

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Fivemiletown Nursery School,  
Co Tyrone

Report of an Inspection in  
March 2015

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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

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:

<b>DESCRIPTOR</b>
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 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 management group to complete a confidential questionnaire.

Fifty percent of the parents responded to the questionnaire; they were highly positive about all aspects of the life and work of the nursery school. In the written comments, the parents highlighted the quality of the provision, including the care given by the staff, and their children's positive attitude to all aspects of their learning through play. Sixty-six percent of the staff responded to the questionnaire and they affirmed all aspects of the nursery school's provision.

## 2. Context

Fivemiletown Nursery School is situated in purpose-built premises in the grounds of Fivemiletown Primary School. Twenty -five children attend the nursery school and they come mainly from the local area.

## 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

<b>Overall Performance Level</b>	<b>Outstanding</b>
<b>Achievements and Standards</b>	<b>Outstanding</b>
<b>Provision</b>	<b>Outstanding</b>
<b>Leadership and Management</b>	<b>Outstanding</b>

## **Key findings of the inspection**

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

- The children are curious and highly motivated learners; they settle quickly and keenly to their self-chosen play activities, taking high levels of responsibility for most aspects of their learning and regular routines. They select independently and use imaginatively the well-conceived range of natural and manmade resources on offer in the play areas. The children's behaviour and manners are exemplary; they move around the play areas calmly and freely, showing respect and care for one another and their attractive learning environment. They respond very positively to the high standards the adults set to develop their early understanding of how to listen and talk, share, work collaboratively and take turns across a variety of learning situations.
- All of the children, including those who require additional support with their learning and development, are making outstanding progress across all aspects of the pre-school curriculum. This progress is clearly evident from observing how the children are learning and what they are able to do for themselves and in the detailed, personalised records the staff compile to chart the children's progress. Particular strengths include the development of the children's early scientific and mathematical understanding and the advanced stage of their representational artwork. Almost all of the children are progressing well in the development of their language skills and can explain their thinking in extended sentences using a broad range of vocabulary. They are very interested in browsing through books and other print resources, taking pleasure in stories and rhymes and finding out factual information for themselves. The children know that print conveys stories and facts; a significant minority are beginning to write their own names and form words and letters to annotate their artwork and communicate information which is important to them.
- The children play well independently and with others for prolonged periods, absorbed fully in their chosen activities. They respond very well to their involvement in the well-planned regular routines such as helping to organise the dinner-time, taking responsibility for their play resources and knowing how to manage important aspects of their personal care.

### **6. Provision**

- The staff provide a stimulating and well-organised learning environment; it is flexible and responsive to the children's interests and focuses on extending their growing independence through the continuous identification of the learning potential contained in the play activities and the regular routines. They take close account of the children's individual needs and stages of development to provide high quality learning experiences which engage the children's sense of wonder and include meaningful opportunities for them to investigate and try out their own ideas.
- The consistently high quality of the staff's interactions with the children and one another is a key strength of the provision, producing a calm, relaxed and purposeful atmosphere for learning within the nursery school. The adults respect and value what the children say and do and enjoy clearly interacting with the children to extend their thinking and vocabulary. Consequently, many of the children give expanded and well-reasoned responses to explain their ideas and feelings.

- The planned programme is comprehensive and contains progression and balance across all aspects of the pre-school curriculum. There is an effective, detailed system in place for observing, assessing and recording the children's progress. The staff are highly reflective in considering and acting upon the quality of the children's individual learning responses to inform the future planning to enable each child, including the most able, to reach their full potential.
- Pastoral care in the nursery school is outstanding. The effective working relationships at all levels and an inclusive and nurturing ethos where every child is cherished and every effort is made to meet their individual needs are key characteristics of the provision.
- The nursery school gives very good attention to developing the children's early understanding of healthy lifestyles; the children are provided with healthy snack and dinner choices and regular energetic physical activities to develop their agility and co-ordination.

## **7. Leadership and management**

- The leadership and management sets a very positive tone and the highest expectations for the work of the nursery school and is highly effective in leading the talented staff team in bringing about continuous improvement in the provision. Together with the governors, they collaborate tirelessly in developing further all aspects of the children's learning.
- There are outstanding processes in place to evaluate the provision and to inform and implement a suitable range of improvement actions. Self-evaluation is used comprehensively and has a direct and strategic influence on how the nursery school staff consider and plan for the future and reflect on the impact of the improvement work on the overall quality of the provision.
- The nursery school enjoys the proactive, dedicated support of the board of governors and the parents, who contribute significantly to its life and work. The principal and staff have built up a wide range of links and partnerships with the parents, the community and various external agencies to support and extend their work with the children, which includes effective transitional arrangements from Surestart through the children's nursery year to year one in primary school. The parents are welcomed and are given comprehensive information about the provision and how to support their children's learning at home.
- On the basis of the evidence available at the time of the inspection, the nursery school has comprehensive arrangements in place for safeguarding children. These arrangements broadly reflect the guidance issued by the Department of Education.

## **8. Conclusion**

In the areas inspected, the quality of education and pastoral care 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 FIVEMILETOWN NURSERY SCHOOL

1. Details of Children

	Class 1
<b>Number of children:</b>	
Attending full-time	25
Attending part-time	-
Under 3 years of age*	-
With a 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**	2
At CoP stages 1 or 2**	-
With English as an additional language	3

\* 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	24%
Average attendance for the previous school year	92%

2. Details of Sessions

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

3. Details of Staff

Number of:	Full-time	Part-time
Teachers	1	
Nursery assistants (qualified)	1	
General Assistant	1	

Number of: ***	
Students	2
Trainees	

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

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