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*The Education and Training Inspectorate -
Promoting Improvement*



Providing Inspection Services for
Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure



INVESTOR IN PEOPLE

Education and Training Inspectorate

Report of an Inspection

**Clogher Valley Playgroup
Co Tyrone**

Inspected: February 2007

STATISTICAL INFORMATION

Name of pre-school centre:	Clogher Valley Playgroup
Address:	7 Tullybroom Road CLOGHER Co Tyrone BT76 0YW
Management Type:	Voluntary

Date of inspection:	26 February 2007
Date of previous inspection:	23 March 2001

1. Details of Children

Total number of children:	am session	pm session
• attending the pre-school centre	21	-
• in their immediate pre-school year	21	-
• funded by Department of Education	21	-
• qualifying under DE admission criteria 1 & 2	0	-
• with a statement of SEN*	0	-
• without a statement but receiving therapy or support from other professionals for SEN	1	-
• with English as an additional language	0	-
• who left in previous school year to attend reception provision within a primary school	0	-
Attendance:		
• attendance** of funded children for the previous school year	97%	-

* Special Educational Needs

** Calculated from the date when the intake was complete

2. Details of Staff

Number of:	Full-time	Part-time
Staff, including leader	3	1
Staff holding recognised childcare qualifications	4	0
New appointments within previous 12 months	1	0

Number of: ***	
Students	1
Trainees	0

*** Total placements since September of current year

3. Details of Sessions

Duration of morning session	Duration of afternoon session	Number of days open in previous year
3 hours	-	190

4. Parental Questionnaires

Number issued to parents:	21
Number returned:	38.1%
Number of written comments:	4

CLOGHER VALLEY PLAYGROUP, CO TYRONE, BT76 0YW (5AB-0331)

1. The centre is situated in a purpose-built mobile in the village. The children come from the surrounding area.

2. The parents, staff and management group were given opportunities to express their views about the centre through the inspection questionnaires. The responses have been taken into account as part of the inspection and indicate a high level of satisfaction with the provision. A number of parents included written comments which praised highly the work of the staff. Disappointment was expressed at the shortfall in funded pre-school places.

3. The pre-school centre has a positive ethos and appropriate policies and procedures for child protection. The inspection evidence indicates that all of the staff show a high level of care for the children's welfare and implement the policies and procedures effectively.

4. The pre-school centre demonstrates a commitment to promoting healthy eating habits among the children. The children have regular opportunities to participate in energetic physical play activities.

5. The main strengths within the centre's educational and pastoral provision are as follows.

- There is a caring, stimulating and purposeful learning atmosphere in the centre. Relationships are very good at all levels. The staff prepare the playroom carefully, often including particularly interesting resources. The children enjoy lengthy sessions of play and their behaviour is excellent.
- The parents are welcomed into the playroom and there are effective formal and informal arrangements for sharing information about the children's progress and development.
- The daily timetable and necessary routines are well organised to make effective use of all of the time to promote learning. The children are developing high levels of autonomy and independence.
- The educational programme is broad and balanced and is providing very good to excellent opportunities for learning across all six areas of the pre-school curriculum. The staff's shared understanding and planning of a pre-school programme to meet the children's individual needs and interests significantly enhances the provision.
- There are many good instances of sustained interaction between the staff and the children. The children display high levels of concentration and motivation in their play.
- There are excellent opportunities for the promotion of the children's language development and their skills in listening, responding to, and making music; other key strengths of the programme are the development of the children's mathematical understanding and personal, social and emotional development.

- The leader is a good role-model and is very well organised. The leadership and management arrangements help create a strong sense of team-work among the staff. The staff are committed to the development of the centre within the community. They take responsibility for their own professional development and are skilful in their work with the children.

6. The centre's systematic approach to self-evaluation effectively influences improvement. The staff plan together and have a good shared understanding of the learning to be promoted and how it will progress over the year. The weekly evaluations and detailed assessment records on the children's progress are used well to ensure there is a close match between the planning and the needs of the children. Additionally, the staff have collected evidence to support the relevant evaluations made and to identify appropriate aspects for further development. These aspects now need to be linked to the centre's development planning process and appropriate action plans put in place.

7. The pre-school centre has major strengths in its educational and pastoral provision. The educational and pastoral needs of the children are being well met. The parents can have confidence in the pre-school centre's capacity for sustained self-improvement.

No follow-up inspection is required.

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