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*The Education and Training Inspectorate -
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Providing Inspection Services for
**Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure**



INVESTOR IN PEOPLE

Education and Training Inspectorate

Report of an Inspection

**Hansel and Gretel Pre-School
Glynn, Larne**

Inspected: February 2007

STATISTICAL INFORMATION

Name of pre-school centre:	Hansel and Gretel Pre-School
Address:	Glynn Village Hall Main Road Glynn LARNE Co Antrim BT40 3HF
Management Type:	Voluntary

Date of inspection:	21 February 2007
Date of previous inspection:	6 March 2001

1. Details of Children

Total number of children:	am session	pm session
• attending the pre-school centre	21	-
• in their immediate pre-school year	15	-
• funded by Department of Education	15	-
• qualifying under DE admission criteria 1 & 2	0	-
• with a statement of SEN*	0	-
• without a statement but receiving therapy or support from other professionals for SEN	0	-
• 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	86%	-

* Special Educational Needs

** Calculated from the date when the intake was complete

2. Details of Staff

Number of:	Full-time	Part-time
Staff, including leader	3	-
Staff holding recognised childcare qualifications	2	-
New appointments within previous 12 months	1	-

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
2½ hours	-	190

4. Parental Questionnaires

Number issued to parents:	21
Percentage returned:	61.9%
Number of written comments:	6

**HANSEL AND GRETEL PRE-SCHOOL, GLYNN, LARNE CO ANTRIM, BT40 3HF
(3AB-0274)**

1. The centre is accommodated in Glynn Village Hall. Since the last inspection, there have been a number of staff changes, additional resources have been purchased and an agreement has been made with the adjoining primary school for the pre-school centre to access and use the school playground.

2. The parents, staff and management group were given opportunities to express their views about the centre through the inspection questionnaires. The responses indicated a high level of satisfaction with the provision. A number included written comments praising the work of the staff.

3. The pre-school centre has an excellent ethos and comprehensive policies and procedures for child protection. The inspection evidence indicates that all of the staff show a high level of concern for the children's welfare and implement the policies and procedures very effectively.

4. The pre-school centre demonstrates a commitment to promoting healthy eating habits among the children. Regular opportunities are provided for the children to participate in a range of appropriate energetic physical activities.

5. The main strengths within the centre's educational and pastoral provision are as follows.

- There is a very positive ethos based on good relationships at all levels. The children are well behaved and settled throughout the session.
- The staff work hard to set out on a daily basis a stimulating and attractive learning environment within the playroom.
- The daily routines are managed very efficiently and unobtrusively. There is a good balance between extended periods of play when children freely explore the full range of activities available and appropriate group activities led by the adults.
- The staff are all caring and supportive in their work with the children. During the inspection, there were many good examples when the staff promoted effectively the development of the children's oral language, listening and thinking skills as they engaged with the children.
- The children have regular access to a range of interesting and varied activities which facilitate satisfactory or good opportunities to learn in all areas of the pre-school curriculum. On the day of the inspection, particular strengths observed included the many examples of co-operative and concentrated play, the opportunities to explore and respond to music, the opportunities provided for and interest in early marking, the children's interest in books, the range of creative work and the opportunities to learn about the natural world and people within the community.

- There are effective links with the parents and the wider community. The staff value the contributions of the parents to the work of the centre.
- The written planning and systematic methods of assessment are developing appropriately to guide the staff in their day-to-day work.
- The effective leader demonstrates professional expertise; she has worked closely with the management group and the hard-working staff team to sustain the group within the community and bring about improvement in the quality of the provision.

6. The leader promotes a culture of reflective practice and evaluation within the centre and is committed to continuous improvement and development. The development plan identifies some appropriate areas for further action such as improvement in the use of the outdoor area. It should now be reviewed and amended to give clearer targets for future work. The centre is making use of the NIPPA accreditation scheme as a starting point for a more systematic approach to self-evaluation.

7. The pre-school centre has major strengths in its educational and pastoral provision. The educational and pastoral needs of the children are being well met. The parents can have confidence in the pre-school centre's capacity for sustained self-improvement.

No follow-up inspection is required.

HEALTH AND SAFETY MATTERS

- On the day of the inspection hot drinks were carried into the playroom.

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