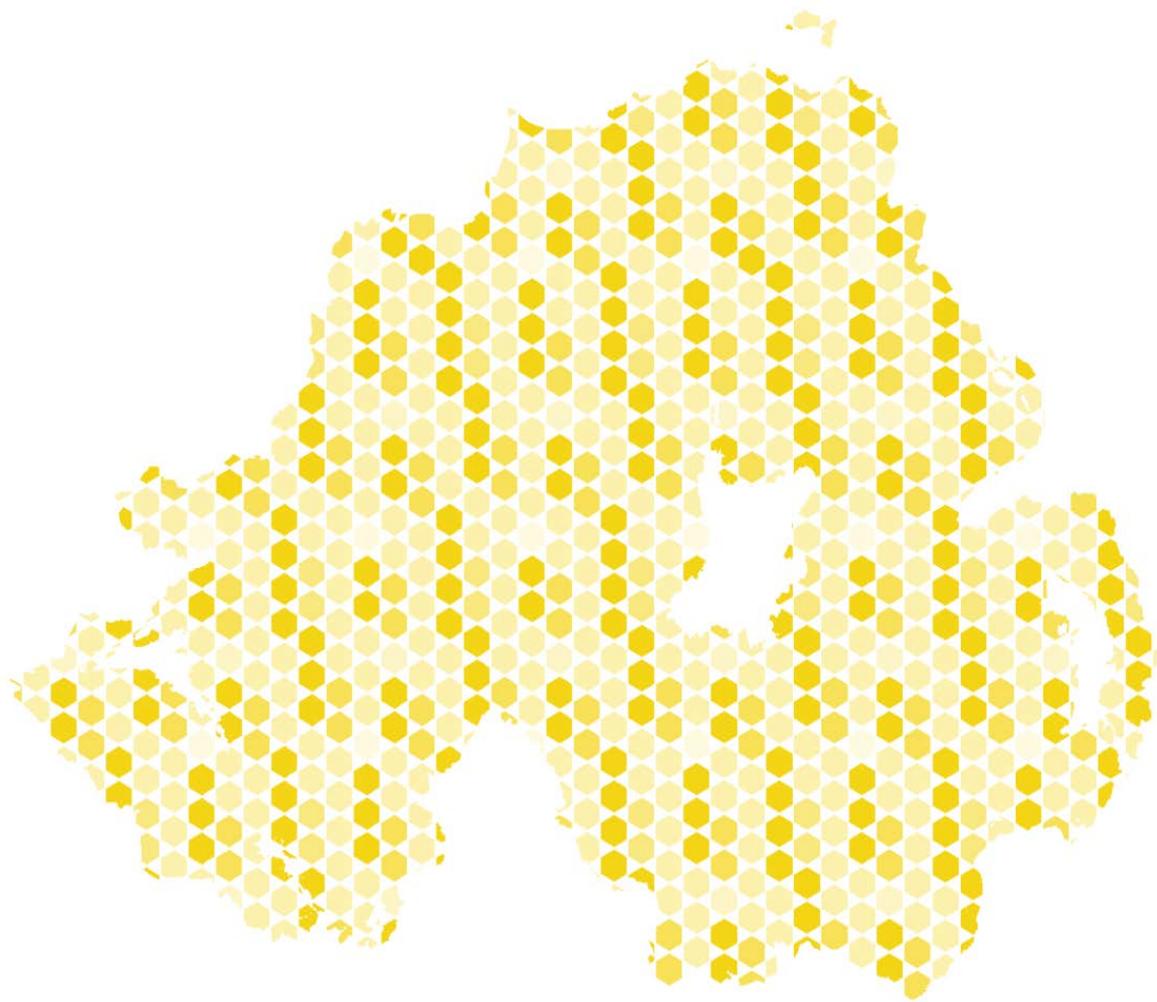


# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

New Lodge Nursery School,  
Belfast

Report of an inspection in  
November 2015

*eti*

*The Education and Training Inspectorate -  
Promoting Improvement*

Providing Inspection Services for

Department of Education  
Department for Employment and Learning  
Department of Culture, Arts and Leisure

CUSTOMER  
SERVICE  
EXCELLENCE



## Quantitative 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 Achievement and standards, on Provision for learning 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 continue to 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 continue to 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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## 1. Inspection method and evidence base

The key questions and quality indicators which guide inspection and self-evaluation of pre-school settings, which were applied to this inspection, are available in the ETI publication *Together Towards Improvement: a process for self -evaluation* at: [Together Towards Improvement Pre-school | Education and Training Inspectorate](#)

Inspectors observed learning and teaching through play, the children's achievements and standards, scrutinised relevant documentation, and held formal and informal discussions with children, and staff with specific responsibilities.

The arrangements for this inspection included:

- a discussion with the staff;
- 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.

The responses from the parents and the staff were wholly positive about all aspects of the provision. The parents praised the care and dedication of the staff team, endorsed the leadership of the principal and commented positively on the progress their children make in their learning. The staff reported a happy working environment and an effective team approach to their work in which every person's contribution is valued. All of the responses and comments were shared with the leadership.

## 2. Focus of inspection

In order to promote improvement in the interests of all children, the purpose of inspection is, through effective linking of internal and external approaches, to evaluate:

- the children's achievements and standards;
- the quality of provision for learning; and
- the quality of leadership and management.

## 3. Context

New Lodge Nursery School is situated in North Belfast between the lower Antrim Road, Queen Street and the New Lodge Road. There are two nursery classes providing full-time places.

