

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Naíscóil Ghleann Darach,  
Crumlin

Report of an Inspection in  
March 2015

### 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 who responded to the questionnaire were wholly positive about all aspects of the life and work of the naíscoil. They praised the support and care all of the staff give to their children and the progress their children are making in their learning.

## 2. Context

Naíscoil Ghleann Darach is situated in mobile accommodation on a shared site with Gaelscoil Ghleann Darach in Crumlin. Two new members of staff have been appointed since the time of the last inspection in 2006.

## 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 the established routines during the day, such as snack, story-time and during transitions. They are well-behaved, show high levels of independence and engage in purposeful, concentrated play for sustained periods of time. The children are developing effective social skills as they play with their peers, engage in meaningful conversations with each other and form friendships.
- Almost all of the children have very good language and communication skills and engage willingly in conversations with their peers and with adults. They have a very good understanding of the Irish spoken to them and are responding naturally in Irish using single words and short phrases. They concentrate during story-time, listening attentively and participating enthusiastically. The children's early mark making and writing are of a high standard and they express their ideas well through representational drawings and paintings.
- The children are developing well their physical fine motor skills through activities such as threading, cutting, moulding and shaping. During the inspection, a number of children engaged in physical energetic play both indoors and outdoors.

### **6. Provision**

- The staff have created a stimulating and attractive learning environment, with a range of interesting and authentic resources and materials that meet very well the needs of the children. The children's work is valued and celebrated in attractive displays around the playroom.
- The daily routine is very well organised and provides a 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 high standard. The staff use Irish in all of their interactions with the children and have created a linguistically-rich immersion environment for the children. They model appropriate play behaviours and develop effectively the children's communication and thinking skills, through sustained discussions in Irish and skilful questioning. The staff are caring in their approach and respond sensitively to the individual needs of all of the children.
- The quality of the arrangements for pastoral care in the naíscóil is very good. There is a wholly inclusive ethos and the staff treat the children with care and respect.
- 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. They use the observations of the children's progress to inform effectively future planning.

- The naíscoil gives very good attention to healthy eating and good attention to physical activity.

## **7. Leadership and management**

- There is a collaborative team approach and culture of collegiality at all levels. The leader is an effective 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 a very good culture of self-evaluation which informs effectively the development planning processes within the naíscoil.
- There are good links with the parents, the local Gaelscoil and with other agencies. The parents are kept informed about the life and work of the naíscoil through an informative monthly newsletter and regular meetings throughout the year.
- The early years' specialist (EYS) from Altram provides very 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 GHLEANN DARACH

### 1. Details of Children

<b>Total number of children:</b>	<b>am session</b>	<b>pm session</b>
attending the pre-school setting	20	-
in their immediate pre-school year	17	-
funded by Department of Education (DE)	17	-
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	0	-
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.	91%
Number of days open in previous school year	188

\*\* Calculated from the date when the intake was complete

### 2. Details of Sessions

<b>Duration of morning session</b>	<b>Duration of afternoon session</b>
3 hours	-

### 3. Details of Staff

<b>Number of:</b>	<b>Full-time</b>	<b>Part-time</b>
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

<b>Number of: ***</b>	
Students	0
Trainees	0

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

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