

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Anahilt Pre-School Playgroup,  
Hillsborough

Report of an Inspection in  
November 2014

*eti*

*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

CUSTOMER  
SERVICE  
EXCELLENCE



## 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 Education and Training Inspectorate (ETI) use the following performance levels in reports:

<b>DESCRIPTOR</b>
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

# Contents

<b>Section</b>	<b>Page</b>
1. Inspection method and evidence base	1
2. Context	1
3. Focus of inspection	1
4. Overall findings	1
5. Achievements and standards	2
6. Provision	2
7. Leadership and management	3
8. Conclusion	3
Appendix	

## 1. Inspection method and evidence base

The key questions and quality indicators which guide inspection and self-evaluation of pre-school settings, which were applied to this inspection, are available in the ETI's publication *Together Towards Improvement: a process for self evaluation* at: [Together Towards Improvement Pre-school | Education and Training Inspectorate](#)

Inspectors observed teaching and learning through play, the children's achievements and standards, scrutinised relevant documentation, and held informal discussions with children, and staff with specific responsibilities.

The arrangements for this inspection included:

- a discussion with the staff;
- a meeting with those involved with leadership and management; and
- the opportunity for the parents and staff to complete a confidential questionnaire.

All of the parents and staff who responded to the questionnaire were wholly positive about all aspects of the life and work of the playgroup. They praised the child-centred, caring and friendly approach of the staff and the learning experiences provided for their children.

## 2. Context

Anahilt Pre-school Playgroup is situated in the village of Anahilt on the Ballynahinch Road, Hillsborough. All of the staff have been in post since the last inspection in 2007.

## 3. Focus of the inspection

The inspection focused on:

- the children's achievements and standards;
- the quality of provision; and
- the quality of leadership and management.

## 4. Overall findings

<b>Overall Performance Level</b>	<b>Very Good</b>
<b>Achievements and Standards</b>	<b>Outstanding</b>
<b>Provision</b>	<b>Very Good</b>
<b>Leadership and Management</b>	<b>Very Good</b>

### Key findings of the inspection

## **5. Achievements and standards**

- The children are very well settled and are secure in the well established routines of the day, such as snack and during transitions. They engage in purposeful, concentrated play for sustained periods of time and are well behaved. Almost all of the children are developing well their independence and positive attitudes to their learning. They appear happy and at ease in their surroundings and their play varies from that which is collaborative to solitary.
- There is a variation in the children's language and communication skills. Almost all of the children are developing well their ability to communicate with each other and with adults as they talk readily about their play and learning experiences. They concentrate during story time, listening attentively and participating enthusiastically. The children's early mark making and writing is of a high standard and most of them can express their ideas well through representational drawings and paintings.
- The quality of the children's mathematical language and their understanding of associated mathematical concepts are very well developed for this time of year. They use mathematical language naturally and with confidence across all areas of learning, both in the playroom and outdoors.
- The children's fine and gross physical motor skills are very well developed through the many opportunities available to them throughout the day to use a range of tools, equipment and materials, both inside the playroom and in the outdoor learning environment.

## **6. Provision**

- The learning environment is very well resourced and the staff have used the space available to them effectively to create two attractive and stimulating playrooms for the children. The ease of access to materials promotes independence and the children move freely between the playrooms to engage in a play activity of their choice. The children's work is valued and celebrated in attractive displays around the playroom. The use of the outdoor area is well planned and provides rich learning experiences across the curriculum. There are good opportunities for the children to explore and learn about the world around them in both the indoor and outdoor learning environments.
- The daily routine is well organised to provide a good balance between free play and the more adult-led activities. The snack routine provides very good opportunities for the children to use their mathematical language and to continue to develop their independence and their social and conversational skills.
- The quality of the interactions between all of the staff and the children is of a consistently high standard. The staff are caring in their approach and respond sensitively to the individual needs of all of the children. They engage skilfully with the children during play and extend their thinking through highly effective, investigative questioning.
- The quality of the arrangements for pastoral care in the playgroup is very good. The staff treat the children with care and respect and respond sensitively to their individual needs. There is a positive, warm and inclusive ethos in which each child is valued and supported.

- The pre-school programme is well balanced and provides very good opportunities for learning across all six areas of the pre-school curriculum. The staff know their children well and use the information gathered from ongoing observations to plan a programme that meets effectively the needs of all the children.
- The quality of the provision for children who require additional support with aspects of their learning is very good. The children are identified early, effective partnerships have been developed with the parents and outside agencies, and appropriate intervention strategies are in place to support the children. The staff have benefitted from the Early Years Special Educational Needs Capacity Building Pilot and incorporate effectively, into their daily practice, many of the strategies and techniques they developed during their training.
- The playgroup gives very good attention to healthy eating and physical activity.

## **7. Leadership and management**

- There is a strong sense of teamwork and the longstanding staff have a shared vision for providing high quality care and education to all of the children. The leader is a very effective role model and is supported well by her staff in all areas of the life and work of the playgroup. The staff are reflective practitioners and there is evidence of self-evaluation leading to improvement in provision on an ongoing basis.
- There are good links with the parents, the neighbouring primary school and with other agencies. The parents are kept informed about the life and work of the playgroup in a number of ways, such as, through the use of social media and an informative monthly newsletter.
- The early years specialist (EYS) from the early years organisation provides effective support to develop the provision in the playgroup. The EYS cluster support is building effectively the capacity of the staff to sustain ongoing improvement.
- On the basis of the evidence available at the time of the inspection, the playgroup has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the relevant departments.

## **8. Conclusion**

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

## STATISTICAL INFORMATION

1. Details of Children

<b>Total number of children:</b>	<b>am session</b>	<b>pm session</b>
attending the pre-school setting	24	-
in their immediate pre-school year	17	-
funded by Department of Education (DE)	17	-
qualifying under DE admission criteria 1 & 2	-	-
with a statement of special educational needs	0	-
without a statement but receiving therapy or support from other professionals for special educational needs	*	-
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	92%	-

\* Special Educational Needs = fewer than five

\*\* 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
Number of staff holding a recognised child care qualification	0	4
Number of staff holding a recognised teaching qualification	0	0
New appointments within previous 12 months	0	0

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

© CROWN COPYRIGHT 2015

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](http://www.etini.gov.uk)

