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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

Education and Training Inspectorate

Report of an Inspection

Glenview Pre-School Centre
Maghera

Inspected: October 2009

STATISTICAL INFORMATION

Name of pre-school centre:	Glenview Pre-School Centre
Address:	National Hall 45a Glen Road MAGHERA Co Londonderry BT46 5AP
Management Type:	Voluntary

Date of inspection:	6 October 2009
Date of previous inspection:	3 May 2004

1. Details of Children

Total number of children:	am session	pm session
• attending the pre-school centre	18	14
• in their immediate pre-school year	18	8
• funded by Department of Education (DE)	18	7
• qualifying under DE admission criteria 1 & 2	3	0
• with a statement of special educational needs	0	0
• without a statement but receiving therapy or support from other professionals for special educational needs	1	1
• with English as an additional language	0	3
• who left in previous school year to attend reception provision within a primary school	0	0
Attendance:		
• attendance* of funded children for the previous school year	86.4%	86.4%

* Calculated from the date when the intake was complete

2. Details of Staff

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

Number of: **	
Students	1
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
2½ hours	2½ hours	188

4. Parental Questionnaires

Number issued to parents:	25
Percentage returned:	60%
Number of written comments:	8

**GLENVIEW PRE-SCHOOL CENTRE, MAGHERA, CO LONDONDERRY,
BT46 5AP (3AB-0084)**

1. The pre-school centre is situated in purpose-built mobile accommodation within the grounds of the National Hall in Maghera. Since the last inspection there have been several staffing changes. In September 2005, the present leader was appointed and the centre acquired a new early years specialist.

2. 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. A majority of the parents responded to the questionnaire and eight made additional written comments. The responses from the parental questionnaire were mostly positive and indicated that the parents regard the centre highly. The responses from the management group and the staff questionnaires were wholly positive. The management group commented on the dedication and commitment of the staff and the efforts made to ensure the centre is safe and caring. All of the responses have been shared with the staff and management of the pre-school centre.

3. The quality of the arrangements for pastoral care in the centre is very good. Appropriate policies and procedures are in place to promote an atmosphere of mutual respect. The staff are caring and supportive. Relationships at all levels are very good; the children are settled and their behaviour is very good.

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

5. The centre gives very good attention to promoting healthy eating and physical activity. Appropriate programmes have been developed which encourage the children to adopt healthy lifestyles. The children enjoy healthy breaks and have regular opportunities for energetic physical play.

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

- Given the time of year, the children have adapted well to the settling-in procedures. They are becoming familiar with the daily routines and they respond well to the staff. They show high levels of motivation, sustained interest in their play and their communication skills are developing well.
- The staff interact skilfully with the children and effectively promote co-operative and concentrated play. The routines and transitions are well-managed and the staff encourage the children to plan their activities and to discuss their ideas.
- The staff have created an attractive and stimulating learning environment both in the playroom and in the recently developed outdoor play areas. The resources are carefully labelled for the children; they are easily accessed and offer variety and choice.

- There are good opportunities for learning in all areas of the pre-school curriculum. The children's personal, social and emotional development is carefully supported. The staff promote well the use of early mathematical language and the children's interest in books and stories.
- The staff have worked hard to provide advice, support and information for the parents, particularly those for whom English is not their first language.
- There is a strong sense of team-spirit among the staff. They share roles and responsibilities and have a good understanding of the pre-school curriculum and how young children learn.

7. The leader manages the centre effectively. The early years specialist (EYS) has made a very good contribution to the overall development of the provision in this pre-school centre; the support provided is well focused, including the work done to help the staff develop the outdoor play areas. The leader and the staff have identified appropriate areas for improvement and the centre has a comprehensive development plan which spans a four-year period. The leader and the management group recognise the need to work with the EYS to develop more sharply-focused, short-term action plans to take these priorities forward, and to evaluate more regularly the impact of these plans on the children's learning and development.

8. In the areas inspected, the quality of education provided by this pre-school centre is very good. The pre-school centre is meeting very effectively the educational and pastoral needs of the children and has demonstrated its capacity for sustained self-improvement.

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