

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Glenbrook Nursery School,  
Newtownards

Report of an Inspection  
in December 2011

**STATISTICAL INFORMATION ON GLENBROOK NURSERY SCHOOL, NEWTOWNARDS  
(411-6307)**

**1. Details of Children**

<b>Number of children:</b>	<b>Class 1</b>	<b>Class 2</b>
Attending full-time	26	26
Attending part-time	0	0
Under 3 years of age*	0	0
With statement of special educational needs	0	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**	***	***
With English as an additional language	0	0

\* On 1 July.

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

\*\*\* Denotes a figure fewer than 5.

Percentage qualifying under DE admission criteria 1 or 2.	28.9%
Average attendance for the previous year.	95%

**2. Duration of Sessions**

<b>Full-time</b>	<b>Part-time: am</b>	<b>Part-time: pm</b>
4½ hours	-	-

**3. Details of Staff**

<b>Number of:</b>	<b>Full-Time</b>	<b>Part-Time</b>
Teachers	2	0
Nursery Assistants (qualified)	2	0
Nursery Assistants (non-qualified)	0	0

<b>Number of: ***</b>	
Students	0
Trainees	0

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

**4. Parental Questionnaires**

Number issued	52
Percentage returned	61%
Number of written comments	23

**GLENBROOK NURSERY SCHOOL, NEWTOWNARDS, CO DOWN, BT23 4HS (411-6307)**  
**INSPECTED: 1 DECEMBER 2011**

1. Glenbrook Nursery School is situated on Glenard Road, Newtownards. The children come from a wide geographical area. The nursery school provides 52 full-time places.

2. In the areas inspected, the quality of education provided by this nursery school is very good. The nursery school is meeting very effectively the educational and pastoral needs of the children and has demonstrated its capacity for sustained self-improvement.

#### **CHILDREN'S ACHIEVEMENTS**

3. The children are very well-settled for the time of year; they are highly motivated and happy to talk about their learning. They make creative use of the learning resources; they can access and store the resources independently, demonstrating a growing sense of responsibility for the learning environment. Most of the children play together co-operatively, taking increasing account of the needs and interests of others. During the inspection, there were many examples of sustained purposeful play.

4. There are very good opportunities for learning in all areas of the pre-school curriculum; the development of the children's personal, social and emotional development, language and communication skills, their understanding of early mathematical concepts and physical development are particular strengths of the nursery school's provision. The staff make effective use of incidental conversation to extend the children's vocabulary. Captions, labels and visual instructions are used very effectively to record the children's learning experiences and to promote the development of their early reading skills. The children use effectively the resource books provided in the areas of play; they listen attentively and join in appropriately during group story time. The availability of an appropriate range of writing tools and materials, both indoors and outdoors, provides the children with very good opportunities to develop their experimental writing skills. During the inspection, the staff used appropriate mathematical language when participating in the children's play and promoted the children's understanding of size, shape, weight, capacity and positional language; the children are gaining a very good understanding of early mathematical concepts.

#### **THE PROVISION FOR LEARNING**

5. The atmosphere in the nursery is characterised by a sense of learning and enjoyment, productivity and fun; all of the play areas are very well resourced and have been skilfully developed to capture the children's interests and to foster their creativity and imagination. The use of real and authentic resources arouses the children's curiosity and stimulates their involvement in the activities. The warm, respectful atmosphere promotes the children's self-esteem and helps them develop the confidence to try new experiences; the daily session is well organised with purposeful use made of all the time available for learning. The children benefit from the well-planned and resourced outdoor area to develop all aspects of their learning.

6. The adult interactions with the children are consistently of a very good quality; the staff engage meaningfully in the play activities; they value the children's opinions and build effectively on their ideas; they make very effective use of the small group sessions to consolidate and extend the children's learning.

7. A wide range of themes and topics is incorporated skilfully to develop a good variety of stimulating activities and learning experiences for the children in all areas of the pre-school curriculum throughout the year. The staff are making increasing use of their observations to assess the children's progress, to identify their individual needs and to inform their interactions with them.

8. There are very good links with the parents; they are kept well informed about events within the nursery through the parents' information board and an informative newsletter. The parents receive information about their child's progress through regular meetings each term and through a written report in the final term.

9. The quality of the arrangements for pastoral care in the nursery school is outstanding. This is evidenced through the staff's ongoing response to the children's interests and needs, the caring atmosphere; the promotion of safe play in the wider environment and the excellent working relationships at all levels.

10. The nursery school has very good comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the relevant Department.

11. The nursery school gives very good attention to promoting healthy eating and physical activity, for example, through the provision of a healthy snack and opportunities to play for extended periods outdoors, which encourage the children to adopt healthy lifestyles.

#### LEADERSHIP AND MANAGEMENT

12. The Principal has been in post for one year; she has paced the necessary changes well. She has placed a high priority on developing good working relationships, in which all members of the staff feel valued and work as part of an effective professional team. She is well-organised, enthusiastic and committed to the ongoing development of the nursery school in the best interest of the children and the community. Her effective leadership and management is underpinned by good teamwork and the excellent contribution made by all of the staff.

13. The Principal is keen to develop a culture of reflection and self-evaluation to promote improvement as an integral element of the staff's practice. The nursery school development plan (SDP) identifies appropriate priorities for development over the three-year period.

**14. The key strengths of the nursery school include:**

- the high quality of the provision for learning, across all areas of the pre-school curriculum, both indoors and outdoors;
- the high levels of motivation, engagement and enjoyment of learning displayed by the children;
- the consistently very good quality of the adult interactions observed;
- the successful use of all routines to develop the children's independence, social and communication skills;

- the effective leadership and management provided by the Principal; and
- the excellent team spirit amongst the hard-working and dedicated staff.

15. In the areas inspected, the quality of education provided by this nursery school is very good. The nursery school is meeting very effectively the educational and pastoral needs of the children and has demonstrated its capacity for sustained self-improvement.

**QUESTIONNAIRES**

The arrangements for the inspection of pastoral care and child protection included the opportunity for the parents, the staff and the management group to complete a confidential questionnaire prior to the inspection. Thirty-two of the parents (61%) responded to the questionnaire and twenty-three made additional written comments. The responses from the parental questionnaire were wholly positive and indicated a very high level of satisfaction with all aspects of the nursery school's work; in particular the parents expressed their appreciation of the effective leadership of the Principal, the helpful, caring staff and of the stimulating learning environment. The responses from the management group and the staff questionnaires were also wholly positive. All of the responses have been shared with the staff and management of the nursery

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