

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Broughshane Centre of Early
Learning, Ballymena,
County Antrim

Voluntary playgroup

Report of an Inspection in
February 2018



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



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1. Context

Broughshane Centre of Early Learning operates in the community centre on the Knockan Road in Broughshane. In addition to the playroom, the children have regular access to a small outdoor area and an adjacent large hall for physical activity. Since the last inspection, the number of children has remained steady. The playgroup leader and staff work collaboratively with a number of local playgroups and primary schools.

Number of children:	Class 1
Attending part-time	26
Under 3 years of age*	0
Funded by Department of Education	26
With statement of special educational needs	0
Without a statement but receiving therapy or support from other professionals for special educational needs	#

Average percentage attendance for the previous year.	87%
Number of days open in previous school year	192

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 small number of parents and staff responded to the confidential questionnaire. The responses were very positive about all aspects of the life and work of the playgroup. A summary of the responses was shared with the leader and a representative of the management committee.

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	Important areas for improvement
Outcomes for learners	Good
Quality of provision	Good
Leadership and management	Important areas for improvement

5. Outcomes for learners

- The children respond positively to the staff's expectations; are familiar with the daily routines and share thoughtfully the resources they need. Overall, their independence is developing well. They are friendly and polite, approaching one another and adults with confidence.
- The children's understanding and use of early mathematical concepts and language and their curiosity about the World Around Us are underdeveloped. The children do, however, enjoy stories and rhymes; they listen and engage with high levels of interest for extended periods. They join in enthusiastically in imaginative role plays and ask and answer questions in relation to their play. The children's simple representational artwork indicates good progress.
- Most of the children, including those who require additional support with aspects of their learning, are making good progress in most aspects of the pre-school curriculum.

6. Quality of provision

- The quality of the children's outdoor play is underdeveloped. Indoors, the staff present an attractive child-centred learning environment, making good use of the available space and introducing additional resources to enhance the children's learning experiences.
- The staff interactions, including the use of questioning and introduction of new vocabulary, promote well the children's language development. They engage with the children at their level and model positive working relationships. The staff do not make enough use of mathematical language in meaningful contexts to extend the children's early mathematical understanding.
- The children who require additional support are identified appropriately; all of the children are included and supported fully in the various activities.
- The staff need to improve the quality of the planning for learning. The staff's written observations and assessments are mostly relevant and of a good quality; they do not inform adequately the future planning.
- Based on the evidence available at the time of the inspection, the playgroup's approach to care and welfare impacts positively on the children's learning and well-being. The staff know the children very well; they value and praise the children's efforts and suggestions within a relaxed and caring learning environment.
- The playgroup promotes healthy eating and energetic physical play well as part of the children's regular routines.

7. Leadership and management

- The leadership of self-evaluation and development planning is not sufficiently developed to bring about continuous improvement in the provision. The staff need to refine how they monitor and evaluate the impact of the improvement work on the quality of the provision and the standards which the children attain.

- The leader and staff team are child-centred and committed to improving the provision; the management committee are supportive of all aspects of the playgroup's work.
- There are effective links and helpful communication with the parents. Good use is made of visitors to the setting to enrich the children's learning.

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 all risk assessments are thorough and contain sufficient relevant detail.

9. Overall effectiveness

Broughshane Centre of Early Learning needs to address important areas for improvement which include the need:

- to improve the quality of the planning for learning; and
- for the leadership and management to develop further the self-evaluation and development planning to bring about further improvement.

There will be a formal follow-up inspection in 12-18 months.

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 chairperson of 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

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 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 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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