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*The Education and Training Inspectorate -  
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**Department of Education  
Department for Employment and Learning  
Department of Culture, Arts and Leisure**



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## **Education and Training Inspectorate**

### **Report of an Inspection**

**Denamona Pre-School  
Fintona**

**Inspected: March 2007**

## STATISTICAL INFORMATION

<b>Name of pre-school centre:</b>	Denamona Pre-School
<b>Address:</b>	31 Craigavon Road FINTONA Co Tyrone BT78 2BN
<b>Management Type:</b>	Voluntary

<b>Date of inspection:</b>	5 March 2007
<b>Date of previous inspection:</b>	23 January 2001

### 1. Details of Children

<b>Total number of children:</b>	<b>am session</b>	<b>pm session</b>
• attending the pre-school centre	16	-
• in their immediate pre-school year	14	-
• funded by Department of Education	14	-
• qualifying under DE admission criteria 1 & 2	3	-
• with a statement of SEN*	0	-
• without a statement but receiving therapy or support from other professionals for SEN	0	-
• with English as an additional language	0	-
• who left in previous school year to attend reception provision within a primary school	0	-
<b>Attendance:</b>		
• attendance** of funded children for the previous school year	97%	-

\* Special Educational Needs

\*\* Calculated from the date when the intake was complete

## 2. Details of Staff

<b>Number of:</b>	<b>Full-time</b>	<b>Part-time</b>
Staff, including leader	0	2
Staff holding recognised childcare qualifications	0	2
New appointments within previous 12 months	0	0

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

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

## 3. Details of Sessions

<b>Duration of morning session</b>	<b>Duration of afternoon session</b>	<b>Number of days open in previous year</b>
2½ hours	-	188

## 4. Parental Questionnaires

Number issued to parents:	16
Percentage returned:	62.5%
Number of written comments:	5

## **DENAMONA PRE-SCHOOL, FINTONA, CO TYRONE, BT78 2BN (2BB-0385)**

1. The centre is accommodated within Denamona Primary School. Since the last inspection, a new outdoor play area has been developed and additional resources have been purchased. A new early years specialist was appointed in January 2007.

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

3. The pre-school centre has appropriate policies and procedures for child protection. The inspection evidence indicates that the policies and procedures are implemented consistently by the staff. A few minor additions are needed to ensure they are comprehensive. The staff should ensure that these procedures are shared with the parents.

4. The pre-school centre demonstrates a commitment to promoting healthy eating habits and a healthy lifestyle among the children. Good opportunities are provided for the children to participate in a range of appropriate energetic physical activities.

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

- The centre has a very positive ethos with a strong sense of identity, and relationships at all levels are very good. The children show high levels of confidence and self-esteem. They respond well to the adults' expectations and their behaviour is good.
- The staff work hard to create an attractive and stimulating learning environment, both indoors and in the outdoor play area. Good use is made of photographs, posters and displays to stimulate the children's interest.
- The daily timetable is carefully organised to provide long periods of uninterrupted free play. Routines are unobtrusive and used effectively to provide choice and promote the children's independence.
- The staff interact skilfully with the children in order to exploit the learning potential within the various play activities. The children are responsive, interested and well-motivated; during the inspection, there were many instances of settled, concentrated and purposeful play.
- There are good opportunities for learning in all areas of the pre-school curriculum. The staff work hard to promote the children's personal, social and emotional development, and to develop the children's language across all areas of the pre-school curriculum.
- Appropriate systems of planning have been developed which guide the staff in their day-to-day work with the children; the staff monitor and record the children's progress and are beginning to use this information to inform the planning.

- Effective links have been established with Denamona Primary School. The management and the staff of the school are very much involved in the work of the pre-school centre. These links could be enhanced to ensure continuity and progression in the children's learning as they transfer to year 1.

6. The centre is managed effectively and the staff work very well together as a team. They take a reflective approach to their work and meet regularly to evaluate the planned programme. Both members of staff have recently undertaken a course of study for the Degree in Early Childhood Studies. They have begun to take a more structured approach to self-evaluation, having identified the links with the parents as an area for review and improvement. They should now work in collaboration with the centre's early years specialist and the management group to draft a more comprehensive development plan for the centre, and begin to gather evidence of ongoing improvement in provision and practice.

7. The pre-school centre has major strengths in its educational and pastoral provision. The educational and pastoral needs of the children are being well met. The parents can have confidence in the pre-school centre's capacity for sustained self-improvement.

No follow-up inspection is required.

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