

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Mount Oriel Playgroup,
Belfast

Report of an Inspection
in January 2013

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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%

In assessing the various features of the provision, Inspectors relate their evaluations to six descriptors as set out below:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

STATISTICAL INFORMATION

Name of pre-school setting:	Mount Oriel Playgroup
Address:	45 Saintfield Road BELFAST BT8 6HJ
Management Type:	Private

Date of inspection:	8 January 2013
Date of previous inspection:	November 2005

1. Details of Children

Total number of children:	am session	pm session
attending the pre-school setting	24	24
in their immediate pre-school year	16	16
funded by Department of Education (DE)	16	16
qualifying under DE admission criteria 1 & 2	16	16
with a statement of special educational needs	0	0
without a statement but receiving therapy or support from other professionals for special educational needs	0	0
with English as an additional language	0	0
who left in previous school year to attend reception provision within a primary school	0	0
Attendance:		
attendance** of funded children for the previous school year	92%	N/A

* Special Educational Needs = fewer than five

** Calculated from the date when the intake was complete

2. Details of Staff

Number of:	Full-time	Part-time
Staff, including leader	3	2
Number of staff holding a recognised child care qualification	3	1
Number of staff holding a recognised teaching qualification	1	1
New appointments within previous 12 months	1	1

Number of: ***	
Students	0
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
2½ hours	2½ hours	195

4. Parental Questionnaires

Number issued to parents:	24
Percentage returned	67%
Number of written comments:	5

1. Introduction

The Mount Oriel Playgroup is a privately owned, pre-school setting, located on the Saintfield Road in Belfast. The setting has been operating two part-time sessions since September 2012. Since the last inspection, in November 2005, a new assistant has been appointed.

2. Inspection methods and evidence base

The inspection evaluations are based on evidence gained from in-class observations and from a range of documentation provided by the setting.

The views of the parents and staff were sought through a confidential questionnaire prior to the inspection. Sixteen of the parents (67%) responded to the questionnaire; five of these parents made additional written comments. All of the responses from the parental questionnaires indicated a high level of satisfaction with the quality of the provision within the setting; in particular, the parents expressed their appreciation of the caring and supportive staff. The responses from the staff were also positive and supportive of the work of the setting. The reporting inspector discussed any issues raised through the questionnaires with the proprietor.

3. Overall finding of the inspection

In the areas inspected, the quality of education provided by this pre-school setting is very good. The organisation is meeting very effectively the educational and pastoral needs of the children and has demonstrated its capacity for sustained self-improvement.

Summary of key findings

Children's Achievements Quality of Provision Leadership and management	Very Good Very Good Good
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KEY FINDINGS OF THE INSPECTION

4. Children's achievements

- The children are very well-settled and are developing positive attitudes to their learning.
- During the inspection, all of the children engaged in concentrated and purposeful play; they showed high levels of independence. They make good use of the learning environment and choose activities and the easily accessible resources freely.
- The children engage in sustained role-play interacting well with each other and with the adults. They make good use of the books and writing materials provided throughout the playroom.

5. Provision for learning

- The quality of the arrangements for pastoral care in the setting is very good. The staff know the children well, are caring and support the children in their play activities. There is a positive, friendly ethos throughout the setting; the children's behaviour is exemplary.
- During the inspection, the quality of the interaction between the staff and the children ranged from satisfactory to outstanding. In the best practice, the staff modelled good play, developed the children's language and thinking skills through open-ended discussions and demonstrated an inclusive approach to involving the children in play.
- The staff have worked hard to create an attractive environment for the children. The children's work is displayed well throughout the playroom.
- The staff have developed a systematic approach to observing the children at play and to recording their responses. The staff use these responses well to inform the short-term planning for the activities provided.
- The children are provided with a healthy snack and have regular opportunities for energetic physical play.

6. Leadership and management

- The staff have developed a team approach to most aspects of the work of the pre-school setting. They have made a good start to the process of self-evaluation and development planning, have appropriately identified areas for improvement within the setting's provision and have well-focused action plans in place to guide the development of their work.
- The staff have developed good links with the parents. They keep them up to date with their child's progress and inform them about aspects of the provision and work of the setting through a regular newsletter.
- The proprietor is the setting's early years specialist. She is a very good role model for the staff and has guided the work of the setting well. However there is a need to further develop the role of the early years specialist within the setting to ensure greater collaboration among the staff in the self-evaluation process.
- On the basis of the evidence available at the time of the inspection, the setting has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education.

CONCLUSION

In the areas inspected, the quality of education provided by this pre-school setting is very good. The setting is meeting very effectively the educational and pastoral needs of the children and has demonstrated its capacity for sustained self-improvement.

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