

Education and Training Inspectorate

PRE-SCHOOL INSPECTION



Springhill Pre-School Playgroup, Belfast

Voluntary Pre-School DE Ref No (1BB-0018)

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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FOLLOW-UP TO THE INSPECTION OF SPRINGHILL PRE-SCHOOL, BELFAST, BT5 4HR (1BB-0018)

The Education and Training Inspectorate (ETI) carried out an inspection of Springhill Pre-School in November 2017¹ which concluded that the pre-school needed to address important areas for improvement identified in the interest of all learners.

The areas for improvement were:

- to develop the quality of the adult interactions with the children to enhance the children's creativity, thinking and problem-solving skills and their social interactions with their peers; and
- to continue to develop the educational use of the provision for outdoor learning and the planning and provision for World Around Us.

The pre-school's action plans were of a good quality. The development plan was adjusted in light of the inspection findings.

The ETI carried out an interim follow-up visit in January 2019 and a follow-up inspection in May 2019.

In the interval since the initial inspection, the pre-school has received external support provided by the Early Years Organisation: in relation to self-evaluation, planning and adult interactions, 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 school include changes to leadership positions and membership of the management committee.

Key Findings

The outcomes for children are now good. The children are independent and almost all engage in concentrated and productive play throughout the session. Most of the children talk confidently with adults and each other using an increasing range of vocabulary. They co-operate well with the daily routines and have developed further their independence through, for example, preparing the snack. Almost all of the children are curious to explore and investigate their surroundings and are willing to experiment and solve problems in the indoor and outdoor learning environment.

The provision within the playgroup is now good. The staff have reviewed aspects of the daily timetable and routines and, as a result, better use is made of time for quality learning and teaching. The quality of the staff interaction is consistently good and promotes well the children's learning across all areas of the curriculum. The staff engage more effectively with the children to enhance further their thinking skills and the development of their own ideas. The outdoor play programme provides an improved range of opportunities for the children to extend their learning experiences across all areas of the curriculum.

¹[Springhill Pre School Inspection Report Nov 2017](#)

The training and guidance provided by the early years specialist has contributed well to increasing the staff understanding of and confidence in their interactions. The staff, through working with the EYS, reflect regularly on their practice and have effected improvement in the provision for the World Around Us. A formal process of self-evaluation and development planning leading to improvement in all aspects of the provision is now in place and has impacted positively on the work of the playgroup. While the staff have developed action plans with appropriate targets to support this work, there are too many plans in place to ensure that the priorities are achievable within a specific time period.

Overall Effectiveness

Springhill Pre-school 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:

- providing appropriately challenging activities and progression in the experiences for the children, particularly in the outdoor area; and
- embedding the implementation of effective self-evaluation processes leading to improvement in the quality of provision and development planning.

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