

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Trinity Park Pre-School
Nursery, Lurgan

Report of an Inspection
in November 2010

STATISTICAL INFORMATION

Name of pre-school centre:	Trinity Park Pre-School Nursery
Address:	Jethro Centre Flush Place LURGAN Co Armagh BT66 7DT
Management Type:	Private

Date of inspection:	23 November 2010
Date of previous inspection:	5 October 2005

1. Details of Children

Total number of children:	am session	pm session
• attending the pre-school centre	32 (Max 24 per session)	-
• in their immediate pre-school year	21	-
• funded by Department of Education (DE)	21	-
• qualifying under DE admission criteria 1 & 2	3	-
• with a statement of special educational needs	0	-
• without a statement but receiving therapy or support from other professionals for special educational needs	1	-
• with English as an additional language	1	-
• who left in previous school year to attend reception provision within a primary school	1	-
Attendance:		
• attendance* of funded children for the previous school year	98%	-

* Calculated from the date when the intake was complete

2. Details of Staff

Number of:	Full-time	Part-time
Staff, including leader	4	3
Staff holding recognised childcare qualifications	3	2
New appointments within previous 12 months	1	0

Number of: ***	
Students	0
Trainees	0

*** Total placements since September of current year

3. Details of Sessions

Duration of morning session	Duration of afternoon session	Number of days open in previous year
4 hours	-	194

4. Parental Questionnaires

Number issued to parents:	32
Percentage returned:	50%
Number of written comments:	7

TRINITY PARK PRE-SCHOOL NURSERY, CRAIGAVON, CO ARMAGH, BT67 0AD (5CA-0520)

1. Trinity Park Pre-school Nursery is situated within the Jethro Community Centre in Flush Place, Lurgan. It is accommodated in these premises on a short-term temporary basis whilst awaiting the construction of new purpose-built facilities. The centre shares the accommodation with other community groups and the staff are required to set up and clear the playroom each day.

2. Since the last inspection, one new full-time and three part-time members of staff have been appointed. At the time of the inspection the staff reported that the early years specialist (EYS) from the Early Years Organisation (EYO) had changed several times in the recent past.

3. In the areas inspected, the quality of education provided by the centre is good. The centre has important strengths in most of its educational and pastoral provision. The inspection has identified areas for improvement which the centre has demonstrated the capacity to address. The Education and Training Inspectorate (Inspectorate) will monitor the centre's progress on the areas for improvement.

CHILDREN'S ACHIEVEMENTS

4. Most of the children settle quickly to the learning activities; they respond positively to the adults' guidance and are independent in their personal care and use of resources. They are developing good sharing and turn-taking skills and are beginning to play collaboratively together. During the inspection there were a few good examples of individuals and small groups of children engaging in sustained purposeful play.

5. The children talk confidently about their play and in response to stories and seasonal activities; they engage enthusiastically in role-play, songs and rhymes, which are used effectively to support and enhance their oral language development. They make good use of books throughout the playrooms and enjoy stories in small groups and as part of regular adult led activities. Although the children make good use of a range of resources to develop their early writing skills, they need increased opportunities and encouragement to integrate writing into their play. At the time of the inspection, the staff were actively seeking guidance from the community speech and language therapist and appropriate care workers, to help identify and meet the needs of a small number of children experiencing speech and language difficulties.

THE PROVISION FOR LEARNING

6. The staff work hard on a daily basis to create an attractive learning environment for the children. The sessions are well-organised with a good balance between uninterrupted play and adult-led activities; the routines and transitions are well-managed to promote the children's awareness of their personal health and safety. The quality of the adult interactions with the children is consistently good. The adults respond effectively to the interests and needs of the children; they make genuine use of praise to celebrate the children's achievements and to promote their confidence and self-esteem. There are satisfactory to good opportunities for learning in all areas of the pre-school curriculum. The promotion of the children's self-esteem and the development of their social skills are particular strengths of the provision. Individual education plans (IEPs) have been developed

for a few children who are experiencing difficulties with aspects of their learning and behaviour management. The plans outline appropriate targets and strategies for improvement and are reviewed regularly, in consultation with the parents. The IEP reviews indicate that the children are making good progress.

