

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Enniskillen Nursery School,
Co Fermanagh

Report of an Inspection in
December 2014

eti

*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

CUSTOMER
SERVICE
EXCELLENCE



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

Contents

Section	Page
1. Inspection method and evidence base	1
2. Context	1
3. Focus of inspection	1
4. Overall findings	2
5. Achievements and standards	2
6. Provision	2
7. Leadership and management	3
8. Conclusion	3
Appendices	

1. Inspection method and evidence base

The key questions and quality indicators which guide inspection and self-evaluation of pre-school settings, 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 children, and staff with specific responsibilities.

The arrangements for this inspection included:

- a discussion with the staff;
- a meeting with those involved with leadership and management; and
- the opportunity for the parents, staff and members of the board of governors to complete a confidential questionnaire or to meet with the inspection team.

The parental responses to the questionnaire were wholly positive about all aspects of the educational and pastoral provision provided by the nursery school. In particular, the parents commented on the welcoming ethos, the caring staff and the wide range of activities offered to the children. The staff responses indicated a strong sense of team work and a commitment towards providing a stimulating learning environment to meet the needs of the children.

2. Context

The double unit nursery school is situated on a compact site on the Dublin Road in Enniskillen. The nursery operates one full-time session and two part-time sessions for children from a wide catchment area. Sixteen children are in their penultimate pre-school year and sixteen children have English as an additional language. The principal and the majority of the staff have been in post since the last inspection in May 2007 and have overseen a number of changes including a recent extension to the building and the development of an open-plan playroom. The nursery school is an officially recognised ECO school and has been awarded a green flag.

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

- All of the children are very well settled and show high levels of independence. The children move confidently and freely throughout the learning areas, both indoors and outdoors, engaging in sustained and purposeful play. They are curious and motivated to explore and experiment with a wide range of materials demonstrating good imagination and creativity.
- Most of the children have very good communication skills and are confident in talking with each other and with adults. The children demonstrate a keen interest in books; they listen attentively to stories read by staff and retell accurately stories to their peers using props. The children are developing well their early writing skills and can produce detailed representational drawings. They are able to discuss their thoughts and feelings about their work with staff and take pride in labelling their work and displaying it for others to enjoy.
- The children show a very good understanding of early mathematical concepts and were observed making patterns, counting, sorting, matching and using positional language. Excellent use was made of sand timers to support the children with turn-taking.
- The children make very good use of the attractive outdoor learning environment. They develop well their gross motor skills and show high levels of interest in the world around them.

6. Provision

- The staff have worked hard to create a stimulating and safe indoor and outdoor learning environment. The children's work is valued and displayed attractively throughout the playroom and in the shared areas. The organisation of the day is managed effectively to ensure that the transitions between the various activities are seamless. Snack time and dinnertime routines are used very well to promote the children's conversational and social skills and to develop early mathematical concepts, for example, one-to-one correspondence.
- A particular strength of the nursery school is the development of the children's language and communication skills. During the inspection, the staff interactions with the children were always very good or better. The staff respond skilfully to the children's ideas and interests and model effectively the use of appropriate language in role play situations. Very good use is made of story time, rhymes, songs and talking boxes to promote the children's listening skills and enjoyment of learning.

- The staff plan effectively across all areas of the pre-school curriculum and have developed a collaborative, child-led approach to planning. The perceptive observations and detailed assessment of the children's learning are used very well to identify the children who require additional support with aspects of their learning. These children are supported very effectively in an inclusive learning environment.
- The quality of the arrangements for pastoral care is outstanding. There are excellent working relationships at all levels evidenced by a supportive and welcoming environment. The staff have developed well a culture of sharing and mutual respect and listen effectively to the voice of the child.
- The staff give very good attention to the promotion of healthy eating through the provision of healthy snacks. The children have regular opportunities to engage in energetic physical activity outdoors.

7. Leadership and management

- The principal is highly committed and is an excellent role model. She is ably supported by a collegiate team of staff who have a shared vision for providing a child-centred curriculum to meet effectively the needs of all the children. High priority is given to the professional development and well-being of staff through well-planned staff development days.
- The staff are highly reflective and there is clear evidence of effective self-evaluative processes to promote a culture of continuous improvement. The school development plan and supporting action plans are focused sharply on specific actions to further improve the learning experiences of the children.
- Regular and effective communication is maintained with parents through formal and informal meetings, newsletters, the school website and questionnaires. A particular strength of the nursery school is the high value placed on engaging parents as partners in their children's learning, for example, through the bring your parent to school week and the recent art exhibition. The ongoing Community Relations Equality and Diversity (CRED) programme is developing well links with other schools across the community.
- On the basis of the evidence available at the time of the inspection the school has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the relevant Department.

8. Conclusion

In the areas inspected, the quality of education provided by this nursery school is outstanding; the quality of pastoral care is also outstanding. The nursery school has demonstrated its capacity for sustained self-improvement.

Health and safety

1. A review of the car parking arrangements for parents is required.
2. The pulley system in the outdoor sand pit is broken; the outdoor sand pit needs to be replaced.

STATISTICAL INFORMATION ON ENNISKILLEN NURSERY SCHOOL

1. Details of Children

Number of children:	Class 1	Class 2	Class 3
Attending full-time	26	0	0
Attending part-time	0	26	26
Under 3 years of age*	0	0	16
With statement of special educational needs	0	0	0
Without a statement but receiving therapy or support from other professionals for special educational needs	0	0	0
At CoP stages 3 or 4**	1	1	0
At CoP stages 1 or 2**	4	2	0
With English as an additional language	1	6	9

* 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.	17%
Average attendance for the previous year.	93.37%

2. Details of Sessions

Full-time	Part-time: am	Part-time: pm
4.6 hours	3.1 hours	2.5 hours

3. Details of Staff

Number of:	Full-Time	Part-Time
Teachers	1	2
Nursery Assistants (qualified)	2	2
Nursery Assistants (non-qualified)	0	0

Number of: ***	
Students	4
Trainees	0

*** Total placements since September of current year

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