

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

King's Road Nursery School,  
Belfast

Statutory pre-school

Report of an Inspection in  
March 2017

*eti*

The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments

CUSTOMER  
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## INTRODUCTION

### 1. Context

King's Road Nursery School operates two full-time classes and is located in purpose-built accommodation in the Knock area of Belfast.

<b>Number of children:</b>	Class 1	Class 2
Attending full-time	26	26
Funded by Department of Education	26	26
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*	8	12
With English as an additional language	#	#

Percentage qualifying under DE admission criteria 1 or 2.	33
Average attendance for the previous year.	92%
Number of days open in previous school year	184

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

\* 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 small number of the parents and all of the staff responded to the confidential questionnaires. All of the responses indicated very high levels of satisfaction with the life and work of the nursery. The parents commented on: the high quality of the learning experiences provided for their children; the professional and approachable staff; and the high regard held for the nursery within the local community.

### 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

<b>Overall effectiveness</b>	High level of capacity for sustained improvement
<b>Outcomes for learners</b>	Outstanding
<b>Quality of provision</b>	Very good
<b>Leadership and management</b>	Outstanding

## KEY FINDINGS

### 5. Outcomes for learners

- The children are very well settled and well behaved. Almost all engage in sustained, purposeful and collaborative play. They show high levels of perseverance, independence and self-management, as they initiate their own play and follow the well-embedded routines of the day. The children interact well with each other and with the staff and visitors and take pride in their work and achievements. Those who require support with aspects of their learning are integrated well into both classes and are making very good progress.
- The children achieve very well across all areas of learning, both indoors and outdoors. They produce detailed representational artwork, which they talk confidently about, and display high standards of early mark-making. They enjoy books, access them independently and share them with each other; they listen attentively and respond enthusiastically to the group stories. The children enjoy a wide variety of thoughtfully-presented activities and develop well their fine motor skills as they select and use a wide range of tools and equipment. 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 children have a very good understanding of key mathematical concepts, such as number, shape and measures and confidently use mathematical language during play, story and rhyme time and during the routines of the day.

### 6. Quality of provision

- The staff have created a stimulating, child-centred and attractive learning environment, both indoors and outdoors. All space is used effectively to provide high quality learning opportunities across the pre-school curriculum and to encourage the children to develop further their thinking skills and creativity. The routines and transitions of the day are well embedded and provide additional learning opportunities for the children. The dinner routine in particular: provides the children with opportunities to assume roles of responsibility; promotes learning in language and early mathematics; and, encourages the children to engage naturally in conversation and develop further their social skills.
- The quality of the interactions between the staff and the children is of a consistently high standard. The staff model play effectively and skilfully engage with the children, using open-ended questions to extend their thinking and understanding.
- There is comprehensive and detailed planning in place that demonstrates progression in learning across all areas of the curriculum. All of the staff know the children well, record regular observations of the children and provide opportunities for learning that meet effectively the children's individual needs and interests. The staff have identified appropriately the need to review the cycle of observation, recording and assessment in order to link the observations and assessment of the children more explicitly to the planning.
- The quality of care and welfare is outstanding. There is an inclusive, welcoming and respectful ethos in the nursery where all children and staff are valued and are supported in meeting their full potential.

## **7. Leadership and management**

- The quality of the leadership is outstanding. This is characterised by the shared commitment of the principal, governors and all staff to provide high quality learning opportunities for all of the children.
- There are rigorous and robust systems of self-evaluation in place, to which all staff contribute, and which lead to improvements in the provision and inform capacity building priorities for the staff. The comprehensive school development plan has been informed by meaningful consultation and self-evaluation and is supported by effective action plans.
- There are very effective links with parents, the local community, feeder schools, and other professionals and agencies, which provide support for the children and their parents during their pre-school year and with their transition to primary school.
- 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**

King's Road 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**

<b>Full-time</b>	<b>Part-time: am</b>	<b>Part-time: pm</b>
9am-1.30pm		

**Details of staff**

<b>Number of:</b>	<b>Full-time</b>	<b>Part-time</b>
Staff including, Teachers/Leaders	4	3
Number of staff holding a recognised child care qualification	2	
Number of staff holding a recognised teaching qualification	2	
New appointments within the previous 12 months	2	

<b>Number of: *</b>	
Students	3
Trainees	

**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 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 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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