

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Movilla Playgroup and Nursery,
Newtownards

Report of an Inspection
in January 2013



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



CONTENTS

Section		Page
1.	Introduction	1
2.	Inspection methods and evidence base	1
3.	Overall finding of the inspection	1
4.	Children's achievements	1
5.	Provision for learning	2
6.	Leadership and management	3

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:	Movilla Playgroup and Nursery
Address:	Movilla Abbey 63 Movilla Road NEWTOWNARDS Co Down BT23 8EZ
Management Type:	Private

Date of inspection:	30 January 2013
Date of previous inspection:	2005

1. Details of Children

Total number of children:	am session	pm session
attending the pre-school setting	25	-
in their immediate pre-school year	25	-
funded by Department of Education (DE)	25	-
qualifying under DE admission criteria 1 & 2	2	-
with a statement of special educational needs	0	-
without a statement but receiving therapy or support from other professionals for special educational needs	8	-
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	93%	-

* 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	0	5
Number of staff holding a recognised child care qualification	0	3
Number of staff holding a recognised teaching qualification	0	0
New appointments within previous 12 months	0	1

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	-	188

4. Parental Questionnaires

Number issued to parents:	24
Percentage returned	37%
Number of written comments:	3

1 Introduction

Movilla Playgroup is part of the privately run pre-school setting, Movilla Playgroup and Nursery. It is accommodated in the church halls of Movilla Abbey church in Newtownards.

At the time of the inspection all of the children attending were in their immediate pre-school year. Approximately 37% of the children have been identified as requiring additional support with aspects of their learning and development. Almost all of the children come from the local area. The staff use a shared hall requiring the daily setting up and clearing away of the playroom equipment.

2. Inspection methods and evidence base

The inspection evaluations are based on evidence gained from in-class observations, discussions with the staff and from a range of documentation provided by the pre-school setting.

The views of the parents and staff were sought through a confidential questionnaire prior to the inspection. The questionnaires returned from parents and staff were highly affirmative of the educational and pastoral provision being provided by the staff team. The parents, in particular, recorded their appreciation of the dedicated and caring staff and the varied activities provided.

3. Overall finding of the inspection

In the areas inspected, the quality of education provided by this playgroup is good. The playgroup has important strengths in most of its educational and pastoral provision. The inspection has identified areas for improvement which the playgroup has demonstrated the capacity to address. The Education and Training Inspectorate will monitor the playgroup's progress on the areas for improvement.

Summary of key findings

Children's Achievements	Good
Quality of Provision	Good
Leadership and management	Good

KEY FINDINGS OF THE INSPECTION

4. Children's achievements

The quality of the children's achievements is good.

- Most of the children are well motivated and spend sustained periods engaging in settled and productive play throughout the playroom. They make independent choices and manage their daily routines with confidence.
- Most of the children play collaboratively and with good imagination and creativity. They enjoy exploring and investigating the properties of natural materials.

- The minority of children identified as requiring additional support are making good progress in the development of their social skills and ability to concentrate; they are increasingly able to remain for longer periods at activities.
- Almost all of the children join in the story, song and rhyme sessions and talk readily to members of the staff and each other. A minority of children, whose speech and listening skills are less well developed, would benefit from more opportunity to engage with staff in smaller group activities.

5. **Provision for learning**

The quality of the provision for learning is good.

- The large hall is divided into distinct areas for play with materials readily accessible to support the children's own choices; the environment is enhanced by photographs and displays of the children's own work. The staff need to create a more attractive and richly resourced book area. Space to develop outdoor learning experiences is limited.
- The staff are effective in promoting settled and purposeful play and, during the inspection, there were many good examples of effective interactions which supported the children's learning. At times there were missed opportunities to exploit fully the learning through daily routines and to promote mathematical language and the use of books.
- Overall the planning provides a useful framework to guide the staff's delivery of a broad and balanced curriculum which offers a wide range of interesting experiences for the children. The staff know the children well and track their progress through meaningful recorded observations. The staff need to use this information more fully, in conjunction with the pre-school curricular guidance, to link the planning more specifically to the needs and interests of individuals and groups of children.
- The playgroup is developing effective links with others. The staff have very supportive relationships with their parents; they communicate with them regularly and encourage them to share their skills. There are good pastoral links with the main feeder primary schools.
- A strength within the setting is the high level of liaison with a range of other health professionals and agencies. The staff are benefiting from their involvement in the special educational needs (SEN) capacity building project delivered by the South Eastern Education and Library Board (SEELB). There is clear evidence that the implementation of the training provided for the staff is having a positive impact on the early identification and support of children with additional needs.
- The pre-school gives good attention to promoting healthy eating, for example, the provision of a fruit break. The opportunities for energetic physical play need to be developed further through improving the use of the time and space available.

- The quality of the arrangements for pastoral care are very good. There is an inclusive and friendly ethos with good working relationships at all levels and in which each child is valued.

6. Leadership and management

The quality of leadership and management is good.

- The joint leaders are well organised and demonstrate a strong commitment to developing their practice further. They are reflective in their own practice and encourage the whole team to contribute to regular evaluations and improvements in the daily provision. The leader who is the playgroup's own early years specialist (EYS) has provided good support for the staff. She would benefit from further training to develop her strategic leadership and development planning skills.
- On the basis of the evidence available at the time of the inspection, the playgroup has very good comprehensive arrangements for safeguarding children. These arrangements reflect the guidance issued by the relevant Department.

CONCLUSION

In the areas inspected, the quality of education provided by this playgroup is good. The playgroup has important strengths in most of its educational and pastoral provision. The inspection has identified areas for improvement which the playgroup has demonstrated the capacity to address. The Education and Training Inspectorate will monitor the playgroup's progress on the areas for improvement.

The key areas for improvement are the need to:

- review aspects of the organisation of the day to ensure all of the time is used effectively to promote learning; and
- develop further the skill of the staff to exploit more fully the learning in all of the activities and daily routines.

The Education and Training Inspectorate will monitor the playgroup's progress in addressing the areas for improvement.

© CROWN COPYRIGHT 2013

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: www.etini.gov.uk

