

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Glendhu Nursery School,  
Belfast

Report of an Inspection  
in March 2010

## STATISTICAL INFORMATION ON GLENDHU NURSERY SCHOOL, BELFAST

### 1. Details of Children

<b>Number of children:</b>	<b>Class 1</b>	<b>Class 2</b>
Attending full-time	26	0
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	0	0
At CoP stages 3 or 4**	0	0
At CoP stages 1 or 2**	1	0
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.

Percentage qualifying under DE admission criteria 1 or 2.	0%
Average attendance for the previous year.	96%

### 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	1	0
Nursery Assistants	0	0
Qualified Nursery Assistants	1	0

<b>Number of: ***</b>	
Students	0
Trainees	1

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

### 4. Parental Questionnaires

Number issued	26
Percentage returned	84.6%
Number of written comments	21

**GLENDHU NURSERY SCHOOL, BELFAST, BT4 2RJ (111-6074)**  
**INSPECTED: 15 MARCH 2010**

1. Glendhu Nursery School operates one full-time class of pre-school age children drawn from a wide catchment area. Half of the children who attend have July and August birthdays and are already four years old when they first join in September; many of these children are generally more mature than their younger class-mates. Since the last inspection the nursery accommodation has been rebuilt on the original site and a new principal has 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. There was a very high level of response to the parental questionnaire; out of the 22 who responded, 21 parents made additional written comments. The responses indicated that the parents are fully satisfied with the quality of the provision. In particular, they appreciate the dedication and enthusiasm of the staff, the good progress their children are making and the careful attention given to individual children. The responses from the staff and the Board of Governors also endorse the work within the nursery.

3. The quality of the arrangements for pastoral care in the nursery is outstanding. The strengths include the happy, relaxed and supportive ethos, the high quality of the working relationships between the staff and the children, built on mutual respect and the cognisance taken of the individual needs of children.

4. The nursery has very good comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued from the Department of Education (DE).

5. The nursery gives very good attention to promoting healthy eating and physical activity, for example, the children are provided with a healthy snack, they talk about taking care of their bodies and they have excellent opportunities to participate in energetic physical play outdoors.

6. The children are settled and are responsive to the staff; their behaviour is excellent. The children all display very high levels of motivation and enjoyment in their learning and have very good self-management skills. They concentrate and persevere at tasks and engage in some complex collaborative and imaginative play. Many of the children use well-developed mathematical language and are able to count, sort objects and order numbers. The children's observational and investigative skills are well developed; they show considerable curiosity and interest in the world around them. The children's representational art work is of a high standard. The staff give good support to the small number of children who at times have difficulty engaging fully with others.

7. Almost all the children have very well developed language and communication skills. They use a wide range of vocabulary to express their ideas, ask questions and play imaginatively. They enjoy and can retell stories, invent and enact their own stories and also use books as a reference during their play. They engage fully in a range of songs and rhymes during enjoyable group sessions. The children have well-developed listening skills, some are beginning to write their own names and show an interest in mark-making and early writing.

8. The staff have worked hard to make the best use of all of the available space within the new accommodation. They have created a stimulating and attractive learning environment which celebrates the children's achievements, provides a very good range of richly resourced activities and supports the children's autonomy in their learning. The staff demonstrate a high level of skill and professional expertise in their promotion of the children's care and development. They foster a sense of fun, listen to the children and build on their ideas and interests. They promote the children's language, thinking and self-esteem as they interact effectively with them during the activities both indoors and outdoors. The Principal has developed very good planning and assessment tools, which are used effectively to provide a rich and progressive pre-school programme, that is responsive to the needs and interests of the individual children.

9. The Principal provides excellent leadership and management within the nursery. She has a clear vision for providing high quality pre-school education, which is tailored to the needs of each child. She promotes a collaborative approach to the work among her staff, parents, children and other professionals. She is an excellent role-model in her own work with the children and parents, and values her staff all of whom make a significant contribution to the high quality of provision. The nursery school development plan is fully compliant with the guidance from DE. The Principal is very reflective in her practice and she has identified appropriate priorities for future development. There is clear evidence of ongoing self-evaluation and continuous improvement.

**10. The key strengths of the nursery include:**

- the excellent leadership and management provided by the Principal;
- the excellent quality of the pre-school curriculum being provided for the children;
- the children's very high levels of development and learning;
- the very high quality of the accommodation and resources;
- the very good work developed to engage the parents in their children's learning;  
and
- the reflective and innovative approach to the continued development of the nursery provision.

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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