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*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



INVESTOR IN PEOPLE

Education and Training Inspectorate

Report of a Focused Inspection

**Enniskillen Nursery School
Co Fermanagh**

Inspected: May 2007

STATISTICAL INFORMATION ON ENNISKILLEN NURSERY SCHOOL

1. Details of Children

Number of children:	Class 1	Class 2
Attending full-time	27	0
Attending part-time	27	27
Under 3 years of age*	1	3
With statement of SEN**	4	1
At CoP stages 3 or 4***	0	0
At CoP stages 1 or 2***	0	0
With English as an additional language	1	1

* On 1 July.

** Special Educational Needs.

*** 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.	14%
Average attendance for the previous year.	91%

2. Duration of Sessions

Full-time	Part-time: am	Part-time: pm
4½ hours	3 1/6 hours	2½ hours

3. Details of Staff

Number of:	Full-Time	Part-Time
Teachers	1	2
Nursery Assistants	3	5
Qualified Nursery Assistants	3	5

Number of: ****	
Students	1
Trainees	2

**** Total placements since September of current year

4. Parental Questionnaires (to be completed by Inspection Services Branch)

Number issued	81
Percentage returned	52%
Number of written comments	18

ENNISKILLEN NURSERY SCHOOL, CO FERMANAGH, BT74 6HH (211-6608)
INSPECTED: 30 MAY 2007

1. The nursery school is situated on a compact site on the Dublin Road in Enniskillen. The Principal and the majority of the staff have been in post since the school opened in 1999. The children come from the surrounding area and beyond the town boundary.

2. The parents, staff and management group were given opportunities to express their views about the nursery through the inspection questionnaires. The responses have been taken into account as part of the inspection and have been shared with the staff. Those who responded expressed high levels of satisfaction with all aspects of the nursery's provision.

3. The nursery has a written policy for child protection which is shared with the parents, and is in line with the guidance given by the Department of Education. The staff understand and implement the procedures necessary to safeguard the welfare of the children. The governors are aware of the need to update the child protection training for the deputy designated teacher.

4. The school has a programme for the promotion of the health and well-being of the children. There is a commitment to promoting healthy eating, and very good opportunities are provided for the children to participate in an excellent range of physical activities.

5. **The main strengths within the nursery's educational and pastoral provision are as follows.**

- There is a very positive ethos based on good working relationships at all levels. The children make full use of, and clearly enjoy, the stimulating indoor and outdoor learning environment created for them by the staff. The children display a positive attitude to their learning; they respond well to the high expectations of the staff and their behaviour is very good.
- The nursery has established valuable links with the parents. A wide variety of methods is used including meetings to share information on the children's progress and parent education programmes to encourage a full role in the education of the children and the life of the school.
- There are effective links with the staff of the local primary schools to support the smooth transition of the children from the nursery class to the year one class.
- There are very good learning opportunities in all aspects of the pre-school curriculum. The development of the children's language and physical skills are particular strengths and the outdoor learning through play provision is excellent.
- There is a thoughtful approach to planning an interesting and varied programme for the children which makes effective use of spontaneous opportunities for learning.
- The methods of assessment take account of the children's responses to activities and help to ensure the needs of all the children are well met. The records kept are shared with the parents.

- The staff interact with the children in an imaginative and supportive manner and the quality of the interaction is consistently of a high standard.
- There is an inclusive approach towards children with special educational needs. Good links have been established with external support agencies.
- The organisation of the daily timetable provides a good balance of free play and activities organised by the staff. The necessary routines are managed unobtrusively and used effectively to promote learning.
- The Principal is highly dedicated and committed to the future development of the nursery and displays a creative approach to administration and educational management. She provides effective leadership for the hard-working staff who contribute very well as a team.

6. The Principal has drawn up a comprehensive school development plan with appropriate targets for improvement. The staff are developing effectively as a team and are adapting appropriately to a new organisational structure. They are reflective practitioners and are developing a culture of self-evaluation. The governors contribute effectively and are interested in the life and work of the school.

7. The quality of the education provided in this nursery is excellent. The educational and pastoral needs of the children are being very well met. The parents can have confidence in the nursery's capacity for sustained self-improvement.

HEALTH AND SAFETY

1. The nursery fence needs to be raised in order to secure the outdoor play area from access by members of the public during the children's play time.
2. Given the location of the school, near a busy road, the staff need to ensure that all the children are adequately supervised on arrival and departure at the nursery.

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