## 4. Overall findings of the inspection

Overall effectiveness	High level of capacity for sustained improvement
Achievements and standards	Outstanding
Provision for learning	Outstanding
Leadership and management	Outstanding

## **5. Achievements and standards**

- The children are making excellent progress in their overall learning and development across the six areas of the pre-school curriculum.
- The children are confident and very well motivated in their learning; they settle very quickly and calmly to their activities for prolonged periods in sustained and purposeful play. Most of the children can refer to visual prompts to guide their self-management of the daily routines. They respond well to the age-appropriate “golden rules” showing respect for each other and their environment.
- Most of the children engage enthusiastically in sustained conversations with the staff about their personal experiences and their play using an increasing range of vocabulary. Those children identified as requiring support with their communication and social skills are making very good progress with the sensitive and skilful support from the adults. The children are interested in books and stories and enjoy participating in the song and rhyme times. The most able children are also beginning to recognise and link words with rhythm and rhyme.
- The children demonstrate a very good understanding of age-appropriate mathematical language and concepts as they count, sort, match and make comparisons as part of their play. They use creatively and independently a wide range of materials; a majority of the artwork is well developed and representational. The children play collaboratively and imaginatively as they explore the small world and home play areas; a small number of children have very well developed problem-solving and negotiating skills that they use to make complex models at the large construction play area.
- The children are developing very well their fine motor skills and hand-to-eye co-ordination as they work very precisely with smaller equipment and tools. They enjoy balancing, transporting larger blocks, digging and pedalling outdoors. There is concentrated, child-initiated exploration and investigation of natural materials at the sand, water and dough play areas.

## **6. Provision for learning**

- All areas of the nursery school are presented attractively and set out with appropriately resourced and distinct areas for play. The organisation of the learning environment supports very well the children’s own choices and autonomy in learning. The staff are developing further the outdoor learning environment to create a well resourced garden area.
- A key strength in the provision is the high level of professional capacity of the whole staff team. The staff have a clear understanding of the pre-school curriculum and their consistent implementation of it extends the children’s language and learning. The children respond very well to the supportive and affirmative approach in which every child is valued and their achievements are celebrated. The staff listen carefully to the children, value their ideas and let them develop at their own pace; they are challenged and supported, as required.

- The staff gather sensitively information from parents and other settings to inform their starting point and planning for progression in the children's learning. The detailed planning provides a framework for a broad and balanced curriculum with high quality learning experiences across all aspects of the pre-school curriculum. There is effective evaluation of the learning by the staff and they incorporate the children's own views of their experiences. These evaluations, combined with the systematic observations of the children's progress, are used very well to tailor the programme to meet the range of children's needs.
- There is excellent provision made for children identified as requiring additional support with aspects of their learning, within the resources available to the nursery school. The children are identified early and they are well integrated into the nursery school; their needs are well planned for and supported effectively by the staff. The recent staff training, completed through the Early Years Inclusion Project, has extended further the confidence and skills of the whole staff team. The respectful working relationships and liaison between the staff, the parents and other relevant agencies promotes an unified approach to meeting the children's needs.
- The quality of the pastoral care for children and families is outstanding. The inclusive, nurturing environment is based on mutual respect, effective working relationships and value being placed on everyone's contribution. The staff are dedicated to raising aspiration and providing opportunities for children and families to overcome barriers to learning with a vision of benefiting the whole community.

## **7. Leadership and management**

- The excellent leadership and management provided by the principal is underpinned by a high level of professional expertise and a pragmatic approach to ensuring the highest quality of provision. The well constructed school development plan provides clear evidence of the staff's very effective reflection on their practice and their systematic approach to self-evaluation that is based on first-hand evidence of improvement and linked to relevant staff development. The cycle of review, capacity- building and continuous improvement is very well embedded.
- There are very effective links and partnerships with pre-schools, schools, Sure Start and other agencies and cluster groups. The benefits of these links are evaluated continually and documented to ensure parents are signposted appropriately to courses, resources in the area are maximised, and children make effective transitions and progress in their learning. The parents' worker, employed by a cluster of schools, makes a valuable contribution to promoting the development of parents' skills, knowledge and qualifications.
- On the basis of the evidence available at the time of the inspection, the school has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education.

## **8. Overall effectiveness**

The nursery school has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will continue to monitor how the nursery school sustains improvement.

## STATISTICAL INFORMATION ON NEW LODGE NURSERY SCHOOL

### 1. Details of children

<b>Number of children:</b>	Class 1	Class 2
Attending full-time	26	26
Attending part-time		
Under 3 years of age*		
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		
At CoP stages 3 or 4**	4	3
At CoP stages 1 or 2**	5	2
With English as an additional language		3
Who left in previous school year to attend reception provision within a primary school		

\* On 1 July.

\*\* The stages refer to those set out in the Code of Practice for the Identification and Assessment of Special Educational Needs.

Percentage qualifying under DE admission criteria 1 or 2.	94
Average attendance for the previous year.	86%
Number of days open in previous school year	185

### 2. Duration of sessions

<b>Full-time</b>	<b>Part-time: am</b>	<b>Part-time: pm</b>
9:00-1:30		

### 3. 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	5	
Number of staff holding a recognised teaching qualification	2	
New appointments within the previous 12 months		

<b>Number of: ***</b>	
Students	
Trainees	4

\*\*\* Total placements since September of current year

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