

# Education and Training Inspectorate

## PRE-SCHOOL INSPECTION



Kilbride Playgroup, Ballyclare, County Antrim

Voluntary playgroup De Ref No (3AB-0366)

Report of a Follow-up Inspection in May 2019



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
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CUSTOMER  
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EXCELLENCE



## **FOLLOW-UP TO THE INSPECTION OF KILBRIDE PLAYGROUP, BALLYCLARE, COUNTY ANTRIM, BT39 OSD (3AB-0366)**

The Education and Training Inspectorate (ETI) carried out an inspection of Kilbride Playgroup in March 2018<sup>1</sup>, which concluded that the pre-school needed to address important areas for improvement in the interest of all learners.

The areas for improvement were to:

- improve the opportunities for the children to develop their energetic and physical play, observational skill, interest in books and their creative expression;
- develop the skills and understanding of the whole-staff team in planning and implementing a high quality pre-school programme that is matched well to the needs and interests of the children;
- evaluate the learning and track more effectively the children's progress; and,
- develop effective leadership and management with high expectations of quality provision and a clear focus on self-evaluation to promote improvement.

The pre-school's action plans were adjusted appropriately in light of the feedback given by the ETI.

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 support provided by an Independent Early Years Specialist, in relation to planning, assessment, recruitment of staff, use of resources and the organisation of the daily timetable.

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

- changes in roles of representatives on the management committee;
- instability in staffing and leadership;
- a volunteer assistant to provide adequate adult-to-child ratios pending the vetting of newly recruited staff.

### **Key findings**

The outcomes for learners now require significant improvement. The children are making inadequate progress in their learning across all areas of the pre-school curriculum for the time of year. While there are some instances of concentrated play, overall the children do not sustain and develop their own ideas, listen attentively or take responsibility for the equipment in the play room. The children's progress in responding to the rules in the playroom and settling to productive play has been impeded by the instability and changes in staffing. Although the children have opportunities in the creative area and easel, and a small number of children are beginning to make more detailed drawings, the overall progression within the children's representational art and creative expression is underdeveloped for the time of year.

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<sup>1</sup> [Pre-School Inspection - Kilbride Playgroup, Ballyclare, County Antrim | Education Training Inspectorate](#)

The quality of provision now requires significant improvement. The quality of the interactions to promote settled play and promote learning between staff and children is too variable. The planning, evaluation of learning and assessment of children's progress are at a very early stage of development. While there are some relevant assessments of learning, they are incomplete and do not inform sufficiently the planning process.

The quality and effectiveness of leadership, management and action to promote improvement now require significant improvement. Despite the very relevant support, guidance and training from the Independent Early Years Specialist, no sustained progress has been made in implementing the action plans for improvement. The continuous changes and uncertainty surrounding staffing and leadership during the follow-up period has impacted negatively on the progress being made in all areas for improvement. The Fit person checks required by the HSCT have been delayed due to circumstances beyond the control of the pre-school.

### **Overall effectiveness**

Kilbride playgroup needs to address urgently the significant areas for improvement identified in the interest of all learners. It requires external support to do so. The follow-up inspection has identified the following areas for improvement:

- establish a permanent staff team with clear roles and responsibilities;
- improve the outcomes in learning across all areas of the pre-school curriculum prioritising in the first instance, appropriate expectation for rules and routines within the playroom;
- develop the skills and understanding of the whole-staff team in planning and implementing a high quality pre-school curriculum that is matched well to the needs and interests of the children;
- evaluate the learning and track more effectively the children's progress and use the information to inform future planning;
- develop effective leadership and management with high expectations of quality provision to lead self-evaluation to bring about the necessary improvement; and
- complete the 'Fit Person' checks, required by the Health and Social Care Trust, for the leadership and management.

The ETI will conduct a further follow-up inspection in 12 to 18 months.

## 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 management<sup>2</sup>:

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

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<sup>2</sup> 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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