

Education and Training Inspectorate

PRE-SCHOOL INSPECTION



Bo Peep's Playgroup, Boho, County Fermanagh

Voluntary playgroup DE Ref No (2AB-0528)

Report of an Inspection in February 2019

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1. Context

Bo Peep's Playgroup is located in the community hall within the village of Boho in County Fermanagh. The children enrolled are from the surrounding rural area. Since the previous inspection, a new leader has been appointed. At the time of the inspection, the permanent deputy leader was in the position of acting-leader. The acting-leader was supported by an assistant.

Number of children:	Class 1
Attending full-time	14
Attending part-time	5
Under 3 years of age*	5
Funded by Department of Education	14
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.	0%
Average percentage attendance for the previous year.	95%
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

A minority of parents and all of the staff responded to the confidential questionnaire. All of the staff responses and almost all of the parental responses were positive regarding the work and life of the pre-school. In written comments, the parents highlighted the rewarding learning environment within the playgroup, the caring approach of the staff and the sensitive and professional support provided for those who require additional support with their learning. The questionnaire responses 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	Needs to address urgently the significant areas for improvement
Outcomes for learners	Good
Quality of provision	Important areas for improvement
Leadership and management	Requires significant improvement

5. Outcomes for learners

- Overall, the children are achieving good outcomes in a majority of the areas within the pre-school curriculum. They engage enthusiastically in almost all activities; they ask questions and share ideas confidently. The children have positive attitudes towards learning and they interact very well with the staff and visitors.
- Almost all of the children are developing well their independence; they self-register on arrival, choose areas of interest to play in and access the resources they require for their play. The children are well-behaved, have very good listening skills, can follow instructions and show a good interest in mark-making; however, the children's creativity within the arts is underdeveloped.
- During the inspection, the children were observed engaging in concentrated and purposeful play. They care for their environment and manage their daily snack routine with confidence.
- The children who require support with aspects of their learning are integrated well into the playgroup and are making good progress. The small number of children who require additional support respond well to staff encouragement to take turns, share and settle to productive play.

6. Quality of provision

- The playgroup planning is underdeveloped. Whilst previous observations of the children's learning are considered, the planning does not take sufficient account of the children's interests and does not outline clearly enough the progression in the development of the children's skills.
- There are limited opportunities for the children to paint or draw and experiment with various media and tools. While the staff have developed an attractive outdoor area, it is not of a sufficient size to support effectively enough the development of the children's energetic physical play and gross motor skills. The development of children's personal, social and emotional skills and language are, however, particular strengths of the provision.
- The staff interaction with the children is caring and supportive. The staff are skilful in promoting and developing the children's self-esteem and confidence but are inconsistent in using open-ended questions to develop and extend the children's learning.
- The staff have put in place individual education plans to support a small number of children. The targets and strategies to be used lack sufficient detail to enable the children's progress to be measured accurately.

- Based on the evidence available at the time of the inspection, the playgroup's approach to care and welfare does not impact positively enough on aspects of the quality of provision. The staff do however, create a warm and friendly environment where the children are confident in engaging with each other and adults.

7. Leadership and management

- The leadership and management of the playgroup is not effective enough in working collaboratively to plan, implement and evaluate high quality pre-school education. There is insufficient evidence of effective self-evaluation to monitor the outcomes of the previous action-planning. As a result, the development plan and action planning process is inadequate. The staff, early years' specialist from the Early Years Organisation and the management committee need to work closely together to bring about the necessary improvements.
- The staff team set and achieve most short-term objectives they have agreed for the children. Individually, they also review the children's learning with the aim of ensuring observations are used to inform the short-term planning. However, their hours of employment and current working pattern do not provide the opportunity for a collaborate review of the children's learning, and as a result the planning and review process is underdeveloped. The newly appointed management committee needs to investigate further how they can provide opportunities for the staff to review learning and plan together. The playgroup is currently insufficiently staffed. The management committee need to continue in their efforts to employ urgently, an additional appropriately qualified member of staff.
- There are effective links with the local primary schools to ensure a smooth transition for the children into year 1 in primary school, and good links with the children's parents who are kept well-informed through regular newsletters.

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:

- review the supervision arrangements for the children in the outdoor play area whilst working with a reduced number of staff;
- ensure that aspects of the child protection policy are updated to reflect the safeguarding guidance from the Department of Education; and
- improve the risk assessments relating to external playgroup visits, to increase accuracy and ensure consistency of practice.

9. Overall effectiveness

The 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 areas for improvement are:

- to improve the opportunities for the children to develop their physical skills and their learning opportunities within the arts;
- to improve the cycle of observation and assessment to inform future planning and ensure progression in learning for all children;
- to develop and implement an effective development plan and action planning process, underpinned by cycle of self-evaluation to monitor the impact of this work on the quality of the provision and outcomes for the children;
- for the management committee, with the continued support of the early years specialist, to develop further the understanding of their roles and responsibilities;
- for the management committee to appoint urgently an additional member of staff and to provide additional planning and preparation time for the staff team.

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.

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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