

Education and Training Inspectorate

PRE-SCHOOL INSPECTION



Belleek Playgroup, Belleek, County Fermanagh

Voluntary playgroup DE Ref No (2AB-0319)

Report of an Inspection in February 2019

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1. Context

Belleek Playgroup is located within the village of Belleek, County Fermanagh. The children enrolled are from the surrounding rural area. Since the previous inspection, a new leader has been appointed and the enrolment has remained consistent.

Number of children:	Class 1
Attending full-time	19
Attending part-time	6
Under 3 years of age*	6
Funded by Department of Education	19
Without a statement but receiving therapy or support from other professionals for special educational needs	#
At CoP stages 1 or 2**	#

Percentage qualifying under DE admission criteria 1 or 2.	5%
Average percentage attendance for the previous year.	86%
Number of days open in previous school year	182

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

N/A not available

2. Views of parents and staff

A small number of parents and most of the staff responded to the confidential questionnaire. All of the staff responses were positive about all aspects of the life and work of the playgroup. All of the responses, including those written, were shared with the leadership and management.

3. Focus of the inspection

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

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

4. Overall findings of the inspection

Overall effectiveness	Capacity to identify and bring about improvement
Outcomes for learners	Very good
Quality of provision	Good
Leadership and management	Good

5. Outcomes for learners

- The children achieve very good outcomes across all areas of the pre-school curriculum. They are familiar with the daily routines of the playgroup and have very good levels of independence; accessing resources for their play and self-managing the snack routine.
- The children engage enthusiastically in all of the activities and are naturally curious. They interact very well with staff and visitors and confidently ask questions and share ideas. The children understand well early mathematical concepts and use the associated language of number, shape and measurement.
- The children's behaviour is exemplary and they respond well to the basic rules of the playgroup. They listen attentively at story time and participate enthusiastically in songs and rhymes. Examples of the art and creative work produced by the children show close attention to detail and are representative of the people or things in their personal life.
- The children use the wide range of art, dough and construction materials with independence to initiate and develop their own imaginative ideas. They engage in very well-developed imaginative role play in the home and office areas and in the outdoor mud kitchen, re-enacting familiar family roles.
- The children who require support with aspects of their learning are integrated very well into the playgroup and are making good progress.

6. Quality of provision

- The staff provide a broad and balanced curriculum with good opportunities for learning across all areas of the pre-school curriculum. The playroom and outdoor areas are organised to make good use of space and provide relevant resources and a stimulating learning environment for the children to explore. The resources are easily accessible, allowing the children to steer and develop their own learning. The staff use the snack routine effectively to promote the children's mathematical understanding about measures, their sense of responsibility in organising the routine, and their self-help and social skills.
- The staff promote purposeful play and in the best practice the staff were observed using open-ended questions to build effectively on the children's interests. However, there were also some missed opportunities to encourage the children to investigate further within their play.
- At the time of inspection, the observations of the children's learning do not inform adequately the short-term planning to ensure progression in the children's learning. The staff have identified the need to develop further both observation and planning processes and the inspection endorses this as an area for improvement.
- Based on the evidence available at the time of the inspection, the playgroup's approach to the care and welfare of the children impacts positively on learning, teaching and outcomes. The staff have a very respectful and nurturing approach; they value the children's contributions and consistently promote independent participation in all activities.

7. Leadership and management

- The newly-established staff team are developing a collaborative approach with a shared vision to provide high quality child-centred provision. The staff plan and oversee a well-structured playgroup day and they are good role models for the children. The staff are supported effectively by the management committee which includes a good range of new and more experienced members. The management committee have a clear understanding of their roles and responsibilities.
- Some recent improvement work has been undertaken to review and implement a more effective cycle of self-evaluation and action planning. The development plan has appropriate priorities; however the current approaches do not monitor clearly enough the impact of the actions to promote improvement on the quality of the provision and the outcomes for the children.
- There are good links with the parents through regular newsletters and they are kept well-informed about the children's progress and development. Effective links have also been maintained with the local primary schools to ensure a smooth transition for the children transferring into year 1.

8. Safeguarding

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:

- ensure that aspects of the child protection policy are updated to reflect the most recent safeguarding guidance from the Department of Education; and
- improve the process for assessing risks relating to external playgroup visits, to increase accuracy and ensure consistency of practice.

9. Overall effectiveness

Belleek Playgroup demonstrates the capacity to identify and bring about improvement in the interest of all the children.

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

- to develop and embed further the cycle of observation and assessment to inform future planning and ensure progression in learning for all children; and
- for the leadership and management, with the continued support of the EYS, to develop further the action planning process to measure more effectively the impact of the improvement work.

The ETI will monitor how the playgroup sustains improvement.

Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework is available on the ETI website <https://www.etini.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 Early Years Specialist; and
- the opportunity for the parents and staff to complete a confidential questionnaire.

Reporting terms used by the Education and Training Inspectorate

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 ETI use the following performance levels when reporting on outcomes for learners, quality of provision and leadership and management¹:

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

The ETI use the following levels when reporting on governance:

High degree of confidence
Confidence
Limited confidence

The ETI use the following levels when reporting on safeguarding:

Reflects the guidance
Reflects broadly the guidance
Unsatisfactory

The ETI use the following levels when reporting on care and welfare:

Impacts positively on learning, teaching and outcomes for learners
Does not impact positively enough on learning, teaching and outcomes for learners

¹ And the overall provision in a subject area or unit, as applicable.

Overall effectiveness

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

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

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