

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Kiddiwinkles Playgroup,
Dungannon

Report of an Inspection
in November 2012

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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%

In assessing the various features of the provision, Inspectors relate their evaluations to six descriptors as set out below:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

STATISTICAL INFORMATION

Name of pre-school setting:	Kiddiwinkles Playgroup
Address:	52 Killyman Road DUNGANNON Co Tyrone BT71 6DE
Management Type:	Private

Date of inspection:	19 November 2012
Date of previous inspection:	N/A

1. Details of Children

Total number of children:	am session	pm session
attending the pre-school setting	16	-
in their immediate pre-school year	16	-
funded by Department of Education (DE)	16	-
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	9	-
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	94%	-

* Special Educational Needs = fewer than five

** Calculated from the date when the intake was complete

2. Details of Staff

Number of:	Full-time	Part-time
Staff, including leader	0	2
Number of staff holding a recognised child care qualification	0	2
Number of staff holding a recognised teaching qualification	0	0
New appointments within previous 12 months	0	1

Number of: ***	
Students	0
Trainees	1

*** 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	-	190

4. Parental Questionnaires

Number issued to parents:	16
Percentage returned	56%
Number of written comments:	4

1. Introduction

Kiddiwinkles Playgroup is situated in Dungannon town, Co Tyrone. The playgroup is new to the Department of Education pre-school education programme and opened in September 2011. It is privately operated and is part of a day-care centre.

2. Inspection methods and evidence base

The inspection evaluations are based on evidence gained from in-class observations and from a range of documentation provided by the playgroup.

The views of the parents, staff, and management group were sought through a confidential questionnaire prior to the inspection. Sixteen questionnaires were issued to the parents and nine were returned with five written comments. The management group also returned the questionnaires with a positive written comment. Most of the returns from the questionnaires indicated satisfaction with the provision and the caring staff; a few parents raised a small number of queries which were shared with the staff and management.

3. Overall finding of the inspection

In almost all of the areas inspected, the quality of education provided by this playgroup is inadequate; the areas for improvement outweigh the strengths in the provision. The inspection has identified significant areas for improvement in standards, learning and teaching, leadership and management, which need to be addressed urgently if the playgroup is to meet effectively the needs of all of the learners.

The Education and Training Inspectorate will monitor and report on the playgroup's progress in addressing the areas for improvement, over a 12-18 month period.

Summary of key findings

Children's Achievements Quality of Provision Leadership and management	Inadequate Satisfactory Inadequate
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KEY FINDINGS OF THE INSPECTION

4. Children's achievements

The quality of the children's achievements is inadequate.

- The children are welcomed by the staff on arrival and helped to self-register before the start of the play routines. During the greeting session a few of the children became unsettled and had poor listening skills. When they moved to play, the children became more settled and listened well when the staff purposefully engaged them in the activities; however, there were too many instances where their levels of concentration were short and their involvement was too low-level for the time of year.

- During the inspection, the most effective practice was in the development of the children's mathematical language and concepts and their artwork. A majority of the children are unsure of the routines of the day and become noisy during transitions and throughout the session. When the staff deployed consistent and positive behaviour management strategies, the children co-operated well with one another and with the adults; some of them are developing firm friendships. Most of the children are able to self-manage at the snack table and to pour their own drinks.

5. Provision for learning

The quality of the provision for learning is satisfactory.

- The quality of the arrangements for pastoral care in the playgroup is satisfactory. The children turn readily to the staff for support and the staff are working hard to meet a wide range of individual needs. The staff are beginning to seek support to help address language barriers for the newcomer children.
- Communication with the parents is at an early stage and the staff have begun to report on the children's progress. There is a parents' notice board and a monthly newsletter is issued to parents; the staff are reviewing how to establish better links with the parents who do not come to the playgroup on a regular basis. Links with one local primary school have been established; the playgroup can build on this work to focus on the development of further educational links with schools to which the children transfer.
- During the inspection, the organisation of the day was fragmented and the children missed opportunities for language development through singing, stories and rhymes.
- The playgroup staff have worked very hard to create a bright and stimulating learning environment for the children. During the inspection, the staff had prepared a wide range of good quality activities; however, the learning potential of these was often missed due to the inconsistencies in the staff's interactions with the children. The children's work is celebrated and presented attractively in the playroom. Their work is labelled appropriately with the children's names and annotated with text of their spoken words which is effectively developing the children's awareness of the written word.
- The staff are beginning to develop planning to support the High/scope programme. The staff now need to make better use of the observations and their daily evaluations to inform further their planning in order to ensure they meet the differing needs of the children.
- The children are provided with a healthy snack and, when the weather permits, physical activity in the outdoor area. The snack routine is under-developed to promote the children's language skills, independence and social development.

6. Leadership and management

The quality of leadership and management is inadequate.

- The playgroup staff are hard working and committed to the development and delivery of an effective pre-school programme.
- The playgroup staff have good support from the early years specialist from the Early Years Organisation (EYO) who has consistently supported the playgroup in the development of the High/scope provision. Her well-focused advice to the playgroup staff has enabled them to create a broad range of child-centred learning experiences.
- The playgroup staff will require leadership and management training in order to begin a process of self-evaluation leading to improvement in the provision.
- On the basis of the evidence available at the time of the inspection, the playgroup has satisfactory arrangements in place for safeguarding children. These arrangements broadly reflect the guidance issued by the relevant Department but the following minor areas need to be addressed. There is a need to ensure.
- The relevant designated staff with responsibility for safeguarding within the playgroup are provided with up-dated training.
- That relevant safeguarding policies are kept under review.

CONCLUSION

In almost all of the areas inspected, the quality of education provided by this playgroup is inadequate; the areas for improvement outweigh the strengths in the provision. The inspection has identified significant areas for improvement in standards, learning and teaching, leadership and management, which need to be addressed urgently if the playgroup is to meet effectively the needs of all of the learners.

The Education and Training Inspectorate will monitor and report on the playgroup's progress in addressing the areas for improvement, over a 12–18 month period.

The areas for improvement include the need:

- to develop further the staff interaction with the children to promote concentrated play and to sustain the children's learning and involvement;
- to develop the organisation of the day;
- to ensure that the planning and assessment methods meet more effectively the children's wide range of individual needs; and
- to support the development of the staff leadership and management skills to plan for, and implement, ongoing improvement.

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