

# Education and Training Inspectorate

## PRE-SCHOOL INSPECTION



### Windmill Playgroup, Newry, County Down

Voluntary playgroup DE Ref No (5AB-0506)

Report of a Follow-up Inspection in June 2019



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
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CUSTOMER  
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EXCELLENCE



## **FOLLOW-UP TO THE INSPECTION OF WINDMILL PLAYGROUP, NEWRY, BT34 1HE (5AB-0506)**

The Education and Training Inspectorate (ETI) carried out an inspection of Windmill Playgroup in April 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 continue to develop the methods of record keeping and planning to ensure robust and accurate information is recorded to guide the staff effectively in their work;
- for the leadership and management, with the support of the early years specialist, to extend and develop self-evaluation and development planning to ensure high quality provision at all levels; and
- to implement a manageable system to identify, update and ratify all policies in a timely manner, taking account of relevant circulars and guidance.

The playgroup's action plans were of a good quality.

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

In the interval since the initial inspection, the playgroup has received external support provided by the Early Years Organisation, in relation to: planning, assessment, special educational needs and self-evaluation.

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:

- additional planning and assessment time has been provided for the staff; and
- the management committee have accessed training for their governance role within the playgroup.

### **Key findings**

The quality of provision is now good. The early identification of and support for children with additional learning needs is now good. The staff provide effective support and have developed the documentation and processes to set targets and record the children's progress. However, the targets on the IEPs are not yet specific enough. The staff plan effectively across the six areas of the pre-school curriculum. The focus on long-term planning has developed well their understanding of the pre-school curriculum and the developmental needs of the children in their penultimate pre-school year. The staff interactions with the children are of a good quality and they focus well on developing early mathematical language and concepts. The development of music has impacted positively on the provision and outcomes for the children which are now good. The staff make more consistent use of their observations of the children's learning to inform their planning.

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<sup>1</sup> [Pre-School Inspection - Windmill Playgroup, Newry, County Down | Education Training Inspectorate](#)

The quality and effectiveness of leadership, management and action to promote improvement are now good. The staff have a good understanding of self-evaluation and have put in place appropriate action plans for the areas identified. They confidently articulate the impact of their improvement work. The staff have identified appropriate areas for future development work through which they can embed the self-evaluation and development planning process and improve further the quality of the provision and outcomes for learners. There is a robust, manageable system in place for updating and ratifying policies. The role of the management committee is now clearly identified and they are well-informed about the on-going development work.

### **Overall effectiveness**

Windmill Playgroup 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 in:

- embedding the processes for development planning and self-evaluation to bring about further improvements in the quality of the provision and the outcomes for learners.

## 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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