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INVESTOR IN PEOPLE

Education and Training Inspectorate

Report of a Follow-up Inspection

**Little Villagers Playgroup
Glenanne, Co Armagh**

February 2008

REPORT OF A FOLLOW-UP INSPECTION IN LITTLE VILLAGERS PLAYGROUP, GLENANNE, CO ARMAGH, BT60 2LF (5AB-0210)

The inspection in October 2005 highlighted strengths in the centre's ethos, the good links with the parents and the satisfactory or good opportunities for learning in many aspects of the pre-school curriculum. The inspection identified the need for improvement in the following key areas:

- the need to review and modify aspects of the lunch routine to ensure that all time is used effectively to promote language and learning;
- the need to ensure that the quality of the staff interaction with the children is more consistently of a high standard; and
- to develop further the planning and assessment to guide the work of the staff and help them to meet the needs of the children more effectively.

In the interval since the inspection, the following actions which affect the work of the pre-school centre have taken place:

- the centre has acquired a new purpose-built mobile;
- a new member of staff was appointed and took up post in November 2006;
- the management group provided the staff with some additional time to work on the areas for improvement;
- some additional resources have been purchased for several areas of play; and
- the staff no longer provide a lunch time routine for the children.

The Education and Training Inspectorate carried out an inspection visit to the centre as part of the follow-up process. This report was compiled following the inspection visit on 25 February 2008 and also takes account of the findings of the visits in November 2007 and December 2007.

The pre-school centre has a development plan. It has been adjusted in light of the inspection findings.

The following are the most important improvements brought about by the staff and the management group.

- The thoughtful organisation of the daily timetable provides a good balance of free play and activities organised by the staff, and also valuable opportunities to promote language and learning. The snack routine is used well to promote the children's independence and social skills.
- The staff have worked very hard to create an attractive and interesting learning environment for the children. The playroom is laid out into distinct areas for play and all the space is used well to promote learning.
- The quality of the interaction between the staff and the children is consistently of a high standard. The staff exploit opportunities that arise through the play activities and routines, and often build on the children's own work and experiences. The children are encouraged to make choices for themselves and as a result the play is often purposeful and productive.

- The staff have developed a comprehensive system for observing, recording and reporting the children's progress and development. Detailed records are kept on each child and the information gathered is used to inform the planning and is shared with the parents. The staff make good efforts to address the learning difficulties experienced by some of the children.
- The written planning is detailed and identifies many aspects of learning to be promoted through the various play activities and is effective in guiding the staff in their work with the children.
- The staff have worked very hard to address and implement the necessary changes. There is a strong team-spirit among the staff and all demonstrate a strong commitment to the welfare of the children and to the ongoing development of the centre.

Since the inspection, the pre-school centre has evaluated the progress made in the areas for improvement identified in the original inspection.

The promotion of a self-evaluative culture throughout the follow-up inspection period contributed significantly to the improvement made, and helped the pre-school centre identify appropriately its priorities for future development.

Good progress has been made in the areas for improvement identified during the original inspection. The educational and pastoral needs of the children are well met. The parents and broader community can have confidence in the effectiveness of the pre-school's response to the findings of the inspection and its capacity for sustained self-improvement.

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