

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Naíscóil Chois Locha, Lurgan,
Co Armagh

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 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 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 and staff to complete a confidential questionnaire.

All of the parents and staff who responded to the questionnaire were wholly positive about all aspects of the life and work of the naíscoil. The parents praised the professional and dedicated staff and the progress their children are making.

2. Context

Naíscoil Chois Locha is situated in the grounds of St Francis' Primary School / Bunscoil Naomh Proinsias in Lurgan. The children come from a wide catchment area to attend the Irish-medium naíscoil. One new appointment has been made since the time of the last inspection in 2007.

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 | Very Good |
| Achievements and Standards | Very Good |
| Provision | Very Good |
| Leadership and Management | Very Good |

Key findings of the inspection

5. Achievements and standards

- The children are very well-settled and are secure in the established routines of the day. They engage in purposeful, concentrated play, show high levels of independence and are very well-behaved. The children are developing very effective social skills and friendships as they play together in pairs and small groups.
- Most of the children have very good language and communication skills. They have a good understanding of the Irish spoken to them and are beginning to respond in Irish using single words. The children have made very good progress with their early mark making and writing and they express their ideas well through representational drawings and paintings that are of a very high standard.
- The children have a very good understanding of key mathematical concepts such as measures, shape and time. They use their mathematical knowledge and understanding during play, both indoors and outdoors, and during their snack routine.
- The children are developing well their fine motor skills through activities such as pouring, cutting, and moulding. They are also developing well their gross motor skills as they engage enthusiastically in physical energetic play outdoors and show very good levels of balance, co-ordination and team-working skills.

6. Provision

- The staff have created a stimulating, well-organised and engaging learning environment in which the children's work is valued and celebrated in attractive displays around the playroom. The World Around Us is a particular strength of both the indoor and outdoor provision; authentic and natural resources develop well the children's curiosity and maintain their interest for sustained periods of time.
- The daily routine is well organised and provides a very good balance between free play and the more adult-led activities.
- The quality of the interactions between the staff and the children is of a consistently good to very good standard. The staff use Irish in all of their interactions with the children and have created a linguistically-rich immersion environment for the children.
- The quality of the arrangements for pastoral care in the naíscóil is very good. There is a positive and inclusive ethos and the staff treat each other and the children with respect. The staff are caring in their approach and respond sensitively to the individual needs of all of the children.
- The play programme is well-balanced and provides very good opportunities for learning across all areas of the pre-school curriculum. The staff know their children well; they carry out regular observations and record relevant information on the children's development across all areas of the pre-school curriculum.
- The naíscóil gives very good attention to healthy eating and physical activity.

7. Leadership and management

- There is a collaborative team approach within the naíscoil at all levels. The leader is an effective linguistic role model and is supported well by her staff and management committee in all areas of the life and work of the naíscoil. There is an effective culture of self-evaluation which informs effectively the development planning processes within the naíscoil.
- There are very good links with the parents, the local bunscoil and the local community. The parents are kept informed about the life and work of the naíscoil through an informative monthly newsletter, regular formal and informal meetings and through their regular participation in show-and-tell and sporting events.
- The early years specialist (EYS) from Altram provides regular, effective support to develop the provision in the naíscoil.
- On the basis of the evidence available at the time of the inspection, the naíscoil 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 naíscoil is very good. The naíscoil is meeting very effectively the educational and pastoral needs of the children; and has demonstrated its capacity for sustained self-improvement.

STATISTICAL INFORMATION NAÍScoil CHOIS LOCHA

1. Details of Children

| Total number of children: | am session | pm session |
|---|-------------------|-------------------|
| attending the pre-school setting | 24 | - |
| in their immediate pre-school year | 24 | - |
| funded by Department of Education (DE) | 24 | - |
| qualifying under DE admission criteria 1 & 2 | - | - |
| with a statement of special educational needs | 0 | - |
| without a statement but receiving therapy or support from other professionals for special educational needs | * | - |
| with English as an additional language | * | - |
| who left in previous school year to attend reception provision within a primary school | 0 | - |

* Special Educational Needs = fewer than five

| | |
|---|-----|
| Attendance** of funded children for the previous school year. | 90% |
| Number of days open in previous school year | 191 |

** Calculated from the date when the intake was complete

2. Details of Sessions

| Duration of morning session | Duration of afternoon session |
|------------------------------------|--------------------------------------|
| 3 hours 55 mins | - |

3. Details of Staff

| Number of: | Full-time | Part-time |
|---|------------------|------------------|
| Staff, including leader | 0 | 3 |
| Number of staff holding a recognised child care qualification | 0 | 3 |
| Number of staff holding a recognised teaching qualification | 0 | 0 |
| New appointments within previous 12 months | 0 | 0 |

| Number of: *** | |
|-----------------------|---|
| Students | 0 |
| Trainees | 0 |

*** Total placements since September of current year

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