

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Harrison Nursery School,
Lurgan, Co Armagh

Report of an Inspection in
January 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 formal and informal discussions with staff holding specific responsibilities.

The arrangements for this inspection included:

- a discussion with the principal;
- a meeting with a representative from the board of governors;
- a meeting with a group of parents; and
- the opportunity for the parents, and staff to complete a confidential questionnaire.

The parental responses to the questionnaire indicate very high levels of satisfaction with all aspects of the educational and pastoral provision provided by the nursery school. In particular, the parents appreciate the professionalism of the staff in planning and delivering a stimulating and varied pre-school programme for the children, the strong links established with the parents and the commitment of the staff to the care and wellbeing of the children. The staff responses indicate a strong sense of team work and a professional approach to their work with the children.

2. Context

Harrison Nursery School is located off the Gilford Road on the outskirts of Lurgan. The children attending the nursery come from a wide catchment area. Approximately seven percent of the children currently enrolled have been identified as requiring additional support with aspects of their learning and development. The nursery operates an open plan system and offers a breakfast club for those children whose parents wish to avail of it.

3. Focus of the 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

- For the time of year, the children are developing very well positive attitudes and dispositions for learning. They are confident in choosing activities and resources, display high levels of independence, and show respect for their peers, the staff and their environment. Almost all of the children engage in purposeful and sustained play throughout the session and persevere with tasks.
- The children thoroughly enjoy both the indoor and outdoor learning environments and spend lengthy periods exploring and investigating the very well presented activities, resources and play areas. The children engage readily with the staff and can talk confidently about their play and experiences and ask questions to seek clarification. Most of the children show an awareness and understanding of mathematical concepts such as number, pattern and shape and can use basic mathematical language in their discussions. They clearly enjoy stories and participate well in a wide range of songs and rhymes.
- The children use independently, the wide range of creative materials to make detailed representations of the world as they see it. They are confident to experiment and develop their own ideas which are celebrated by the staff and displayed attractively throughout the nursery. A majority of the children take on roles in the role play areas and play collaboratively and with imagination.
- The children are developing very well their fine and gross motor skills through the excellent variety of experiences provided both indoors and outdoors. They practice control over their own body movements as they pedal, run, climb and dig.

6. Provision

- The learning environment is richly resourced to provide an excellent range of materials and experiences which meet very well the needs of the children. The rooms are attractively presented and enhanced by interest areas, relevant photographs and displays of the children's own work many of which incorporate written captions of their comments. The easy access the children have to materials promotes their independence, choice and responsibility when tidying equipment away. The use of the extensive outdoor area is well planned to ensure a rich range of learning across the curriculum with particularly good opportunities for children to explore, learn about and care for the world around them.

- The staff have a very good shared understanding of the learning to be promoted through the play and the daily routines and all areas of the pre-school curriculum are very well catered for both indoors and outdoors. The staff are highly skilled in supporting the children to progress in their learning and development; they listen carefully to the children, model language, support appropriate behaviours and use appropriate questioning to extend their thinking. Excellent individual support is provided for children identified with additional learning needs.
- The written planning guides the staff well in their work with the children and informs a rich range of experiences for the children which progress appropriately through the year. The staff know the children very well and use the information gained through their interactions with, and observations of the children, to inform future learning and to meet their individual needs. Appropriate procedures are in place to inform the parents about their child's progress and development. The wide range of external visits and visitors to the nursery enhances the children's learning experiences further.
- The outstanding pastoral care is exemplified in the welcoming and very respectful ethos in which each child and their family is valued and supported.

7. Leadership and management

- The principal provides very effective leadership and management of the nursery school and is very well supported by both the assistant teacher and the wider staff team. There is a strong sense of team work and a shared vision for providing high quality care and education. The staff are highly reflective in their work and promote a culture of continuous improvement. The school development plan is comprehensive and identifies appropriate priorities for development.
- On the basis of the evidence available at the time of the inspection the nursery school 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 nursery school is outstanding. The nursery school is meeting very effectively the educational and pastoral needs of the children; and has demonstrated its capacity for sustained self-improvement.

STATISTICAL INFORMATION ON HARRISON NURSERY SCHOOL

1. Details of Children

Number of children:	Class 1	Class 2	Class 3
Attending full-time	27	26	
Attending part-time			
Under 3 years of age*			
With statement of special educational needs	1		
Without a statement but receiving therapy or support from other professionals for special educational needs	1		
At CoP stages 3 or 4**	1		
At CoP stages 1 or 2**	1		
With English as an additional language	1	1	

* On 1 July.

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

Percentage qualifying under DE admission criteria 1 or 2.	8%
Average attendance for the previous year.	92%

2. Duration of Sessions

Full-time	Part-time: am	Part-time: pm
4¾ hours	-	-

3. Details of Staff

Number of:	Full-Time	Part-Time
Teachers	2	0
Nursery Assistants (qualified)	2	1
Nursery Assistants (non-qualified)		
Special Needs Assistant		

Number of: ***	
Students	4
Trainees	

*** Total placements since September of current year

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