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



INVESTOR IN PEOPLE

Education and Training Inspectorate

Report of an Inspection

Naíscoil an Chreagáin
Newry

Inspected: March 2007

STATISTICAL INFORMATION

Name of pre-school centre:	Naíscoil an Chreagáin
Address:	Silverbridge Resource Centre New Road Silverbridge NEWRY Co Down BT35 9PQ
Management Type:	Voluntary

Date of inspection:	1 March 2007
Date of previous inspection:	21 May 2001

1. Details of Children

Total number of children:	am session	pm session
• attending the pre-school centre	15	-
• in their immediate pre-school year	8	-
• funded by Department of Education	8	-
• qualifying under DE admission criteria 1 & 2	0	-
• with a statement of SEN*	0	-
• without a statement but receiving therapy or support from other professionals for SEN	1	-
• with English as an additional language	0	-
• who left in previous school year to attend reception provision within a primary school	1	-
Attendance:		
• attendance** of funded children for the previous school year	81.8%	-

* Special Educational Needs

** Calculated from the date when the intake was complete

2. Details of Staff

Number of:	Full-time	Part-time
Staff, including leader	2	0
Staff holding recognised childcare qualifications	2	0
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
3½ hours	-	188

4. Parental Questionnaires

Number issued to parents:	14
Percentage returned:	28.6%
Number of written comments:	3

**NAÍScoil AN CHREAGÁIN, SILVERBRIDGE RESOURCE CENTRE,
SILVERBRIDGE, NEWRY, CO DOWN BT35 9PQ (5AB-0395)**

1. Naíscoil an Chreagáin, an Irish-medium pre-school centre, is situated in purpose-built accommodation in Silverbridge Resource Centre. The children come from the surrounding area.

2. The parents, staff and management group were given opportunities to express their views about the centre through the inspection questionnaires. At the time of the inspection, the Leader was the permanent member of staff present and was supported by a temporary staff. Only parental responses were received; these have been taken into account as part of the inspection. The parental responses indicated a high level of satisfaction with the provision.

3. The pre-school has a positive ethos and appropriate policies and procedures for child protection. The inspection evidence indicates that all of the staff show a high level of care for the children's welfare and implement the policies and procedures effectively.

4. The pre-school centre demonstrates a commitment to promoting healthy eating habits among the children. The children have regular opportunities to participate in some physical play activities. There is a need to extend the progression in physical play and opportunities to learn in the outdoors.

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

- There is a caring, stimulating and purposeful learning atmosphere in the centre. Relationships are very good at all levels. The staff prepare the playroom and indoor physical play areas carefully. The children enjoy lengthy sessions of play and their behaviour is excellent.
- There are effective formal and informal arrangements for sharing information with the parents about the children's progress and development. The parents are encouraged to avail of the children's book-lending facility.
- The daily timetable supports lengthy sessions of concentrated and sustained play. The children co-operate well, take turns and are effectively developing high levels of autonomy and independence.
- The programme is broad and balanced and is providing good opportunities for learning across all six areas of the pre-school curriculum. The staff are effectively adapting the High Scope planning and assessment approaches to support the children's Irish-medium education.
- There are many good opportunities for the children to experience sustained interactions with the staff. The children demonstrate a good understanding of spoken Irish. They respond well to staff directions, instructions and to open-ended questions during play. The staff demonstrate good oral competence in the Irish language. They are skilful in responding appropriately to the children's contributions in English.

- There are many good opportunities for the children to develop as confident learners. The staff effectively encourage the children to make choices and to be imaginative. The development of language and personal, social and emotional development are strongly evident.
- The Leader is committed to providing good quality provision and is a good administrator as well as a good role-model in the playroom. She sets a positive tone for the centre and effectively promotes team-work. The staff take responsibility for their own professional development and are skilful in their work with the children.

6. The centre's capacity for self-evaluation is at an early stage. More effective and consistent support from the early years specialist is required to develop this process. Additionally, the management group need to ensure that the centre's policies and procedures are kept under review and that training for child protection is regularly updated. The staff plan together and have a good shared understanding of the learning to be promoted and how it will progress over the year. The regular evaluations and detailed assessment records on the children's progress are used well to ensure there is a close match between the planning and the needs of the children.

7. The pre-school centre has important strengths in most of its educational and pastoral provision. The inspection has identified minor areas for improvement which the pre-school centre has the capacity to address.

The pre-school centre's progress on the areas for improvement will be monitored by the District Inspector.

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