

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

174 Trust Playgroup,  
Belfast

Report of an Inspection in  
April 2014

*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

# Contents

<b>Section</b>	<b>Page</b>
1. Inspection method and evidence base	1
2. Context	1
3. Focus of inspection	1
4. Overall finding	2
5. Achievements and standards	2
6. Provision	2
7. Leadership and management	3
8. Conclusion	3
Appendices	

## 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 Education and Training Inspectorate's (ETI) publication *Together Towards Improvement pre-school/Education and Training Inspectorate: a process for self evaluation* at: <http://www.etini.gov.uk/index/together-towards-improvement/together-towards-improvement-primary.htm>.

Inspectors observed teaching and learning through play, the children's achievements and standards, scrutinised relevant documentation, and held discussions with staff and the management.

The arrangements for this inspection included:

- a discussion with the staff;
- a meeting with those involved with leadership and management; and
- the opportunity for the parents and the staff to complete a confidential questionnaire.

Questionnaire	Number issued	Number returned	Percentage returned	Number with comments
Parents	*	*	* <sup>1</sup>	*
Staff	*	*	*	*

\* fewer than 5

The very small number of responses made in the confidential questionnaire were highly positive about all aspects of the educational and pastoral provision provided by the playgroup.

## 2. Context

174 Trust pre-school nursery is accommodated in a dedicated room within the Duncairn Complex in North Belfast and operates one full-time morning session. The children who attend come mainly from the local area. At the time of the inspection five funded pre-school children were attending, the remaining places being filled with younger children. This number of pre-school children falls below the minimum number of pre-school children required to be a part of the Department of Education's pre-school programme.

## 3. Focus of inspection

The inspection focused on:

- the children's achievements and standards;
- the quality of provision in the nursery school; and
- the quality of leadership and management.

---

<sup>1</sup> The ETI is trialling a new range of methods to collect the views of parents/carers and, as a result, the percentage of questionnaires returned may be low.

#### 4. Overall finding

<b>Overall Performance Level</b>	<b>Good</b>
<b>Achievements and Standards</b>	<b>Very Good</b>
<b>Provision</b>	<b>Very Good</b>
<b>Leadership and Management</b>	<b>Good</b>

#### Key findings of the inspection

#### 5. Achievements and standards

- The children settle quickly to sustained and productive play. They respond confidently to the daily routines and the transitions between activities with high levels of independence. Most of the children collaborate well and are making very good progress in developing their social skills. The small number of children who still require support in their social and emotional development are supported well by the staff and are making satisfactory progress.
- The children are creative and imaginative as they use the wide range of materials available to draw, paint and make simple models and representations. They participate very well in the wide range of songs and rhymes used throughout the session. The children enjoy exploring different roles as they participate in home play and small world activities.
- The children are at various stages of language development though this is reflective of the wide age range within the group. Most of the children are developing very well their confidence to communicate and express their ideas to each other and to the staff. The children generally listen well and show an interest in and enjoyment of books and stories. A few of the children are beginning to show an interest in print and emergent writing. The children are developing appropriately their understanding of early mathematical language and concepts such as quantity, time, shape and number through their play and the daily routines.
- The children show a good level of interest in exploring and investigating the interesting range of natural materials on offer and design and construct simple models. Their fine motor skills are developing well and they are confident to use the larger equipment provided during the hall play to balance, pedal and jump.

#### 6. Provision

- The skilful interaction of the staff, based on a sound understanding of the pre-school curriculum is a key strength of the provision. The staff members are skilful in promoting settled and productive play, they listen attentively to the children, follow their lead and build effectively on their ideas. They promote the children's language, thinking and learning skilfully and naturally through all aspects of the daily routine and play.

- The planning is used effectively to implement a broad and balanced programme with very good opportunities for learning in almost all aspects of the pre-school curriculum. The promotion of the children's personal, social and emotional development is excellent. The detailed records of the children's progress are used effectively to plan for the children's needs and interests and to keep parents informed about their progress. Children with additional learning needs are identified early and supported well by the staff. In addition, there is good liaison with parents and signposting to other professionals.
- The indoor playroom is well presented with richly resourced areas for play including a good range of natural and authentic items. The staff and management have identified appropriately the need to refurbish and develop further aspects of the room for the benefit of the children. All areas of the curriculum would be enhanced further through well planned regular use of the outdoor play area.
- The pastoral care is very good. There is a calm, inclusive, family ethos based on the commitment of the staff team to provide quality provision for the children in conjunction with their parents.

## **7. Leadership and management**

- The leader is well organised, knowledgeable and reflective in her own practice, and is a good role model in her own work with the children. There is a strong sense of team work and support among the whole staff team. The various early years specialists (EYSs) from the Early Years Organisation have provided some good advice and guidance to the staff. However, the high turnover of EYS support, lack of a management committee, changes in staffing and major renovation work to the building has limited the development of systematic self-evaluation and improvement. It is vital that continuity in the EYS support and effective management structures are established as a matter of urgency to sustain and develop further provision of a consistently high quality. Effective management and development planning for the recruitment and induction of the new leadership team and the improvements in the outdoor learning environment will be key in taking the work forward in the best interest of the children.
- On the basis of the evidence available at the time of the inspection the playgroup has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the relevant Department.

## **8. Conclusion**

In the areas inspected, the quality of education provided by the playgroup is good. The playgroup has important strengths in most of its educational and pastoral provision. The inspection has identified areas for improvement which the playgroup has demonstrated the capacity to address. The Education and Training Inspectorate will monitor the playgroup's progress on the areas for improvement.

## STATISTICAL INFORMATION

<b>Name of pre-school setting:</b>	174 Trust Pre-School Playgroup
<b>Address:</b>	Duncairn Complex Duncairn Avenue BELFAST BT14 6BP
<b>Management Type:</b>	Voluntary

<b>Date of inspection:</b>	2 March 2014
<b>Date of previous inspection:</b>	November 2007

1. Details of Children

<b>Total number of children:</b>	<b>am session</b>	<b>pm session</b>
attending the pre-school setting	16	-
in their immediate pre-school year	5	-
funded by Department of Education (DE)	5	-
qualifying under DE admission criteria 1 & 2	5	-
with a statement of special educational needs	0	-
without a statement but receiving therapy or support from other professionals for special educational needs	2	-
with English as an additional language	2	-
who left in previous school year to attend reception provision within a primary school	0	-
<b>Attendance:</b>		
attendance** of funded children for the previous school year	93.6%	-

\* Special Educational Needs = fewer than five

\*\* Calculated from the date when the intake was complete

## 2. Details of Staff

<b>Number of:</b>	<b>Full-time</b>	<b>Part-time</b>
Staff, including leader	3	
Number of staff holding a recognised child care qualification	3	
Number of staff holding a recognised teaching qualification	0	
New appointments within previous 12 months	1	

<b>Number of: ***</b>	
Students	1
Trainees	2

\*\*\* Total placements since September of current year

## 3. Details of Sessions

<b>Duration of morning session</b>	<b>Duration of afternoon session</b>	<b>Number of days open in previous year</b>
4 hours	-	188



© CROWN COPYRIGHT 2014

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: [www.etini.gov.uk](http://www.etini.gov.uk)

