



*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**

## **Education and Training Inspectorate**

### **Report of an Inspection**

**Dromore Nursery School  
Co Down**

**Inspected: November 2009**

## STATISTICAL INFORMATION ON DROMORE NURSERY SCHOOL (511-6625)

### 1. Details of Children

<b>Number of children:</b>	<b>Class 1</b>	<b>Class 2</b>
Attending full-time	28	0
Attending part-time	26	26
Under 3 years of age*	0	0
With statement of special educational needs	4	0
Without a statement but receiving therapy or support from other professionals for special educational needs	10	0
At CoP stages 3 or 4**	6	0
At CoP stages 1 or 2**	4	0
With English as an additional language	3	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.

Percentage qualifying under DE admission criteria 1 or 2.	11.25%
Average attendance for the previous year.	94%

### 2. Duration of Sessions

<b>Full-time</b>	<b>Part-time: am</b>	<b>Part-time: pm</b>
4¾ hours	2½ hours	2½ hours

### 3. Details of Staff

<b>Number of:</b>	<b>Full-Time</b>	<b>Part-Time</b>
Teachers	2	0
Nursery Assistants	2	3
Qualified Nursery Assistants	4	0

<b>Number of: ***</b>	
Students	4
Trainees	0

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

### 4. Parental Questionnaires

Number issued	79
Percentage returned	52%
Number of written comments	22

**DROMORE NURSERY SCHOOL, CO DOWN, BT25 1NB (511-6625)**  
**INSPECTED: 4 NOVEMBER 2009**

1. The nursery school is situated on the Banbridge Road near the centre of Dromore. Since the last inspection, a new teacher and several new assistants have been appointed.

2. The arrangements for the inspection of pastoral care and child protection included the opportunity for the parents, the governors and the staff to complete a confidential questionnaire prior to the inspection. A majority (52%) of the parents responded to the questionnaire and 22 made additional written comments. The responses from the parental questionnaire indicated that almost all the parents regard the nursery very highly; they praised the staff for their dedication and professionalism and for the care and attention shown to all of the children. In addition, they appreciated being actively encouraged to take part in the life of the school. Six governors and nine staff completed the questionnaires; their responses were wholly positive and indicated a high level of satisfaction with the work of the nursery. All of the responses have been shared with the staff and management of the nursery.

3. The quality of the arrangements for pastoral care in the nursery is outstanding. The staff work well together as a team and demonstrate a strong commitment to meeting the needs of all of the children. The working relationships at all levels are excellent and there are very effective links with the parents and a wide range of appropriate support agencies.

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

5. The nursery gives outstanding attention to promoting healthy eating and physical activity; there is a healthy break policy; there are regular opportunities for energetic outdoor play and there is clear guidance for parents in relation to healthy eating. This provision encourages the children to adopt healthy lifestyles.

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

- There is a very happy, caring and productive atmosphere throughout the nursery. The children were very well settled for the stage in the year at which the inspection occurred; they make full use of the stimulating indoor and outdoor learning environment, respond positively to the staff's high expectations and their behaviour is exemplary.
- Very effective and purposeful use is made of all of the time available to promote the children's learning; the daily sessions and routines are very well organised with a good balance between free play and adult directed sessions.
- There are excellent opportunities for learning in all areas of the pre-school curriculum; the staff provide a wide range of challenging and interesting activities for the children and their observations and assessments are used effectively to ensure that the learning activities are appropriately matched to the children's stage of development.

- There is outstanding provision for the children with special educational needs; the staff provide very good levels of support while encouraging as much integration and independence as possible; the education plans outline clear targets for improvement and specific action to guide the staff in their day-to-day work with the children; there is very effective guidance and support for the parents. The teachers' observations and parents' comments indicate that the children are making good progress.
- There is a strong emphasis on staff development which contributes significantly to the high quality of provision for the children; the staff interact very effectively with the children to extend their thinking and to meet their individual needs.
- The nursery is very well managed. The Principal is an outstanding leader and excellent role-model in her own work with the children; she sets high standards for the entire nursery school community and is very effectively supported by the dedicated and hard-working teacher, assistants and support staff.

7. The nursery school has a comprehensive development plan with appropriate targets for improvement. There is a strong culture of self-evaluation and there is very good evidence that this has led to improvements in the children's learning experiences.

8. In the areas inspected, the quality of education provided by this nursery school is outstanding; the quality of pastoral care is also outstanding. The nursery school has demonstrated its capacity for sustained self-improvement.

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