

# Education and Training Inspectorate

## PRE-SCHOOL INSPECTION



### Newcastle Playgroup, Newcastle, County Down

Voluntary playgroup DE Ref No (4AB-0181)

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 NEWCASTLE PLAYGROUP, NEWCASTLE, BT33 0AA (4AB-0181)**

The Education and Training Inspectorate (ETI) carried out an inspection of Newcastle 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 the learners.

The areas for improvement were:

- to develop further the provision for physical development and the arts;
- to develop further the observations of the children's learning and to use these to inform future planning; and
- to demonstrate the impact of the improvement work on the outdoor provision on the quality of provision and the outcomes achieved by the children.

The pre-school's action plans were of a good quality.

The ETI carried out an interim follow-up visit in February 2019 and a follow-up inspection in May 2019. In the interval since the initial inspection the staff received external specialist support from an Independent Early Years Specialist, who provided training in relation to self-evaluation, planning, observations, physical development and the arts. 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 pre-school include:

- the allocation of additional hours to the staff by the management committee to facilitate planning; and
- the staff having opportunities to visit a range of other pre-school settings to observe good practice and access professional development opportunities.

### **Key findings**

- The quality of provision is now good. The planned programme is both interesting and varied with good to very good learning experiences across all areas of the pre-school curriculum. The long-term planning require further development. A wide range of authentic and natural resources are incorporated into the various areas, creating a rich and stimulating learning environment, which promotes very well the children's physical development and creativity. The staff listen carefully to the children and build effectively on their ideas. Observations of the children's learning are used to inform the short-term planning and meet better the needs of the children.
- The quality and effectiveness of leadership, management and action to promote improvement is now good. The staff, with the support of the IEYS, work collegially to effect improvement. Consequently, the outcomes for the children are now very good where the children enjoy music making and singing as an integral part of their play, experiment with a wide range of media and tools and have well-developed fine motor skills. Through self-evaluation, the staff have identified the need to improve further progression within planning for the children's physical development which they have begun to address.

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

### **Overall effectiveness**

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

- developing the long-term planning to outline clearly progression in the children's learning.

## 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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