

# Education and Training Inspectorate

## PRE-SCHOOL INSPECTION



Button Moon Pre-school Playgroup, Tandragee, County Armagh

Voluntary playgroup DE Ref No (5AB-0200)

Report of an Inspection in January 2019

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## 1. Context

Button Moon Pre-school Playgroup is located in the Recreation Centre on Madden Road, Tandragee, County Armagh. Two new members of staff have been appointed since the last inspection in 2011.

<b>Number of children:</b>	Class 1
Attending part-time	26
Funded by Department of Education	26
At CoP stages 3 or 4*	#
With English as an additional language	#

Percentage qualifying under DE admission criteria 1 or 2.	N/A
Average percentage attendance for the previous year.	70
Number of days open in previous school year	187

**Source:** data provided by the setting.

\* 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 minority of the parents and none of the staff responded to the confidential questionnaire. The parental responses were wholly positive about all aspects of the life and work of the playgroup. The questionnaire responses were shared with the leader and a representative from 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

<b>Overall effectiveness</b>	High level of capacity for sustained improvement
<b>Outcomes for learners</b>	Very good
<b>Quality of provision</b>	Very good
<b>Leadership and management</b>	Very good

## **5. Outcomes for learners**

- Almost all of the children are very well-settled and engage for sustained periods of time in purposeful and collaborative play. They are aware of their own and others' emotions and feelings and have developed positive and caring friendships with each other. The children are at ease with the staff and approach them confidently to show them their work and to ask for any assistance they may require.
- Almost all of the children are making very good progress across almost all of the areas of the pre-school curriculum. Their early mark making and representational artwork is of a high standard and they have a keen interest in books. The children have very good levels of concentration; they thoroughly enjoy the whole-group story and participate enthusiastically in all of the shared spoken parts and actions.
- The children have a very good understanding of the mathematical concepts and language associated with number, measures and shape. They engage in high quality collaborative and investigative play at the construction, water, dough and role-play areas. They have well-developed fine motor skills and manipulate with ease the range of small play equipment and tools across the playroom.

## **6. Quality of provision**

- The staff have created a bright, well-organised learning environment and make effective use of the available space. There is a range of stimulating natural and commercial resources which the children access independently to extend further their own learning and creativity.
- The detailed planning guides well the learning and teaching across all areas of the pre-school curriculum and meets effectively the individual needs of all the children. The staff record relevant observations of the children's learning and use the information gathered to track progress and inform future plans. The children are also given meaningful opportunities to contribute to the planning; their views and ideas are sought, listened to and taken on board.
- The quality of the staff interactions with the children is mostly very good. The staff: know the children well; respond sensitively and skilfully to their needs and interests; and, promote creativity and independence through their effective questioning and positive reinforcement.
- The staff make effective use of the learning opportunities within the well-embedded routines to develop the children's independence, language and mathematical learning. The transitions within and between the two playrooms and from the playroom to the large hall are smooth and well-managed.
- Based on the evidence available at the time of the inspection, the playgroup's approach to care and welfare impacts positively on learning and teaching, and outcomes. The nurturing environment, consistent approach to promoting positive behaviour and effective working relationships promote the children's self-esteem, creativity and independence.

## **7. Leadership and management**

- There is an effective collegial approach to bringing about improvements in the life and work of the playgroup. The staff: are professional and enthusiastic; work effectively as a team; and, are committed to their own continuous professional development in order to continue to meet the needs of each child. They are supported well in their work by the pro-active management committee and the early years' specialist from the Early Years' Organisation.
- All of the staff are reflective practitioners and are continuously reviewing their work and seeking ways to improve the provision. Through ongoing self-evaluation and reflection, they have identified appropriately the need to review their approach to planning and streamline the amount of information recorded in order to avoid duplication and reduce paperwork. The staff have a shared vision for the future of the playgroup; a three-year development plan, supported by action plans, is in place to guide them in their ongoing improvement journey. Although the staff can articulate clearly the priorities for improvement and the impact their actions have had on effecting improvement, the targets in the action plans do not always reflect this accurately.
- There are very good links with the parents who have been involved in a number of initiatives in the playgroup, including The Big Bedtime Read and Happy Healthy Kids. They are kept informed of the life and work of the playgroup through: an informative monthly newsletter; parent noticeboard; social media; and regular meetings. There are effective partnerships with other pre-school settings and also with local primary schools to ensure that the children make a smooth transition to primary one.

## **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 and amend the intimate care policy to ensure that it is specific to this setting and that parents and staff are fully aware of the procedures laid out within the policy; and
  - develop a more robust process of risk assessment for outings.

## **9. Overall effectiveness**

Button Moon Pre-school Playgroup has a high level of capacity for sustained improvement in the interest of all the 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 committee; 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<sup>1</sup>:

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

<sup>1</sup> 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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