

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Bo Peeps Playgroup, Boho,  
Co Fermanagh

Report of an Inspection in  
April 2014

## 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

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## 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 formal and 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, staff and members of the management group to complete a confidential questionnaire.

Questionnaire	Number issued	Number returned	Percentage returned	Number with comments
Parents	7	*	*1	*
Staff	*	*	*	*

\* fewer than 5

The parents and the staff who responded were wholly positive about all aspects of the life and work of the playgroup. They commented on the caring and valuable contribution made to the children's education by the staff.

## 2. Context

Bo Peeps Playgroup is located in a community hall in the Boho countryside, approximately eight miles from the main town of Enniskillen, County Fermanagh. Since the last inspection in 2007, a new leader has been appointed and the playgroup has extended the accommodation for the children and the staff.

## 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.

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<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

Overall Performance Level	Outstanding
Achievements and Standards	Outstanding
Provision	Outstanding
Leadership and Management	Outstanding

#### Key findings of the inspection

#### 5. Achievements and standards

- The children freely make choices and decisions about their activities and are highly motivated and engaged in learning. They are resilient and persevere with completing a wide range of tasks through sustained concentrated play; they are using strategies to problem-solve and to take appropriate risks in their play. They are imaginative and creative in their play and often ask questions or seek help from the adults to extend their ideas. Their play is both collaborative and independent. The children take pride in their work and show responsibility for the care of the environment. They have acquired excellent social skills and are forming friendships.
- The children's use of language and communication skills is well-developed. They readily turn to books and are able to engage in conversations during play and at the snack table. The children's early mark making and writing is developing at an appropriate pace. Many of the children are able to express their ideas through representational drawings and paintings and these are mounted in colourful displays around the playgroup. There are many examples of the children's personal stories and responses to stories captured by the staff as scribes and as a result the children have a very good understanding of the link between print and the spoken word.
- The children are effectively able to apply the mathematical language of shape, size and number that they have acquired naturally during play. They have a very good understanding of key mathematical concepts related to size and comparison and use the scientific skills of observation to explain their learning in relation to, for example, the characteristics of sea creatures. The children have a developed a high level of awareness about their local environment and are growing flowers and vegetables.
- The children's physical skills are effectively developed and they are able to paint and draw using an appropriate range of tools. They make very good use of the large hall and outdoor area as they engage in energetic physical activity and develop the skills of climbing, balancing and running.

#### 6. Provision

- The staff have created a stimulating and attractive learning environment in the playroom and the well-planned outdoor area. There is a supportive and caring family ethos in the playgroup based on good relationships at all levels. The children turn readily to the staff for support.

- The daily timetable is well organised to provide a good balance of free play and activities organised by the staff and to respond to the needs and interests of the children. The snack and transitions between the activities are developed effectively to provide very good learning opportunities across the curriculum.
- The quality of the interaction between all of the staff and the children is consistently of a very high standard. The staff effectively promote sustained involvement in play and the children are immersed in a language rich environment.
- The quality of the arrangements for pastoral care in the playgroup is outstanding. The staff treat the children with care and respect and provide a safe, secure, stimulating environment that helps the children to grow in confidence and to develop their consideration for the needs and wishes of others. The children are fundraising for a local event and are aware of the need to share and help others.
- The written planning and assessment methods are consistently well-developed to meet the needs and interests of the children. All areas of the pre-school curriculum are comprehensively planned for and appropriately resourced to ensure variety, progression and challenge in the children's learning throughout the year. The assessment records and reports to parents provide clear evidence of the children's progress and development.
- The provision for the children with additional needs is effectively supporting their progress and development. In partnership with the parents, the children's strengths and needs are clearly identified and their individual education plans monitored and evaluated to ensure that they make the best possible progress in learning. The respecting difference programme is used effectively to promote positive attitudes to one another.
- The playgroup gives very good attention to healthy eating and physical activity and supports effective opportunities for energetic play and the promotion of good hygiene habits.

## **7. Leadership and management**

- The leader brings a high level of experience and expertise to the leadership role and sets a positive tone for the management of the playgroup. She is well-supported by the deputy and as a team their personal commitment to staff development and application of findings from research is effectively supporting ongoing improvement. All of the staff are hard-working and committed to the care and well-being of the children and all contribute to the high quality of the provision.
- The sustainability of the quality provision is monitored by the management group and they provide financial support to the playgroup. The year-on-year fluctuations in applications for funded places results in a very small budget when numbers are low. This creates challenges for covering basic staff costs and sustaining long-term planning and ongoing improvement. The playgroup financial support from the management group, parents and wider community is essential in the short and medium term in order to keep it viable within the rural community of Boho.

- The parents are fully involved in the life and work of the playgroup. The children transfer mainly to the local primary school and relevant information about the children's progress is provided.
- The early years specialist (EYS) from the early years organisation (EYO) sets high expectations for quality early years education. She effectively promotes a culture of self-evaluation and ongoing improvement and as a result all of the staff members are reflective practitioners. The effective development plan and action plan are evaluated using a range of relevant criteria. The EYS co-ordinates a rural cluster of playgroups as a support network to develop new ideas which is effectively building the capacity of the staff in the playgroup sector to sustain ongoing improvement.
- On the basis of the evidence available at the time of the inspection, the playgroup has very good comprehensive arrangements in place for safeguarding children. These arrangements broadly reflect the guidance issued by the relevant Department.

## **8. Conclusion**

In the areas inspected, the quality of education provided by this playgroup is outstanding; the quality of pastoral care is also outstanding. 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

<b>Name of pre-school setting:</b>	Bo Peeps Playgroup
<b>Address:</b>	184 Boho Road Tullyholvin BOHO BT74 5BE
<b>Management Type:</b>	Voluntary

<b>Date of inspection:</b>	3 April 2014
<b>Date of previous inspection:</b>	15 November 2006

1. Details of Children

<b>Total number of children:</b>	<b>am session</b>	<b>pm session</b>
attending the pre-school setting	19	-
In their immediate pre-school year	7	-
funded by Department of Education (DE)	7	-
qualifying under DE admission criteria 1 & 2	0	-
with a statement of special educational needs	*	-
without a statement but receiving therapy or support from other professionals for special educational needs	*	-
with English as an additional language	0	-
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	94%	-

\* 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		
New appointments within previous 12 months		

<b>Number of: ***</b>	
Students	0
Trainees	0

\*\*\* 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>
3 hours	-	189

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