

PRE-SCHOOL INSPECTION

Roundabout Playgroup, Gortnaghey,
County Londonderry

Voluntary Playgroup, DE Ref No 2AB-0074

Report of a Follow-up Inspection in May 2022



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Follow-up to the inspection of Roundabout Playgroup, Gortnaghey, BT47 4QB (2AB-0074)

The Education and Training Inspectorate (ETI) carried out an inspection of Roundabout Playgroup in October 2019¹, which concluded that the playgroup needed to address urgently significant areas for improvement identified in the interest of all the learners.

The areas for improvement were:

- the children's early mathematical language;
- the planning and assessment for all areas of the pre-school curriculum to guide better the staff and improve the quality of their interactions with the children;
- the use of self-evaluation to bring about improvement in the quality of the provision and the outcomes for the children; and
- the routines throughout the day, in particular, at the start and end of the session.

The ETI carried out a monitoring visit on 27 May 2021 and a follow-up inspection on 26 May 2022.

In the interval since the original inspection, the playgroup has received on-going support from the Early Years Organisation, including a focused 12-week training programme. The training, delivered through online sessions and on-site visits, focused on the development of planning, observations of learning and self-evaluation processes.

Also, during this period, other key actions or changes which affect the work of the school include:

- staff attendance at cluster training focused on the basics of self-evaluation and development planning; and
- a review of the routines throughout the day and introduction of a self-registration system to promote smoother transitions at beginning and end of the session.

Subsequently, there have been improvements in the quality of education as reported in the key findings below.

¹ [Pre-School Inspection - Roundabout Playgroup, Gortnaghey, County Londonderry 2AB-0074 \(etini.gov.uk\)](https://etini.gov.uk)

Key findings

The outcomes for learners remain as good. All of the children engage in productive play, interacting with each other and sharing resources. They enjoy mark marking and their representational drawings are appropriately detailed for the time of year. The routines of the playgroup allow the children sufficient time and choice to engage in independent play and transition time is used effectively to promote learning. Most of the children have a keen interest in books; they access them independently during play and listening attentively during the group story. The children use appropriate early mathematical language during indoor and outdoor activities.

The quality of provision is now good. The revised short-term planning format focuses on the progression and learning for the children. As a result, the quality of the staff interaction is consistent in promoting the children's early mathematical language. The staff are also confident in using open-ended questioning which is encouraging the children to engage in investigation and problem solving during activities. The staff make regular observations of the children's progress across the pre-school curriculum which they are using to inform the planning. The development of the outdoor environment provides opportunities for progression, investigation and learning across the pre-school curriculum. The planning for outdoor play does not identify clearly the role of the staff and learning potential in the activities.

The quality and effectiveness of the leadership and management remain as important areas for improvement. While the staff discuss and agree areas for improvement, the action plans are insufficiently detailed to guide the evaluation of the impact of the improvement actions taken. The staff require further support in developing their understanding and use of 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.

Overall effectiveness

Roundabout Playgroup's provision is now evaluated as having important areas for improvement. The follow-up inspection has identified the following key area for improvement:

- develop 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.

The ETI will conduct a further follow-up inspection in 12 to 18 months.

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