

Education and Training Inspectorate PRE-SCHOOL INSPECTION



Brookeborough and District Community Playgroup, Brookeborough, County Fermanagh

Voluntary playgroup DE Ref No (2AB-0318)

Report of an Inspection in February 2019



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
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1. Context

Brookeborough and District Community Playgroup is located in the redeveloped railway station house within the village of Brookeborough, County Fermanagh. The children enrolled are from the surrounding rural area. Since the previous inspection, a new leader has been appointed and the former leader has moved to the role of deputy. A new assistant has also been appointed to assist the children who require support with aspects of their learning. The playgroup is engaged in a well-established shared education programme with another local playgroup.

Number of children:	Class 1
Attending part-time	14
Funded by Department of Education	14
With statement of special educational needs	1
At CoP stages 1 or 2**	#

Percentage qualifying under DE admission criteria 1 or 2.	#
Average percentage attendance for the previous year.	93%
Number of days open in previous school year	181

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 majority of parents and all of the staff responded to the confidential questionnaire. All of the responses were very positive regarding the work and life of the playgroup. In written comments, the parents highlighted the friendly and caring approach of the staff, the quality time taken by staff to get to know the children and the progress in the children's learning. All of the 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	Capacity to identify and bring about improvement
Outcomes for learners	Very good
Quality of provision	Good
Leadership and management	Good

5. Outcomes for learners

- All of the children are well-settled and naturally inquisitive; most engage in purposeful and productive play. They are familiar with the daily routines of the playgroup and show very good levels of independence; accessing resources for their play and self-managing the snack routine.
- The development of the children's fine and gross motor skills is commensurate with their age and the time of year; most are confident to express their ideas through painting, role play and music making. During story time, most of the children listen very well and demonstrate good recall and understanding of the stories.
- A majority of the children are beginning to recognise that print has meaning; they label their work with their name and enjoy mark-making at the writing table and on the outdoor blackboard. The children are confident and very articulate in expressing their ideas to each other and to the adults.
- The children use appropriately early mathematical language relating to measure and time and were observed counting and describing patterns and two dimensional shapes. The children's understanding of mathematical concepts is less developed.
- 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

- Overall, the staff provide a broad and balanced curriculum with good opportunities, both inside and outside, for progression in learning across almost all areas of the pre-school curriculum. Having recently reviewed and restructured the layout of the playroom, the staff make best use of the space to create a stimulating and well-organised learning environment which is resourced with a good range of authentic and natural resources.
- The quality of the interactions between the staff and the children is consistently good. All staff promote purposeful play and model language very well. Through open-ended questions they build effectively on the children's interests, encourage them to investigate and extend their vocabulary during their play.
- The staff have recently reviewed and revised the cycle of observation with a view to ensuring it better informs their future medium and short-term planning and ultimately, their interactions with the children. Observations of the children's learning are becoming more consistent and are beginning to inform the short-term planning to ensure progression in the children's learning. The staff have identified the need to embed and develop further these processes and the inspection endorses this as an area for improvement.
- Based on the evidence available at the time of the inspection, the pre-school's approach to care and welfare impacts positively on outcomes. There is a caring ethos and there are very good working relationships between the staff and the children. Consequently, the children are happy, well-settled and respectful towards the adults and each other.

7. Leadership and management

- The leadership of the playgroup is good. The new leader and staff team have a clear vision for the future development of the playgroup and they work collegially in the best interest of the children.
- The development plan is well-constructed and the associated action plans provide clear direction with realistic, time-bound and measurable targets. Recent work on developing the outdoor provision has impacted positively on the outcomes for children, particularly in physical and World Around Us provision.
- Since her recent appointment, the new Early Years Specialist (EYS) from the Early Years Organisation, has, along with the staff, identified appropriate areas for improvement. It will be important that the EYS continues to work closely with the new leader and staff to effect further improvement.
- The newly appointed management committee have a wide range of skills and they have a good understanding of their roles and responsibilities. They are also well-informed about priorities within the development plan.
- There are good links with the parents who are kept well-informed through the regular newsletters. Effective links have been developed with all of the local primary schools, where the children will transfer at the end of the year to ensure a smooth transition.
- The playgroup's relationship with another local playgroup, through the Sharing from the Start programme, has been very productive and has led to improvement in aspects of the playgroup's work. Resources have been shared between the two settings and the action planning priorities agreed have impacted positively on the development of outdoor and physical play in the setting.

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
 - ensure that all safeguarding concerns are recorded and stored appropriately.

9. Overall effectiveness

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

There is an area for improvement that the playgroup has demonstrated the capacity to address. The area for improvement is:

- to develop and embed further the cycle of observation and assessment to inform future planning and ensure progression in learning for all children.

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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