

Education and Training Inspectorate

PRE-SCHOOL INSPECTION



Washingford Playgroup, Dungannon, County Tyrone

Private playgroup DE Ref No (5CA-0618)

Report of a Follow-up Inspection in June 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 WASHINGTON PLAYGROUP, DUNGANNON, COUNTY TYRONE BT71 7BG (5CA-0618)

The Education and Training Inspectorate (ETI) carried out an inspection of Washington Playgroup in February 2018¹ which concluded that the school needed to address important areas for improvement in the interest of all the learners.

The areas for improvement were:

- to develop the process of self-evaluation and development planning to identify and bring about ongoing improvement in the playgroup's work;
- to develop and implement consistent behaviour management strategies to encourage more settled and concentrated play; and
- to develop further the planning to improve the quality of the interaction between the staff and the children to develop further the children's language and thinking skills.

The playgroup's action plans were adjusted appropriately in light of the feedback given by the ETI.

The ETI carried out an interim follow-up visit in October 2018 and a follow-up inspection on 5 June 2019.

In the interval since the initial inspection, the playgroup has received external support provided by the Early Years Organisation, in relation to self-evaluation, behaviour management and 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:

- a review of the behaviour management, observation and planning processes; and
- staff attendance at Self-Evaluation and Behaviour Management training provided by the Early Years Organisation.

Key findings

The outcomes for learners are now good. Most of the children settle quickly to concentrated play which is sustained throughout the session. The children are confident with the routines and transitions. They can access and use the resources they need for their play independently and their behaviour is good. The children explore and investigate with curiosity the range of real and natural resources in the playroom and most join in confidently during rhymes and story time. The children with additional learning needs make good progress in their learning; they are developing their confidence and experience success in their play. Almost all of the children, including those for whom English is a second language, communicate confidently with adults and each other using an increasing range of vocabulary.

¹ <https://www.eti.gov.uk/sites/eti.gov.uk/files/publications/preschool-inspection-washington-playgroup-dungannon-county-tyrone-5ca-0618.pdf>

The quality of provision is now good. A review of planning at all levels has increased the children's access to a more broad and balanced pre-school programme. The staff have identified appropriately the need to develop further their planning and make more effective use of observations of the children's learning. Staff interactions with the children are good, with the effective use of open-ended questions to develop the children's language skills. The staff have attended behaviour management training and, as a result, they employ consistent approaches to behaviour management and have reviewed of the Managing Behaviour Policy.

The quality and effectiveness of leadership, management and action to promote improvement remains an important area for improvement. The staff's processes for monitoring and self-evaluation in order to promote high quality provision, remain under-developed. The staff work collegially with the Early Years Specialist and can identify accurately aspects of the setting which require further improvement. A three-year development plan has been prepared and the subsequent action planning provides appropriate detail on how this is to be undertaken. Improved links with the outside support agencies, including educational psychology and speech and language therapy has had a very positive impact on the progression of the children's learning and in providing essential support for specific families.

Overall effectiveness

Washingford Playgroup needs to address important areas for improvement. The follow-up inspection has identified the following areas for improvement:

- to develop further the cycle of observations and planning, to ensure progression in learning for all children; and
- to develop the monitoring and self-evaluation processes in order to improve further the quality 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.

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 management²:

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

² 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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