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*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**



INVESTOR IN PEOPLE

Education and Training Inspectorate

Report of an Inspection

**Sandbrook Nursery School
Belfast**

Inspected: April 2009

STATISTICAL INFORMATION ON SANDBROOK NURSERY SCHOOL, BELFAST

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 a statement of special educational needs	0	0
Without a statement but receiving therapy or support from other professionals for special educational needs	3	3
At CoP stages 3 or 4**	3	3
At CoP stages 1 or 2**	1	3
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.	15.38%
Average attendance for the previous year.	87.14%

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	2	0
Nursery Assistants	2	1
Qualified Nursery Assistants	2	0

Number of: ***	
Students	1
Trainees	0

*** Total placements since September of current year

4. Parental Questionnaires (to be completed by Inspection Services Branch)

Number issued	52
Percentage returned	23.1%
Number of written comments	5

SANDBROOK NURSERY SCHOOL, BELFAST, BT4 1NG (111-6160)
INSPECTED: 28 APRIL 2009

1. The nursery school is situated off the Holywood Road in east Belfast. The children come mainly from the surrounding area. Since the last inspection, there has been a complete change in the teaching staff; a new principal was appointed in 2004 and a new assistant teacher in 2008. The outdoor area has been landscaped and resourced.

2. The arrangements for the inspection of pastoral care and child protection included the opportunity for the parents, the staff and the Board of Governors to complete a confidential questionnaire prior to the inspection. Twelve parents responded to the questionnaire and five made additional written comments. Those who responded indicated a very high level of satisfaction with the overall provision and they indicated their appreciation of the caring staff, the useful information provided to them by the nursery and the children's good progress in their learning. The responses from the management and the staff were very positive. They highlighted the effective working relationships within the nursery and the value placed on the nursery by the community. All of the responses have been shared with the staff and management of the nursery.

3. The quality of the arrangements for pastoral care in the nursery is very good. Among the strengths are the very supportive working relationships between the staff and the children which promote the children's confidence and self-esteem, and the children's excellent behaviour.

4. The nursery has good arrangements in place for safeguarding children. These arrangements broadly reflect the guidance issued by the relevant Department.

5. The nursery gives very good attention to promoting healthy eating and physical activity. The children are provided with a healthy break and have very good opportunities for energetic play.

6. **The main strengths within the nursery's educational and pastoral provision are as follows.**

- The very attractive and stimulating learning environment which promotes effectively the children's independence and involvement in their learning, both indoors and outdoors.
- The high quality of the staff's interaction with the children, which develops effectively their language and learning.
- The carefully planned, broad and balanced pre-school programme which provides very good to excellent opportunities for learning in all areas of the pre-school curriculum. Particular strengths include the promotion of the children's personal, social and emotional development, the children's well developed art work, the good use of mathematical language introduced naturally through the play and the children's investigative and imaginative play.
- The very good progress made in developing links with the parents, aimed at involving them more fully in their children's education and development.

- The children's very high levels of autonomy, motivation and enjoyment in their learning.
- The effective leadership provided by the hard-working and dedicated Principal and the contribution of the whole staff in developing good quality pre-school provision.

7. The Principal is committed to developing her own professional expertise and that of the staff; there is clear evidence of her contribution in bringing about significant improvements to the quality of the provision in recent years. The nursery school development plan identifies appropriate areas for future developmental work and the staff should continue to develop a systematic approach to self-evaluation in order to bring about continuous improvement.

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

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