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INVESTOR IN PEOPLE

## **Education and Training Inspectorate**

### **Report of an Inspection**

**Naíscoil Uí Chleirigh  
Dungannon**

**Inspected: November 2007**

## STATISTICAL INFORMATION

<b>Name of pre-school centre:</b>	Naíscoil Uí Chleirigh
<b>Address:</b>	70 Lisnahull Road DUNGANNON Co Tyrone BT70 1UJ
<b>Management Type:</b>	Voluntary

<b>Date of inspection:</b>	12 November 2007
<b>Date of previous inspection:</b>	N/A

### 1. Details of Children

<b>Total number of children:</b>	<b>am session</b>	<b>pm session</b>
• attending the pre-school centre	18	-
• in their immediate pre-school year	13	-
• funded by Department of Education	13	-
• qualifying under DE admission criteria 1 & 2	5	-
• with a statement of special educational needs	0	-
• without a statement but receiving therapy or support from other professionals for special educational needs	0	-
• with English as an additional language	0	-
• who left in previous school year to attend reception provision within a primary school	0	-
<b>Attendance:</b>		
• attendance* of funded children for the previous school year	94.2%	-

\* Calculated from the date when the intake was complete

## 2. Details of Staff

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

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

\*\* Total placements since September of current year

## 3. Details of Sessions

<b>Duration of morning session</b>	<b>Duration of afternoon session</b>	<b>Number of days open in previous year</b>
3 hours	-	188

## 4. Parental Questionnaires

Number issued to parents:	13
Percentage returned:	84.6%
Number of written comments:	5

## **NAÍScoil UÍ CHLEÍRIGH, DUNGANNON, CO TYRONE, BT70 1UJ (5AB-0547)**

### **INTRODUCTION**

1. Naíscoil Uí Chleírigh is situated in mobile accommodation within the grounds of O'Neill's Park, Lisnahull. The children have access to a small secure outdoor play area. The children come from a wide surrounding area.
2. The parents, staff and management group were given opportunities to express their views about the centre through the inspection questionnaires. The responses have been taken into account as part of the inspection and any issues raised have been shared with the staff. Those who responded expressed a high level of satisfaction with the centre's provision.
3. The quality of the arrangements for pastoral care and child protection has important strengths. The pre-school centre has appropriate policies and procedures for child protection. Some minor additions are needed to ensure they are comprehensive. These include the need to agree and document an anti-bullying statement and to ensure that the parents sign consent forms in relation to the personal care of the children. The inspection evidence indicates that the policies and procedures are implemented consistently by the staff.
4. The centre's programme for the promotion of health and well-being has important strengths, with attention paid to the development and implementation of healthy eating and physical activity programmes to encourage the children to adopt healthy lifestyles.

### **THE QUALITY OF THE EDUCATIONAL PROVISION**

5. The centre has a warm, caring atmosphere. Relationships at all levels are very good. The staff provide a secure, supportive environment which helps the children grow in confidence and independence. The children are settled and well-behaved; they are encouraged to play amicably and to help one another.
6. The playroom is bright and spacious, with clearly identified areas of play. Some of the children's work is displayed and most resources are easily accessible. The staff should improve the layout of the room to ensure that all available space is used effectively to stimulate and sustain the children's interest.
7. The daily timetable provides a suitable balance between freely chosen play and appropriate activities led by the adults. The children's snack time is organised informally and provides opportunities for the children to develop independence and to acquire important social skills. The children have regular opportunities for outdoor play, rhymes and songs and a group story session.
8. The staff's interactions with the children help to promote settled play and a sense of fun and enjoyment. They talk to the children about their play and help them to make connections in their learning across the curriculum. There is a need for the staff to listen to and build on the children's own ideas and interests more effectively. The staff are competent Irish speakers and are continuing to develop their Irish through attendance at a recognised course. Many of the children indicate a good understanding of spoken Irish.

9. The planning outlines a broad, balanced programme for the children, designed to foster their all-round development. A range of suitable themes and topics helps to develop a variety of learning experiences for the children. The short-term planning is detailed and identifies aspects of learning which the staff intend to promote through the various play activities. The planning is evaluated regularly; the staff should use this evaluation more effectively to identify and respond to the needs and interests of individual children and groups.

10. The centre's educational programme offers satisfactory opportunities for learning in most of the areas of the pre-school curriculum. The points which follow illustrate specific aspects of the programme.

- Careful attention is given to promoting the children's personal, social and emotional development. The children are able to make independent choices and to take responsibility for their personal belongings. They are confident and well-motivated; they show an appropriate understanding of the necessary rules and routines.
- The staff are beginning to plan a programme for play in the outdoor area to ensure that the children have regular opportunities for energetic physical play. Many of the children are acquiring appropriate manipulative skills using small tools such as threading laces, scissors and markers.
- The range of creative activities provided encourages the children to experiment with different materials. More opportunities should be provided to help the children develop their creativity and imagination. There are frequent opportunities for informal singing and music-making; the children are acquiring a suitable repertoire of rhymes and songs which they clearly enjoy.
- The staff make good use of the play opportunities to develop the children's listening skills. The story session is managed very effectively. The children's interest in early writing should be developed further through the various areas of play. The staff should make better use of books throughout the playroom and promote more opportunities for sharing stories with individuals and small groups.
- Early mathematical ideas are promoted in many areas of play. The staff use seasonal and environmental topics to promote the children's knowledge of, and interest in, the world around them. More opportunities should be provided, both indoors and in the outdoor play area, to encourage exploration and investigation of the natural world, and to enrich the children's experiences in early science and technology.

11. The staff operate a key-worker system and have begun to observe and record the children's responses to play. The staff should now ensure that the information gathered on the children's development is used more effectively to ensure progression and challenge within the planned programme.

12. The staff have compiled a basic special educational needs policy to guide their work with children who require additional support with their learning. There is a need for the staff to access training in order to develop their confidence and expertise in supporting children with specific learning difficulties.

13. There are effective informal and formal links with the parents. Information about the work of the centre is available on the parents' noticeboard and in the monthly newsletter. The staff report that they plan to share information on the children's progress with the parents twice a year. The staff should begin to develop professional links with other pre-schools and with the primary schools to which the children transfer.

14. The leader manages the centre efficiently and there is a strong sense of team-work among the staff. They meet regularly to evaluate the programme and take a reflective approach to their work. 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, in particular, the progress made in developing the written planning and in helping the staff to deepen their understanding of aspects of the pre-school curriculum.

**15. The strengths of the centre include:**

- the very positive ethos which is based on good relationships at all levels, and which promotes the children's confidence and independence;
- the smooth organisation of the session and the many instances of settled, co-operative play;
- the satisfactory opportunities for learning in most areas of the pre-school curriculum;
- the progress made by the staff in developing the written planning;
- the efficient leadership and the dedication and enthusiasm of the staff team; and
- the quality of the support provided by the EYS.

**16. The inspection has identified areas for improvement. In addressing the most important of these areas, the centre needs to:**

- ensure that the staff interactions are more effective in building on the children's needs and interests, and that they exploit more fully the potential within the resources to enrich the children's experiences and extend their thinking and learning; and
- develop further the methods used to assess the children's progress and link this information to the written planning.

17. The pre-school centre has strengths in many aspects of its educational and pastoral provision. The inspection has identified a few areas for improvement in important areas which need to be addressed to meet effectively the needs of all the children.

The Education and Training Inspectorate will monitor and report on the pre-school centre's progress in addressing these areas for improvement.

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