

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Banagher Community
Playgroup, Feeny

Report of an Inspection in
March 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

Section	Page
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
Appendix	

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 informal discussions with children, and staff with specific responsibilities.

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 staff. to complete a confidential questionnaire.

Questionnaire	Number issued	Number returned	Percentage returned	Number with comments
Parents	16	5	31% ¹	*
Staff	*	*	*	*

* fewer than 5

All of the parents who responded to the questionnaire were positive about all aspects of the life and work of the playgroup.

2. Context

Banagher Community Playgroup is situated in a purpose built centre in the Beechmount area of Feeny, County Derry. The leader and the staff team have been in post for over fourteen years. All of the children are in their immediate pre-school year.

3. Focus of inspection

The inspection focused on:

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

¹ 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

Overall Performance Level	Very Good
Achievements and Standards	Very Good
Provision	Very Good
Leadership and Management	Very Good

Key findings of the inspection

5. Achievements and standards

- All of the children are very well-settled for the time of year and are developing positive attitudes to their learning. They respond well to the established routines, make choices about the activities they engage in and the materials they use and demonstrate very good levels of independence.
- The children take a pride in their creative work and the standard of their representational drawing and early mark making is very good. They make good use of the wide range of books available throughout the playroom and almost all of the children use mathematical language with confidence; they count, recognise colours and use prepositional language appropriately during play.
- All of the children engage in concentrated, purposeful play for sustained periods of time. They play collaboratively, share materials and take turns readily; their social skills are developing very well and their behaviour is exemplary.

6. Provision

- The staff work hard to provide an interesting and well-organised learning environment and use well all of the available space in the playroom and the outdoor area. They value and celebrate well the children's work in attractive displays around the room. The daily snack and other necessary routines are well-organised and provide excellent opportunities for the children to continue to develop their independence, social and conversational skills.
- The quality of the interaction between the staff and the children is consistently of a high quality. The staff model good play and develop the children's language and thinking through sustained discussions and open-ended questions. The staff listen carefully to the children and respond appropriately to their ideas.
- The children's educational programme is well-balanced with very good opportunities for learning across all areas of the pre-school curriculum. A particular strength of the provision is the development of early mathematical concepts and language.
- The staff have developed a rigorous approach to planning, to observing the children at play and to recording their responses. The staff use the children's responses effectively to inform future planning, to respond to the children's interests and to assess the children's progress in their learning.

- The provision for pastoral care is excellent; staff treat all of the children with care and respect, and there are very good working relationships between the staff and the children. The children are secure and relaxed with the adults and turn to them easily for help and support.
- Very good attention is given to promoting healthy eating and physical activity through the provision of a healthy snack and a daily session of physical activity.

7. Leadership and management

- The leader is a very good role model as demonstrated through her effective and caring work with the children. She is well-supported by the skilful staff who have developed a strong team approach to all aspects of the work of the playgroup. The staff have made a good start to the process of self-evaluation and development planning, have appropriately identified areas for improvement within the setting's provision, and have clear action plans in place to guide the further development of their work
- The playgroup staff have received very good support from the early years specialist from the Early Years Organisation. In particular the staff and early years specialist have worked together to improve the processes of planning, observation and assessment of the children's learning.
- The playgroup has very good pastoral and curricular links with the local primary school to provide a smooth transition for the children. The staff have developed very good and effective links with the parents. Parents are kept up to date with their child's progress and they are informed about aspects of the provision and the work of the playgroup through a regular, informative newsletter and curriculum evenings. The playgroup has good links with the local community and outside agencies in order to improve the learning experiences and to meet the support needs 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 Departments.

8. Conclusion

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

STATISTICAL INFORMATION

Name of pre-school setting:	Banagher Community Playgroup
Address:	4a Beechmount FEENY Co Londonderry BT47 4TZ
Management Type:	Trustees

Date of inspection:	10 March 2014
Date of previous inspection:	2 March 2006

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	16	
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	0	
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	83%	

* 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	4
Number of staff holding a recognised child care qualification	0	4
Number of staff holding a recognised teaching qualification	0	0
New appointments within previous 12 months	0	0

Number of: ***	
Students	0
Trainees	0

*** 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
2½ hours	-	188

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