

# Education and Training Inspectorate

## PRE-SCHOOL INSPECTION



### Play and Learn Playgroup, Belfast

Voluntary pre-school playgroup DE Ref No (1BB-0013)

Report of a Follow-up Inspection in April 2019



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
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CUSTOMER  
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## **FOLLOW-UP TO THE INSPECTION OF PLAY AND LEARN PLAYGROUP, BELFAST, BT14 7HZ (1BB-0013)**

The Education and Training Inspectorate (ETI) carried out an inspection of Play and Learn Playgroup in February 2018<sup>1</sup> 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, observation and assessment; and
- for the leadership and management, with the support of the Early Years Specialist (EYS), to extend and develop self-evaluation and development planning to ensure high quality provision at all levels.

The playgroup's development plan was adjusted in light of the inspection findings.

The ETI carried out an interim follow-up visit in November 2018 and a follow-up inspection in April 2019.

In the interval since the initial inspection, the playgroup has received external support provided by an early years specialist from the Early Years Organisation, in relation to: planning, observation, assessment, self-evaluation and development planning. 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 playgroup include:

- the layout of the playroom has been reorganised to allow the children to access resources to extend their play;
- the staff attended training courses for Special Educational Needs (SEN) and safeguarding; and
- the key policies have been reviewed.

### **Key findings**

The outcomes for learners remain good. The children's behaviour is exemplary; they are very confident in engaging with their peers, the staff and visitors and show respect and consideration to each other. There is now progression in learning across most areas of the curriculum. Of particular note is the level of detail in the children's representational art work which is of a good standard; however, music remains underdeveloped. All of the children engage actively in physical activities; their gross motor skills are well developed through games and exercises using a variety of sports equipment.

The quality of provision is now good. The reorganisation of the playroom layout provides good opportunities for the children to engage in collaborative play and access additional resources to extend their learning. New systems of observing, recording and assessing the children's progress are in place. The staff use more effectively the children's own ideas, interests and opinions, alongside their observations of the children's learning, to inform future planning across the six areas of the pre-school curriculum; however, this is not always consistent. The

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<sup>1</sup> <https://www.etini.gov.uk/publications/pre-school-inspection-play-and-learn-playgroup-belfast>

quality of the interactions between the staff and children remain variable; there are missed opportunities to promote investigative play. The staff have benefitted from training courses and support from external agencies to develop their knowledge and understanding of writing individual education plans (IEP) for the children with additional learning needs. There are good quality IEPs in place and appropriate records are kept to monitor the children's progress.

The quality and effectiveness of leadership, management and action to promote improvement are now good. The well-constructed three-year development plan and associated action plans identify appropriate priorities for improvement. Support from the Early Years Organisation (EYO) is now more consistent. Training and guidance from the early year's specialist has brought about significant improvements in the staff's knowledge and understanding of effective self-evaluation; however, this work is not yet fully embedded. The staff team and management committee work very well collegially and share a commitment to promoting continued improvement in the playgroup.

### **Overall effectiveness**

Play and Learn 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:

- improving the quality of staff interactions with the children to promote and develop investigative play; and
- embedding the implementation of effective self-evaluation processes leading to improvement in the quality of provision and development planning.

## 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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