7. All of the staff are actively involved in planning the learning programmes; they engage in regular discussion about each of the children's individual stage of development, progress and needs. Although the written planning is focused very clearly on the intended learning, there is a need for it to reflect more accurately, the quality of the staff's discussions, observations and evaluations and to outline the action to be taken to support specific children.

8. The staff record a range of perceptive observations of the children at play. These observations are used very effectively to assess the children's achievements, but they need to be developed further in order to identify individual children's needs, to track their progress and to inform the written planning.

9. The staff have developed good links with the parents. The parents complete an 'All About Me' pre-enrolment booklet, which provides the staff with useful background information about the children. Throughout the year, the parents are provided with well-focused information about their child's progress through three written reports. They are also kept informed about key events in the centre through monthly newsletters. This good practice could be enhanced further by the introduction of at least one consultation meeting with the parents, in either the first or second term, and by developing the newsletter to include information on how the parents might support their children's learning at home. The children transfer from the centre into a wide range of primary school settings. The staff provide purposeful information to the receiving schools about the children's progress and stage of development, and invite key personnel to observe the children in their pre-school setting.

10. The provision for pastoral care within the centre is very good. This is evidenced through the excellent working relationships at all levels and through the promotion of the children's awareness of their personal health and safety.

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

12. The centre gives very good attention to promoting healthy eating and physical activity, for example, through the healthy snack routines and the regular opportunities for outdoor play, which encourage the children to adopt healthy lifestyles

LEADERSHIP AND MANAGEMENT

13. The Leader has invested significant time and effort in securing appropriate temporary accommodation for the centre and in advancing the new premises building project. She is well-organised and manages the centre effectively. The staff work together successfully as a team; they carry out their roles and responsibilities efficiently and collaborate effectively in decision-making about the day-to-day organisation of the provision.

14. The staff evaluate very effectively the quality of the centre's short-term provision to meet the needs and interests of the children. There is evidence that the recent reviews of the centre's policies and parent booklet have led to an improvement in the exchange of information between the parents and the staff. However, the procedures for self-evaluation to promote improvement need to be developed further, and extended to include both the strategic evaluation of the quality of provision for learning and the identification of key

priorities for development. The centre's current development plan focuses specifically on priorities associated with planning for the new premises.

15. The frequent changes in EYS from the EYO have led to inconsistency in the quality of support received by the centre and to a degree of confusion amongst the staff about key elements of the provision, such as the purpose of the observations.

16. The key strengths of the centre include:

- the well-settled children;
- the very good quality of the provision for pastoral care;
- the good opportunities for learning in a majority of the areas of the pre-school curriculum;
- the good quality provision for those children with additional learning needs and the progress they make;
- the consistently good quality adult interactions with the children; and
- the enthusiastic and committed staff who work well together as a team.

17. The areas for improvement include the need:

- for the observations and assessments of the children to be used more effectively to identify individual children's needs, to track their progress and to inform the written planning; and
- to develop further the procedures for self-evaluation to promote improvement and to include the strategic evaluation of the quality of provision for learning.

18. In the areas inspected, the quality of education provided by the centre is good. The centre has important strengths in most of its educational and pastoral provision. The inspection has identified areas for improvement which the centre has demonstrated the capacity to address. The Inspectorate will monitor the centre's progress on the areas for improvement.

QUESTIONNAIRES

- The arrangements for the inspection of pastoral care and child protection included the opportunity for the parents and the staff to complete a confidential questionnaire prior to the inspection. Sixteen (50%) of the parents responded to the questionnaire; seven made an additional written comment. Almost all of the parents indicated a high level of satisfaction with the centre's work; in particular, the parents praised the staff for their care and attention in helping the children settle into the pre-school routines and for their hard work in establishing the centre in the temporary accommodation. The responses from the staff questionnaires were also very positive. All of the responses have been shared with the staff and the Proprietor of the pre-school centre.

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