

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Trinity Nursery School,
Bangor

Report of an Inspection
in May 2011

STATISTICAL INFORMATION ON TRINITY NURSERY SCHOOL, BANGOR (411-6175)

1. Details of Children

Number of children:	Class 1	Class 2
Attending full-time	26	26
Attending part-time	0	0
Under 3 years of age*	0	0
With statement of special educational needs	0	0
Without a statement but receiving therapy or support from other professionals for special educational needs	0	1
At CoP stages 3 or 4**	0	1
At CoP stages 1 or 2**	11	7
With English as an additional language	0	0

* 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.	1%
Average attendance for the previous year.	93.7%

2. Duration of Sessions

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

3. Details of Staff

Number of:	Full-Time	Part-Time
Teachers	1	2
Nursery Assistants (qualified)	0	4
Nursery Assistants (non-qualified)	1	0

Number of: ***	
Students	5
Trainees	1

*** Total placements since September of current year

4. Parental Questionnaires

Number issued	52
Percentage returned	83%
Number of written comments	31

TRINITY NURSERY SCHOOL, BANGOR, CO DOWN, BT20 3DY (411-6175)
INSPECTED: 23 MAY 2011

1. Trinity Nursery School is located in the Bangor West area of the town. The vast majority of the children come from the immediate area. The school provides two full time sessions daily with 52 children attending.

2. In the areas inspected, the quality of education provided by this nursery school is outstanding; the quality of pastoral care is also outstanding. The nursery school has demonstrated its capacity for sustained self-improvement.

CHILDREN'S ACHIEVEMENTS

3. The children demonstrate a very positive attitude to their learning. They are at ease with the staff and eager to explore the very attractive indoor and outdoor learning environments. They often engage in lengthy periods of concentrated and co-operative play, and can produce detailed and complex representational paintings and models of the world around them. The children have access to a wide range of natural items and materials which stimulate their sensory awareness and enhance further their play experiences. They access resources freely, handle tools and equipment competently, make independent choices and can talk confidently about their work and experiences.

4. There are excellent opportunities for learning in all areas of the pre-school curriculum; the development of the 'world around us' is a particular strength of the nursery's provision. The nursery was recently awarded the Eco-Schools Green Flag for their work and achievements in this area. The staff has created a language-rich environment which promotes and extends the children's language development and fosters an interest in early reading and writing. Captions and text are incorporated into wall displays, and themed books enhance all areas of play. There are daily group story sessions which the children clearly enjoy and regular opportunities for music making. The staff use appropriate mathematical language when participating in the children's play and promote the children's understanding of size, shape, weight, capacity and positional language.

THE PROVISION FOR LEARNING

5. The quality of the interaction between the staff and the children is outstanding. The staff engages purposefully with the children, listening to them and building effectively on their interests and ideas. They carefully exploit the learning potential within the activities and are very skilful in extending the children's thinking and imagination. The thoughtful organisation of the daily timetable provides a good balance between lengthy periods of free play which incorporates indoor and outdoor play and activities organised by the staff. Transitions between the different routines and activities are managed very effectively; as a consequence, the session flows smoothly and all of the time is used very well for learning.

6. The quality of all the written planning is of a very high standard. The short-term planning is sufficiently detailed to guide the staff in their work and flexible to allow them to take account of the children's interests and needs as they arise. The children's learning and progress is carefully monitored, recorded and assessed using a combination of perceptive observations and photographs. The information is used to inform future planning and is also shared with the parents.

7. The nursery school provides excellent support for those children identified as requiring additional support with aspects of their learning. The children's needs are identified early and documented appropriately. Individual educational plans have been drawn up which include appropriate targets and strategies and effective links have been established with other support agencies and health professionals.

8. Valuable links have been established with the parents and from the outset they are encouraged to become involved in the education of their child and the life of the nursery. A variety of methods are used to communicate with the parents which include regular newsletters, a parents noticeboard and text messaging. A range of information meetings and classes are provided for the parents throughout the year and the Principal reports that these are well attended.

9. The quality of the arrangements for pastoral care in the nursery school is outstanding. Among the strengths are the very positive working relationships at all levels and the priority given to the children's well-being; the children appear happy, confident and their behaviour is exemplary.

10. The nursery school has very good comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the relevant Department.

11. The nursery school gives very good attention to promoting healthy eating and physical activity, for example, through the provision of a healthy snack and 'all weather' opportunities to play outdoors, which encourage the children to adopt healthy lifestyles.

LEADERSHIP AND MANAGEMENT

12. The Principal provides outstanding leadership and manages the nursery school very effectively. She promotes a strong sense of team-spirit among the dedicated staff who share her commitment to innovation and improvement.

13. The process of self-evaluation is well embedded in the nursery school and there is clear evidence that it has led to continuous improvements in the quality of the provision over recent years. A comprehensive development plan identifies appropriate priorities for development over the current three year period.

14. The key strengths of the nursery school include:

- the caring, friendly ethos and the exemplary behaviour of the children;
- the high standards of work achieved by the children and their positive attitude to learning;
- the outstanding quality of the interaction between the adults and the children;
- the breadth, balance, challenge and progression provided in all areas of the pre-school curriculum;
- the highly effective methods of planning and assessment; and
- the outstanding leadership of the Principal and the dedicated staff who work together in the best interest of the children.

15. In the areas inspected, the quality of education provided by this nursery school is outstanding; the quality of pastoral care is also outstanding. The nursery school 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, the staff and the management committee to complete a confidential questionnaire prior to the inspection. Forty-three of the parents (83%) responded to the questionnaire and 31 made additional written comments. The responses from the parental questionnaire were generally very positive and indicated a high level of satisfaction with nearly all aspects of the nursery's work. The responses from the management group and the staff questionnaires were very positive. All of the responses have been shared with the staff and management of the nursery school.

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