

Education and Training Inspectorate

PRE-SCHOOL INSPECTION



Happy Faces Playgroup, Clady, County Tyrone

Voluntary playgroup DE Ref No (2BB-0449)

Report of a Follow-up Inspection in May 2019



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
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FOLLOW-UP TO THE INSPECTION OF HAPPY FACES PLAYGROUP, CLADY, BT82 9QY (2BB-0449)

The Education and Training Inspectorate (ETI) carried out an inspection of Happy Faces Playgroup February 2018¹, which concluded that the playgroup needed to address important areas for improvement the interest of all the learners.

The areas for improvement were:

- to develop further the planning, observation and assessment to inform learning leading to improved outcomes for the children; and
- to further develop the process of self-evaluation to identify appropriate priorities and promote strategic improvement in the playgroup.

The playgroup's development plan was adjusted in light of the inspection findings.

The ETI carried out an interim follow-up visit in October 2018 and a follow-up inspection in May 2019.

In the interval since the initial inspection, the playgroup has received external specialist support the Early Years Organisation, in relation to: planning, observation, assessment, self-evaluation and development planning priorities. Consequently, there have been improvements in the quality of education as reported in the key findings below.

During this period, other actions or changes which affect the work of the school include:

- two of the leadership team successfully completed an additional award bearing course in leadership and management; and
- the staff visited a local pre-school setting to observe good practice in planning and self-evaluation; and
- a new staff member was appointed.

Key findings

- The outcomes for learners remain good. The children access independently the wide range of books available in the playroom, and enjoy listening to stories; their attention and listening skills are developing well; a significant minority contributed confidently to the large group story.
- The quality of provision is now good. Short-term planning provides guidance for the staff to identify the potential learning and to meet the children's needs; however, outdoor planning is underdeveloped. The information recorded in the observations enables the staff to further assess and evaluate the children's progress; they are used appropriately to inform future planning. The quality and skilfulness of all staff interactions are good; appropriate behaviour strategies and interventions are applied consistently throughout the session. The targets and actions on individual education plans still require more specific and achievable targets that can be met within a specified time frame.

¹ [Pre-School Inspection - Happy Faces Playgroup, Clady, County Tyrone | Education Training Inspectorate](#)

- The quality and effectiveness of leadership, management and action to promote improvement are now good. The staff reflect regularly on their practice and have identified priorities for improvement, which have been incorporated into a well-constructed three-year development plan. The support and training provided by the new early years specialist, has helped the staff to have a good understanding of effective self-evaluation. Although this has led to improvement in the quality of provision and the outcomes for learners, it is not yet fully embedded.

Overall effectiveness

Happy Faces Playgroup demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the playgroup sustains improvement in:

- developing further the planning for outdoor play to ensure progression; and
- embedding further the staff's understanding and use of self-evaluation leading to improvement in the quality of provision and the outcomes for learners.

Reporting terms used by the Education and Training Inspectorate

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 ETI use the following performance levels when reporting on outcomes for learners, quality of provision and leadership and management²:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

The ETI use the following levels when reporting on governance:

High degree of confidence
Confidence
Limited confidence

The ETI use the following levels when reporting on safeguarding:

Reflects the guidance
Reflects broadly the guidance
Unsatisfactory

The ETI use the following levels when reporting on care and welfare:

Impacts positively on learning, teaching and outcomes for learners
Does not impact positively enough on learning, teaching and outcomes for learners

² And the overall provision in a subject area or unit, as applicable.

Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the school:

The school has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.

The school demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.

The school needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the school's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.

The school needs to address urgently the significant areas for improvement identified in the interest of all the learners. It requires external support to do so. The ETI will monitor and report on the school's progress in addressing the areas for improvement. There will be a formal follow-up inspection.

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