

Education and Training Inspectorate

PRE-SCHOOL INSPECTION



Moy Area Playgroup, County Tyrone

Voluntary playgroup DE Ref No (5BB-0215)

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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CUSTOMER
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EXCELLENCE



FOLLOW-UP TO THE INSPECTION OF MOY AREA PLAYGROUP, COUNTY TYRONE BT71 7SN (5BB-0215)

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

The areas for improvement were:

- to improve the processes for planning and assessment; and
- for the leadership and management, with the support of the EYS, to extend and develop self-evaluation and development planning to ensure high quality provision at all levels.

The playgroup's development plan and subsequent action plans were adjusted appropriately in light of the inspection findings.

The ETI carried out an interim follow-up visit in October 2018 and a follow up inspection on 31 May 2019.

In the interval since the initial inspection, the playgroup has received external support provided by the Early Years Organisation (EYO), in relation to addressing the areas identified within the last inspection report.

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

- an increase in opportunities, during the hours of employment, for staff to reflect on observations, planning and assessment.

Key findings

The quality of provision is now very good. The planning is responsive to the interests and needs of all the children and clearly outlines the learning potential of the planned activities, in supporting all areas of the pre-school curriculum. All staff contribute to an effective observation and planning cycle that ensures frequent reflection on how to: provide an increasingly stimulating and challenging environment; and plan for continued progression in learning. The staff assess the children's development and record systematically, including details on strengths, interests and areas of development to share with parents. The staff have engaged in training which has developed well their understanding and use of individual education plans and support strategies for those children identified as having additional learning needs.

The quality and effectiveness of leadership, management and action to promote improvement are now good. The staff have engaged in cluster training provided by the EYO in relation to: observations, planning, and assessment. The impact of the recent focus on developing outdoor play is evident through the greater levels of challenge and a broader range of learning experiences across the pre-school curriculum. The staff have a clear vision for the continuous improvement of the provision and have identified appropriately, the need to develop further their processes for monitoring and evaluation to ensure an accurate measurement of the impact of their work. The management committee are supportive of the staff in the playgroup and are committed to continued improvement within the setting.

¹ <https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/preschool-inspection-moy-area-playgroup-county-tyrone-5bb-0215.pdf>

Overall Effectiveness

Moy Area 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:

- embedding further the monitoring and self-evaluation processes in order to promote high quality provision and outcomes for all the children across all areas of the pre-school curriculum.

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:

<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

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