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*The Education and Training Inspectorate -  
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**Department of Education**  
**Department for Employment and Learning**  
**Department of Culture, Arts and Leisure**



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## **Education and Training Inspectorate**

### **Report of an Inspection**

**Magilligan Community Playgroup**  
**Limavady**

**Inspected: May 2007**

## STATISTICAL INFORMATION

<b>Name of pre-school centre:</b>	Magilligan Community Playgroup
<b>Address:</b>	Seacoast Road Ballyscullion LIMAVADY Co Londonderry BT49 0LA
<b>Management Type:</b>	Voluntary

<b>Date of inspection:</b>	23 May 2007
<b>Date of previous inspection:</b>	21 March 2001

### 1. Details of Children

<b>Total number of children:</b>	<b>am session</b>	<b>pm session</b>
• attending the pre-school centre	20	-
• in their immediate pre-school year	20	-
• funded by Department of Education	20	-
• qualifying under DE admission criteria 1 & 2	2	-
• with a statement of SEN*	0	-
• without a statement but receiving therapy or support from other professionals for SEN	4	-
• with English as an additional language	0	-
• who left in previous school year to attend reception provision within a primary school	0	-
<b>Attendance:</b>		
• attendance** of funded children for the previous school year	93%	-

\* Special Educational Needs

\*\* Calculated from the date when the intake was complete

## 2. Details of Staff

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

<b>Number of: ***</b>	
Students	1
Trainees	0

\*\*\* Total placements since September of current year

## 3. Details of Sessions

<b>Duration of morning session</b>	<b>Duration of afternoon session</b>	<b>Number of days open in previous year</b>
2½ hours	-	188

## 4. Parental Questionnaires

Number issued to parents:	20
Percentage returned:	65%
Number of written comments:	5

**MAGILLIGAN COMMUNITY PLAYGROUP, LIMAVADY, CO LONDONDERRY,  
BT49 0LA (2AB-0288)**

1. The centre is situated in purpose-built accommodation within the grounds of Magilligan Community Centre. The children come from a wide surrounding area. Since the last inspection, a secure outdoor play area has been developed and the accommodation has been extended and refurbished.

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. Those who responded expressed high levels of satisfaction with the work of the centre.

3. The pre-school centre has some appropriate policies and procedures for child protection. Some minor additions are needed to ensure they are comprehensive. The inspection evidence indicates that the policies and procedures are implemented consistently by the staff.

4. The pre-school centre demonstrates a strong commitment to promoting healthy eating habits and a healthy lifestyle among the children. Good opportunities are provided for the children to participate in a range of appropriate energetic physical activities.

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

- The centre has a very positive ethos with a clear sense of purpose, and relationships at all levels are good. The staff are caring and supportive and the children show high levels of confidence and self-esteem. They respond well to the adults' expectations and their behaviour is very good.
- The staff have created a very attractive and stimulating learning environment, both indoors and outdoors. Good use is made of all the space available to provide interesting areas for play.
- The daily timetable is carefully organised to provide a good balance of free play and adult-led activities. Routines are unobtrusive and used effectively to promote the children's independence.
- The staff are closely involved in the children's play and are very responsive to their needs. The staff's interactions are sensitive, supportive and effective in promoting the children's language and learning. During the inspection, there were many instances of settled, co-operative and purposeful play.
- There are very good opportunities for learning in all areas of the pre-school curriculum, both indoors and in the outdoor play area. Much work has been done to promote the children's personal, social and emotional development, to extend the children's interest and curiosity and promote their understanding of early mathematical concepts.

- The staff provide sensitive support for those children identified as having special educational needs.
- The written planning is detailed and comprehensive, and takes account of the children's needs and interests. Appropriate systems of observation and assessment have been developed and the children's profiles show evidence of their progress and achievement.
- A range of appropriate methods is used to keep the parents informed of their children's progress and to involve them in the work of the centre.
- Very effective links have been established with the schools to which the children will transfer. The year 1 teachers have visited the centre and the staff are beginning to share information about the planned programme and the experiences which the children have had in their pre-school year.

6. The leader manages the centre very effectively and the staff work well together as a team. They meet regularly to evaluate the planned programme and the centre has a thoughtful and comprehensive development plan which highlights appropriate areas for review and improvement. The leader and the staff are taking a carefully structured approach to self-evaluation and there is some evidence that the process has led to improvements in the children's learning experiences. The centre's early years specialist has made a valuable contribution to the overall development of the centre.

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.

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