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*The Education and Training Inspectorate -
Promoting Improvement*



Providing Inspection Services for
Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure

Education and Training Inspectorate

Report of a Follow-up Inspection

**Oasis Playgroup
Belfast**

June 2010

FOLLOW-UP TO THE INSPECTION OF OASIS PLAYGROUP, BELFAST, BT5 4NJ (1AB-0020)

The inspection of Oasis Playgroup in May 2009 highlighted the good quality resources and their strong commitment to inclusion. The inspection also identified the need for improvement in the following key areas:

- the consistent implementation of the pre-school centre's behavior management policy to promote settled play and the children's social skills;
- the quality of the staff interactions to promote learning; and
- the development of planning and assessment.

In the interval since the inspection, the following action which affects the work of the school has taken place.

The staff have undergone relevant in-service training and development.

- A new early years specialist (EYS) has been appointed and took up post in 2009.
- The staff team have been allocated additional hours for collaboratively planning and developing the provision.
- A risk assessment is now completed for every outing undertaken.
- The behaviour management policy has been reviewed and updated.
- A policy and code of conduct to guide staff on procedures for the intimate care of children has been completed.
- Plans are being made to relocate the pre-school group to the grounds of the local primary school in the coming academic year.

The Education and Training Inspectorate carried out two monitoring visits and a follow-up inspection on 2 June 2010.

Very good progress has been made in the areas of improvement identified during the original inspection.

The following are the most important improvements since the original inspection:

- the improved room layout and presentation of resources provides a more stimulating learning environment which supports more effectively the children's independence and higher levels of concentrated play;
- the staff have higher expectations of the children's behaviour and use consistently a good range of strategies to promote their social skills;
- overall the children are more respectful of the adults, each other and their environment;
- the staff demonstrate higher levels of understanding and skill as they offer the children support and interact with them; they build on the children's own ideas and promote more effectively their language and learning;
- the written planning is guiding the staff more effectively in the day-to-day work with the children;

- the quality of the learning has improved in all aspects of the pre-school curriculum;
- there are better opportunities for the children to express their ideas through a wide range of art work, which is valued by the staff and attractively displayed around the playroom;
- the staff promote more effectively the children's oral language, use of books and mark making and introduce successfully mathematical language and concepts through play activities;
- the organisation of the session is more appropriately matched to the children's varying stages of development; and
- the information provided for parents supports them more fully to engage in their own child's learning and development at home.

The priorities identified for further development include the need to:

- develop further the use of the assessment information to target support to individual children, including those with additional needs;
- review the management of transition times and group sessions to fully engage all of the children; and
- access training and advice in order to support new-comer children and their parents.

The action plan produced by the playgroup in response to the inspection findings was of a satisfactory quality. The continuity in the staff over the follow up period, the good advice and guidance provided by the EYS, the increasing confidence of the Leader and hard-working team approach have all contributed significantly to the steady improvements made. The Leader, staff, manager and EYS should continue to work collaboratively to draw an action plan which identifies future priorities and the actions required to support continuous improvement.

In the areas inspected, the quality of education provided by this pre-school is now good. The pre-school has important strengths in most of its educational and pastoral provision. The follow-up inspection has identified some aspects of the areas for improvement still to be addressed but equally the playgroup has demonstrated the capacity to address these.

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