

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Edenderry Nursery School,  
Portadown, Co Armagh

Report of an Inspection in  
November 2014

### Quantitative terms

In this report, proportions may be described as percentages, common fractions and in more general quantitative terms. Where more general terms are used, they should be interpreted as follows:

Almost/nearly all	-	more than 90%
Most	-	75%-90%
A majority	-	50%-74%
A significant minority	-	30%-49%
A minority	-	10%-29%
Very few/a small number	-	less than 10%

### Performance levels

The Education and Training Inspectorate (ETI) use the following performance levels in reports:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

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## 1. Inspection method and evidence base

The key questions and quality indicators which guide inspection and self-evaluation of pre-school centres, which were applied to this inspection, are available in the ETI's publication *Together Towards Improvement: a process for self evaluation* at: [Together Towards Improvement Pre-school | Education and Training Inspectorate](#)

Inspectors observed teaching and learning through play, the children's achievements and standards, scrutinised relevant documentation, and held formal and informal discussions with staff holding specific responsibilities.

The arrangements for this inspection included:

- a discussion with the principal;
- a meeting with those involved with leadership and management; and
- the opportunity for the parents, staff and members of the management group to complete a confidential questionnaire.

The parental responses to the questionnaire indicate very high levels of satisfaction with all aspects of the educational and pastoral provision provided by the nursery school. In particular, the parents appreciate the child centred ethos; the varied range of activities provided for the children and the hard working and dedicated staff. The staff responses indicated a strong sense of team work and a dedication towards meeting the needs of the children and their families.

## 2. Context

Edenderry Nursery School is located in the grounds of Edenderry Primary School. All of the children attending the two full-time nursery classes are in their immediate pre-school year and come mainly from the local area. Approximately ten percent of the children currently enrolled have been identified as requiring additional support with their learning and development. The nursery operates an open plan system.

## 3. Focus of inspection

The inspection focused on:

- the children's achievements and standards;
- the quality of provision; and
- the quality of leadership and management.

## 4. Overall findings

Overall Performance Level	Outstanding
Achievements and Standards	Outstanding
Provision	Outstanding
Leadership and Management	Outstanding

## **Key findings of the inspection**

### **5. Achievements and standards**

- The children are very well settled and display positive attitudes and dispositions for learning. They are making excellent progress in developing their independence and social skills and are confident in making choices in their play. Almost all of the children make full use of the interesting and varied experiences on offer and engage in purposeful and sustained play throughout the session. They engage readily with the staff and their peers, can talk about their work and show a good understanding of the necessary rules and routines of the nursery. They clearly enjoy group stories and participate well in a wide range of songs and rhymes.
- The children use independently the wide range of creative materials available to make detailed representational paintings and models; their work is highly valued by the staff and attractively displayed throughout the nursery. A majority of the children take on specific roles in the well-resourced role-play areas and can play collaboratively and with imagination.
- The children explore and investigate the stimulating play areas and are eager to share their findings with each other and the staff. They use a range of table top toys and construction materials well to explore mathematical concepts such as sorting, matching and problem solving

### **6. Provision**

- The staff have worked very hard to provide a richly resourced learning environment, in an open plan setting, to meet the needs and interests of all the children. The play areas are attractively presented and enhanced by interest areas, displays of the children's own work, photographs and relevant posters. The layout of the nursery facilitates the easy access of materials and promotes the independence of the children. All areas of the pre-school curriculum are very well catered for. The promotion of the children's personal, social and emotional development and the development of their language and listening skills are particular strengths.
- The staff are highly skilled in supporting the children to progress in their learning and development; they listen carefully to the children, model language, encourage appropriate behaviours and use open-ended questioning to extend their thinking. Excellent tailored support is provided for those children identified as having additional learning needs.
- The comprehensive planning is used to guide the staff in their work and is informed by a sound knowledge of the children, based on observations of their responses to the experiences on offer. Throughout the year, a range of planned visits and visitors to the nursery enhance the children's learning experiences further.
- The outstanding pastoral care is exemplified in the welcoming, inclusive and friendly ethos in which each child is valued and supported. The pastoral care is also evident in the emphasis placed on the well being of the staff team and the partnership with the parents and grandparents.

## **7. Leadership and management**

- The principal provides highly effective leadership and management of the nursery school and is very well supported by both the assistant teacher and whole staff team. The staff share a vision for providing high quality care and education and are reflective in their practice identifying clear areas for development and improvement. The detailed school development plan is supported with well focused action plans.
- On the basis of the evidence at the time of the inspection, the nursery school has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the relevant departments.

## **8. Conclusion**

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

## STATISTICAL INFORMATION ON EDENDERRY NURSERY SCHOOL

1. Details of Children

Number of children:	Class 1	Class 2	Class 3
Attending full-time	26	26	
Attending part-time			
Under 3 years of age*			
With statement of special educational needs	1		
Without a statement but receiving therapy or support from other professionals for special educational needs			
At CoP stages 3 or 4**	1		
At CoP stages 1 or 2**	4		
With English as an additional language			

\* 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.	15%
Average attendance for the previous year.	95%

2. Duration of Sessions

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

3. Details of Staff

Number of:	Full-Time	Part-Time
Teachers	2	
Nursery Assistants (qualified)	2	
Nursery Assistants (non-qualified)		
Special Needs Assistant	1	

Number of: ***	
Students	1
Trainees	0

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

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