

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Galligh Nursery School,
Londonderry

Report of an Inspection in
May 2015

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

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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 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 and scrutinised relevant documentation.

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 and staff to complete a confidential questionnaire or to meet with the inspection team.

Seventy-nine percent of the parents responded to the questionnaire and the majority of them included additional written comments. The responses were entirely positive and indicated very high levels of satisfaction with all aspects of the nursery's work; in particular, the parents praised the extremely caring and dedicated staff, the varied learning experiences provided for the children and the progress their children have made in both their learning and social skills. The responses from the staff questionnaires were also entirely positive and highlighted the very effective leadership of the principal and the focus on meeting each child's individual needs and making learning fun. The ETI has reported the main messages from the questionnaires to the principal and a representative of the board of governors.

2. Context

Galliagh Nursery School is a two-class, purpose-built, controlled nursery school situated in the Galliagh Community Area of Londonderry. The nursery was last inspected in 2006 and, since that time, a new assistant teacher and a permanent special educational needs nursery assistant have been appointed. At the time of the inspection, a temporary assistant teacher was in post.

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-behaved and engage purposefully in collaborative play for extended periods of time. They are very sociable and approach confidently the adults to discuss their play or to seek assistance, if required. The children co-operate well and were observed negotiating and problem-solving as they plan their play together. Very good levels of independence are evident as the children access the resources they require, follow the routines of the nursery and take on roles of responsibility as 'helpers'. They have good listening skills and participate well in the targeted small group language sessions and in the group story sessions.
- The staff identified a significant number of children who started the nursery with speech and language difficulties. There is clear evidence of the children's progress across the year with a significant reduction in the number of children requiring on-going support.
- The children have a keen interest in early mark-making and make very good use of the opportunities to write across the areas of play. They recognise their names and those of their friends and the majority of the children are beginning to write their names. The children engage enthusiastically in creative art activities with good levels of concentration and are developing well their fine motor skills. They produce very good representational drawings and paintings and the majority of them have good scissor skills.
- The children's early mathematical language and skills are very well-developed. During the greeting session, they demonstrated a sound understanding of patterns, ordinal number, horizontal and vertical lines and the days of the week. In their play activities, the children use early mathematical language accurately when discussing length, weight and position.

6. Provision

- The staff provide a very attractive and stimulating learning environment both indoors and outdoors; the accommodation and resources are of a very high quality. The broad and balanced programme provides outstanding opportunities for learning across all areas of the pre-school curriculum.
- The staff interactions with the children are of a very high quality. The staff are very skilled in modelling language for the children and extending their vocabulary and understanding of language. Through skilful questioning, they encourage problem solving and develop the children's thinking skills.
- The staff plan the nursery curriculum as a team. The detailed short-term planning is of a high quality, ensures progression in learning and guides the staff effectively in extending the children's learning. The staff's regular observations of the children's learning inform their planning and are used to build a learning profile of each child across all areas of the pre-school curriculum. The daily routines in the nursery are exploited very effectively as learning opportunities to develop the children's understanding of language and early mathematical concepts.

- The staff provide outstanding support for those children identified as having additional learning needs. They have engaged in professional development opportunities in a range of language and behavioural programmes and make very good use of the skills they have acquired to support and extending the children's learning. The structured language programme, facilitated by the staff, ensures effective, targeted intervention in small groups. The nursery employs an independent speech and language therapist to provide additional, high quality support for a number of the children and their parents. The individual education plans, which are shared with the parents, are of a very good quality and are reviewed regularly to monitor each child's progress.
- The quality of the arrangements for pastoral care in the nursery is outstanding. There is a welcoming and inclusive ethos and a caring atmosphere that fosters respect for others. The opportunity for children to take on 'helper' roles each day challenges them to develop their language, counting and memory skills alongside their independence and sense of responsibility. The children's work is celebrated well in attractive displays around the nursery. The staff are consistent in their use of the positive behaviour strategies and as a result, the children are all well behaved and keen to help and support each other.
- The nursery gives outstanding attention to promoting healthy eating and physical activity which encourages the children to adopt healthy lifestyles; for example, the healthy break, the focus on dental hygiene, and the regular opportunities for energetic physical play.

7. Leadership and management

- The principal is an outstanding role model in her own practice and provides a strategic vision for ensuring the highest quality pre-school provision where every child can reach his or her full potential. The staff work together very effectively as a team in bringing about continuous improvements in the nursery.
- The school development planning processes are informed by thorough self-evaluation involving all staff, parents and governors. The school development plan is of a high quality and supported by detailed action plans.
- There are excellent links with the parents and the monthly newsletter provides very good information on the life and work of the nursery along with information on how the parents can support their children's learning at home. The regular parent-volunteers and a wide range of visitors to the nursery enrich the children's learning experiences. The nursery has well-established links with the neighbouring primary schools and the local Shantallow Surestart to ensure effective transitions for the children. The nursery facilitates a 'Play together; learn together' programme for the local community. The programme provides valuable guidance and advice for parents in understanding how to play productively alongside their children before they begin pre-school.
- On the basis of the evidence available at the time of the inspection, the nursery has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education.

8. Conclusion

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

STATISTICAL INFORMATION ON GALLIAGH NURSERY SCHOOL

1. Details of Children

Number of children:	Class 1	Class 2
Attending full-time		
Attending part-time	27	27
Under 3 years of age*	0	0
With statement of special educational needs	***	0
Without a statement but receiving therapy or support from other professionals for special educational needs	22	20
At CoP stages 3 or 4**	***	***
At CoP stages 1 or 2**	21	17
With English as an additional language	0	0

* On 1 July.

** The stages refer to those set out in the Code of Practice for the Identification and Assessment of Special Educational Needs.

*** Denotes a number less than 5

Percentage qualifying under DE admission criteria 1 or 2.	66.7%
Average attendance for the previous year.	93%

2. Details of Sessions

Full-time	Part-time: am
4.5 hours	-

3. Details of Staff

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

Number of: ***	
Students	4
Trainees	
Visiting student from overseas (12 days)	2

*** Total placements since September of current year

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