

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Ballymoney and District
Community Playgroup, County
Antrim

Report of an Inspection in
February 2016

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 used by the Education and Training Inspectorate

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 when reporting on Achievement and standards, on Provision for learning and on Leadership and management:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the school:

The nursery school / playgroup has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the nursery school / playgroup sustains improvement.
The nursery school /playgroup demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the nursery school/ playgroup sustains improvement.
The nursery school/ playgroup needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the nursery school's/ playgroup's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.
The nursery school / playgroup needs to address urgently the significant areas for improvement identified in the interest of all learners. It requires external support to do so. The ETI will monitor and report on the nursery school's / playgroup's progress in addressing the areas for improvement. There will be a formal follow-up inspection.

Contents

Section	Page
1. Inspection method and evidence base	1
2. Focus of inspection	1
3. Context	1
4. Overall findings of the inspection	1
5. Achievements and standards	2
6. Provision for learning	2
7. Leadership and management	3
8. Overall effectiveness	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 publication *Together Towards Improvement: a process for self-evaluation* at: [Together Towards Improvement Pre-school | Education and Training Inspectorate](#)

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

The arrangements for this inspection included:

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

A small number of the parents and all of the staff completed the confidential questionnaire and the responses indicated high levels of satisfaction with the life and work of the playgroup.

2. Focus of inspection

In order to promote improvement in the interest of all children, the purpose of inspection is, through effective linking of internal and external approaches, to evaluate the:

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

3. Context

Ballymoney and District Community Playgroup is located within the annex in Trinity Presbyterian Church in Ballymoney. The playgroup offers two part-time sessions. Since the last inspection, there has been a change in leadership.

4. Overall findings of the inspection

Overall effectiveness	High level of capacity for sustained improvement
Achievements and standards	Outstanding
Provision for learning	Outstanding
Leadership and management	Outstanding

5. Achievements and standards

- Almost all of the children are very well settled and show good levels of confidence and independence. They are very well behaved and show respect for each other, the staff and their environment. The children work well individually, in pairs and in groups and engage in purposeful and concentrated play often producing representational work of a high standard.
- The children enjoy browsing through the available books and listen attentively to stories. In the imaginative role play area, they engage readily with their peers and act out real-life scenarios. Many of the children display an interest in pre-writing and make good attempts at early mark making. They are keen to explore and investigate the activities on offer in the areas of play and talk confidently about their work and experiences.

6. Provision for learning

- There is a friendly, caring atmosphere in the playgroup and the working relationships at all levels are excellent. The indoor and outdoor learning environments are thoughtfully presented and the staff promote learning very effectively across all areas of the pre-school curriculum. The promotion of the children's Personal, Social and Emotional (PSE) development, language development and the World Around Us are particular strengths.
- The quality of the interactions between the staff and the children are consistently of a very high quality; this is characterised by the staff building continually on the children's responses to develop their thinking and observational skills. The children's ideas, interests and responses are noted regularly by the staff and are linked closely to the planning to ensure the needs and interests of all the children are well met. The planning is used effectively to guide the staff in their daily work with the children and provides variety and appropriate challenge in the programme. Information about the children's progress and development is shared with the parents throughout the year.
- The organisation of both sessions is managed very well to ensure similar experiences for all of the children attending the playgroup. Very good use is made of all the available time to promote learning and teaching in the routines and activities.
- The children who require additional support with aspects of their learning are identified at an early stage and appropriate procedures are in place to meet their individual needs.
- The playgroup gives very good attention to promoting healthy eating and physical activity. A healthy snack is provided daily and there are regular opportunities for the children to engage in energetic physical play either in the large hall or in the Church garden.

7. Leadership and management

- All of the staff are committed to providing quality pre-school provision and are supported by the management group in developing the work of the playgroup. The staff self-evaluate regularly aspects of their work and the provision for the children and, as a result, appropriate areas for development are identified and addressed over a well-paced timescale.
- Very effective links have been established with the parents and most of the local primary and feeder schools for the benefit of the children.
- The playgroup has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the relevant Departments.
- The early years specialist from the Early Years Organisation provides very good levels of support to the staff. She encourages a reflective approach to their work and has assisted them well in their improvement agenda in recent years.

8. Overall effectiveness

Ballymoney and District Community Playgroup has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the playgroup sustains improvement.

STATISTICAL INFORMATION ON BALLYMONEY and DISTRICT COMMUNITY PLAYGROUP

1. Details of children

Number of children:	Class 1	Class 2
Attending full-time		
Attending part-time	24	24
Under 3 years of age*	0	0
Funded by Department of Education	24	24
With statement of special educational needs	0	0
Without a statement but receiving therapy or support from other professionals for special educational needs	0	2
At CoP stages 3 or 4**	0	2
At CoP stages 1 or 2**	0	1
With English as an additional language	1	0
Who left in previous school year to attend reception provision within a primary school	0	0

* On 1 July.

** The stages refer to those set out in the Code of Practice for the Identification and Assessment of Special Educational Needs.

Percentage qualifying under DE admission criteria 1 or 2.	16
Average attendance for the previous year.	93% am 86% pm
Number of days open in previous school year	185

2. Duration of sessions

Full-time	Part-time: a.m.	Part-time: p.m.
0	9.00-11.30	1.00-3.30

3. Details of staff

Number of:	Full-time	Part-time
Staff including Teachers/Leaders	3	3
Number of staff holding a recognised child care qualification	3	3
Number of staff holding a recognised teaching qualification	0	0
New appointments within the previous 12 months	0	1

Number of: ***	
Students	4
Trainees	0

*** Total placements since September of current year

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