use the following levels when reporting on safeguarding:

Reflects the guidance
Reflects broadly the guidance
Unsatisfactory

The ETI use the following levels when reporting on care and welfare:

Impacts positively on learning, teaching and outcomes for learners
Does not impact positively enough on learning, teaching and outcomes for learners

<sup>1</sup> And the overall provision in a subject area or unit, as applicable.

## 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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