

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

McClintock Children's Centre,
Seskinore, Omagh

Report of an Inspection
in February 2011

STATISTICAL INFORMATION

Name of pre-school centre:	McClintock Children's Centre
Address:	77 Letfern Road Seskinore OMAGH Co Tyrone BT78 1UQ
Management Type:	Voluntary

Date of inspection:	3 February 2011
Date of previous inspection:	6 February 2003

1. Details of Children

Total number of children:	am session	pm session
• attending the pre-school centre	12	-
• in their immediate pre-school year	9	-
• funded by Department of Education (DE)	9	-
• qualifying under DE admission criteria 1 & 2	0	-
• with a statement of special educational needs	0	-
• without a statement but receiving therapy or support from other professionals for special educational needs	1	-
• with English as an additional language	0	-
• who left in previous school year to attend reception provision within a primary school	0	-
Attendance:		
• attendance* of funded children for the previous school year	77%	-

* Calculated from the date when the intake was complete

2. Details of Staff

Number of:	Full-time	Part-time
Staff, including leader	0	2
Staff holding recognised childcare qualifications	0	2
New appointments within previous 12 months	0	0

Number of: **	
Students	1
Trainees	0

** Total placements since September of current year

3. Details of Sessions

Duration of morning session	Duration of afternoon session	Number of days open in previous year
2¾ hours	-	197

4. Parental Questionnaires

Number issued to parents:	12
Percentage returned:	67%
Number of written comments:	5

MCCLINTOCK CHILDREN'S CENTRE, SESKINORE, OMAGH, CO TYRONE, BT78 1UQ (2BB-0452)

1. McClintock Children's Centre is situated in the grounds of McClintock Primary School Seskinore. Since the last inspection, a new leader and assistant have been appointed.
2. In the areas inspected, the quality of education provided by this pre-school centre is very good. The centre is meeting very effectively the educational and pastoral needs of the children; and has demonstrated its capacity for sustained self-improvement.

CHILDREN'S ACHIEVEMENTS

3. There is a very settled and caring atmosphere in the centre based on mutual respect between the staff and the children. The children respond positively to the staff's expectations and their behaviour is exemplary. The children display a high level of independence; they are able to share, take turns, follow and lead in the play activities and to persevere with tasks. The children's own art work is celebrated through attractive displays around the playroom.
4. The staff has worked hard to create a language rich environment; there is an attractive, well-stocked book area and a range of opportunities for early mark-making and experimental writing. Nearly all the children can talk about their experiences and ideas with confidence and fluency.

THE PROVISION FOR LEARNING

5. The quality of the interaction between the staff and the children is consistently very good and, on occasions, it is outstanding. The staff are attentive to the individual needs of the children and are supportive in helping them to develop sustained interest in the play activities. The staff often engage the children in purposeful discussions and develop their language through skilful questioning. The very good opportunities for learning in all areas of the curriculum help to promote the children's learning; the promotion of mathematical awareness and the attention given to developing the children's personal, social and emotional development are particular strengths. The thoughtful organisation of the daily timetable provides a good balance of lengthy periods of free-play and activities organised by the staff; the necessary routines, such as snack and tidy-up time, promote independence and confidence.
6. The staff has developed an appropriate method of planning which outlines variety and progression in the programme; the written planning is detailed and effective in guiding the staff in their work. Reflective observations are based on the children's responses and are used to inform future planning and learning. The staff know the children very well; they operate a key worker system to assist them in monitoring and recording the children's progress and development. The information collated is shared with the parents throughout the year.
7. The centre has very good links with parents. An information booklet and regular newsletters keep the parents informed about the work of the centre and involve them in supporting their children's learning. The parents are encouraged to become involved in fundraising events and in helping with trips and story reading. The centre has developed very strong links with the neighbouring primary school.

8. The quality of the arrangements for pastoral care in the centre is outstanding. Appropriate policies and procedures are in place to guide the staff in this aspect of their work.

9. The centre has very good comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education.

10. The centre gives very good attention to promoting healthy eating and physical activity through the healthy snack and opportunities for outdoor play.

LEADERSHIP AND MANAGEMENT

11. The leader is enthusiastic about her work and is a very good role-model. She works closely with her assistant; both have a shared understanding of the aims of the centre. Their hard work and commitment to the well-being of the children is evident and contributes to the overall effectiveness of the centre.

12. The staff are at an early stage in the process of self-evaluation. The three-year development plan, which includes appropriate action plans, ensures that priorities for future development are identified. The early years specialist (EYS), from the Early Years Organisation, has made a very good contribution to the overall development of the provision in the centre.

13. The key strengths of the centre include:

- the caring ethos and the exemplary behaviour of the children who display a very positive attitude to their learning;
- the very good quality of the interaction between staff and children;
- the breadth, balance and progression provided in all areas of the pre-school curriculum;
- the quality of the written planning;
- the very comprehensive arrangements in place for monitoring and recording the children's progress and development; and
- the quality of the leadership and the commitment of the staff to providing high quality provision.

In the areas inspected, the quality of education provided by this centre is very good. The centre is meeting very effectively the educational and pastoral needs of the children; and has demonstrated its capacity for sustained self-improvement.

QUESTIONNAIRES

- The arrangements for the inspection of pastoral care and child protection included the opportunity for the parents, staff and management committee to complete a confidential questionnaire prior to the inspection. Eight of the parents (67%) responded to the questionnaire and five made additional written comments. All of the parents indicated high levels of satisfaction with the provision in the centre. In particular, they expressed appreciation of the helpful staff, the caring and supportive ethos of the centre and the development of their children's confidence. The responses from the management committee and the staff questionnaires were also very positive. All of the responses have been shared with the staff and management of the pre-school centre.

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