

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Belcoo Community Playgroup,
Belcoo, County Fermanagh

Voluntary pre-school playgroup

Report of an inspection in
May 2017



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments

CUSTOMER
SERVICE
EXCELLENCE



CONTENTS

Section	Page
1. Context	1
2. Views of parents and staff	1
3. Focus of the inspection	1
4. Overall findings of the inspection	2
5. Outcomes for learners	2
6. Quality of provision	2
7. Leadership and management	3
8. Overall effectiveness	3

Appendices

- A. Information on sessions and staff
- B. Inspection methodology and evidence base
- C. Reporting terms used by the Education and Training Inspectorate

INTRODUCTION

1. Context

Belcoo Community Playgroup is adjacent to the community centre and located close to the primary school on the outskirts of the village of Belcoo. The children attending the centre come from the local area. Since the last inspection in March 2014 a former member of staff has been appointed to the post of leader. At the time of inspection 12 children were attending the centre.

Number of children:	Class 1
Attending full-time	12
Attending part-time	10
Under 3 years of age*	0
Funded by Department of Education	12
With statement of special educational needs	0
Without a statement but receiving therapy or support from other professionals for special educational needs	#
At CoP stages 3 or 4**	#
At CoP stages 1 or 2**	0
With English as an additional language	0
Who left in previous school year to attend reception provision within a primary school	0

Percentage qualifying under DE admission criteria 1 or 2.	100
Average attendance for the previous year.	94%
Number of days open in previous school year	185

Source: data provided by the setting.

* On 1 July.

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

fewer than 5

2. Views of parents and staff

Fifty percent of parents and all of the staff responded to the confidential questionnaire. The responses were highly positive and the parents commented on the supportive, caring and welcoming environment, the enjoyment and learning experienced by the children and the regular updates they receive about the life and work of the playgroup.

3. Focus of the inspection

In order to promote improvement in the interest of all children, the inspection linked internal and external approaches to evaluate the:

- outcomes for children;
- quality of provision for learning; and
- quality of leadership and management.

4. Overall findings of the inspection

Overall effectiveness	Capacity to identify and bring about improvement
Outcomes for learners	Very good
Provision for learning	Good
Leadership and management	Good

KEY FINDINGS

5. Outcomes for learners

- All the children engage in productive, sustained, collaborative play. They are familiar with the routines of the day and respond well to the adults and visitors. The majority of the children have a good level of independence, choosing and planning their involvement in activities. They label their own work, pour their own drinks, butter bread and assist during tidy up time.
- Almost all of the children are making very good progress in most areas of the pre-school curriculum. They understand early mathematical concepts, including number, and the language of capacity and measure. The children are enthusiastic and attentive during story sessions; they engage in early mark-making, with many writing their own names. They are curious, and keen to explore and experiment. Their artwork is creative and mature and they produce imaginative 3D models which are celebrated on display in the playroom.

6. Quality of provision

- The playroom is well organised and the staff make good use of the indoor and outdoor space available; a range of authentic resources enhance interest and learning. The children are provided with opportunities to engage in play in the recently-developed outdoor area; however, the periods of outdoor play are too short and a review of the daily routine should be undertaken.
- While planning covers all areas of pre-school curriculum and there is some evidence of progression in the planned learning, the link between observations and planning is inadequate to ensure enhanced support for the children's learning. The effective work to begin to link observations and planning should be strengthened.
- Overall, there are very good interactions between the staff and the children. The adults respond well to the needs of the children and they use effective questioning to develop thinking skills and encourage children's engagement and language development.
- The quality of care and welfare benefits the learning and is impacting positively on the learning. A welcoming, caring ethos influences the work of the playgroup; positive behaviour is promoted and the children respond well to consistently-applied behaviour strategies.

7. Leadership and management

- The leadership is highly committed and staff work well as a team. There is a development plan in place, but the staff do not have a good enough understanding of how to undertake effective self-evaluation. With the support of the management committee and the early years specialist, staff need to develop further their understanding of improvement processes.
- Parents are kept informed about the life and work of the pre-school through the monthly newsletter. Good links exist with the primary school to which the children transfer.
- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect broadly the guidance from the relevant Departments. However, the playgroup needs to update child protection policies, and ensure that appropriate risk assessments are completed to reflect current guidance.

CONCLUSION

8. Overall effectiveness

Belcoo Community Playgroup demonstrates the capacity to identify and bring about improvement in the interest of all the learners.

There are areas for improvement that the playgroup has demonstrated the capacity to address.

The areas for improvement are to:

- develop, with the support of the management committee and early years specialist, the self-evaluation and development planning processes, in order to bring about continuous improvement;
- embed the work begun in linking the planning and observations to enhance and support the children's learning; and
- improve the safeguarding arrangements.

Information on sessions and staff**Duration of sessions**

Full-time
3 hours

Details of staff

Number of:	Full-time	Part-time
Staff including, Teachers/Leaders	2	2
Number of staff holding a recognised child care qualification	2	
Number of staff holding a recognised teaching qualification	0	
New appointments within the previous 12 months	0	

Number of: *	
Students	2
Trainees	0

Source: data provided by the setting.

Inspection method and evidence base

The effective practice and self-evaluation questions which guide inspection and self-evaluation of pre-school settings, which were applied to this inspection, are available in the ETI publication *The Pre-school Inspection and Self-Evaluation Framework* at: <https://www.eti.gov.uk/publications/inspection-and-self-evaluation-framework-isef-effective-practice-and-self-evaluation>

Inspectors observed learning and teaching through play, the children's achievements, progression 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.

Reporting 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 outcomes, on provision 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 the 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.

© CROWN COPYRIGHT 2017

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