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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

**Kings Road Nursery School
Belfast**

Inspected: November 2009

STATISTICAL INFORMATION ON KINGS ROAD NURSERY SCHOOL, BELFAST

1. Details of Children

Number of children:	Class 1	Class 2
Attending full-time	28	28
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	7	2
At CoP stages 3 or 4**	1	0
At CoP stages 1 or 2**	13	9
With English as an additional language	1	1

* 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.	14%
Average attendance for the previous year.	90%

2. Duration of Sessions

Full-time	Part-time: am	Part-time: pm
4½ hours	-	-

3. Details of Staff

Number of:	Full-Time	Part-Time
Teachers	2	0
Nursery Assistants	2	1
Qualified Nursery Assistants	2	1

Number of: ***	
Students	1
Trainees	0

*** Total placements since September of current year

4. Parental Questionnaires

Number issued	56
Percentage returned	43%
Number of written comments	17

KINGS ROAD NURSERY SCHOOL, BELFAST, BT5 7FD (411-6216)
INSPECTED: 5 NOVEMBER 2009

1. The nursery school is situated on Melfort Drive, King's Road, Knock. Since the last inspection, there have been new staff appointments including a teacher and several assistants.

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. Twenty-four of the parents responded to the questionnaire and 17 made additional written comments. Most of the responses from the parental questionnaire indicated that the parents were satisfied with nearly all aspects of the nursery school's work; in particular they praised the professionalism of the staff and the attention given to providing an attractive and stimulating learning environment both indoors and outdoors, for the children. A significant minority raised concerns about the lengthy period of settling-in and the communication with the parents. Four governors completed the questionnaires; their responses were very positive and indicated a high level of satisfaction with the work of the nursery school, in particular they praised the professionalism and hard work of the Principal. The responses from the staff were generally positive. All of the responses have been shared with the Principal and management of the nursery school.

3. The quality of the arrangements for pastoral care in the nursery school is good. The staff work together as a team and demonstrate a commitment to meeting the needs of all of the children. The working relationships at all levels are good.

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

5. The nursery school gives very good attention to promoting healthy eating and physical activity; there is a healthy break policy and regular opportunities for energetic physical play. This provision encourages the children to adopt healthy lifestyles.

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

- The nursery school is bright, attractive and stimulating. The children's art work, displayed prominently around the room, shows good attention to detail and is very advanced for the time of year. The staff treat the children with care and respect and many are developing confidence. The children are generally well settled, however, the prolonged settling-in period has resulted in some children being less familiar with the rules and routines of the school; some have learned to co-operate with others and are developing friendships.
- Much attention has been given to providing an attractive and stimulating learning environment, both indoors and outdoors. The playrooms are inviting and welcoming with clearly defined, well resourced and interesting areas for play. The children are learning to co-operate and to take turns; they are showing some independence in dressing for outdoor play and in their personal hygiene.
- The staff provide good support for those children with special educational needs; they liaise regularly with the parents and other professional agencies. Individual educational plans help to ensure that the needs of each child are met and that all of the children are fully integrated into all aspects of the nursery programme.

- There are very good opportunities for learning in all areas of the pre-school curriculum; the staff provide a wide range of interesting activities for the children and their observations are used to ensure that the learning activities are matched to the children's stage of development. The promotion of the children's personal, social and emotional development and the development of the children's language and physical skills are particular strengths of the programme. The school has a very good supply of resources which are further enhanced through the addition of real and authentic items, to support learning in all aspects of the curriculum. During the inspection, children used colour, shape and numbers as an integral part of their play activities.
- The Principal is hard-working and committed to developing the work of the nursery school; she is very effectively supported by the dedicated and hard-working teacher, assistants and support staff. There are regular staff meetings to plan and evaluate the programme.

7. The inspection identified areas for improvement. The following is the most important area that needs attention.

- Review and improve the organisation of the day to support concentrated play and ensure that all time is used effectively to promote learning through play and the necessary routines.

8. The nursery school has a comprehensive development plan with appropriate targets for improvement. There is evidence that there is a developing culture of self-evaluation and reflection leading to improvement in aspects of the nursery school's work.

9. In the areas inspected, the quality of education provided by the nursery school is good. The nursery school has important strengths in most of its educational provision. The inspection has identified areas for improvement which the nursery school has demonstrated the capacity to address. The Education and Training Inspectorate will monitor the nursery school's progress on the areas for improvement.

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