

# Education and Training Inspectorate PRE-SCHOOL INSPECTION



## Chapel Road Community Playgroup, Londonderry

Voluntary playgroup DE Ref No (2BB-0565)

Report of an Inspection in February 2019



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments

CUSTOMER  
SERVICE  
EXCELLENCE



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## 1. Context

Chapel Road Playgroup is accommodated within a classroom in Chapel Road Primary School. The playgroup has access to an outdoor area and the school's assembly hall. The children attending the playgroup come from the local surrounding area. A new leader and deputy leader took up post in September 2018. The playgroup participate in a cross community programme at The Playhouse which is funded by the Good Relations Council.

<b>Number of children:</b>	Class 1
Attending part-time	26
Funded by Department of Education	26
Without a statement but receiving therapy or support from other professionals for special educational needs	#
At CoP stages 3 or 4**	#

Percentage qualifying under DE admission criteria 1 or 2.	100
Average percentage attendance for the previous year.	N/A
Number of days open in previous school year	N/A

**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 minority of the parents and most of the staff responded to the confidential questionnaire. Most of the responses were positive. The small number of written comments highlighted that children are happy and well-cared for; however, more information about the children's learning could be shared with parents. The questionnaire responses were shared with the leader and representatives 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>	Important areas for improvement
<b>Outcomes for learners</b>	Important areas for improvement
<b>Quality of provision</b>	Important areas for improvement
<b>Leadership and management</b>	Important areas for improvement

## **5. Outcomes for learners**

- A majority of the children have a positive attitude to learning, are well-settled and on occasions interact well with adults and with their peers.
- With the exception of number, the children's use of early mathematical language is very limited; it is not integrated naturally within play or sufficiently developed for this time of year. During the inspection there was no whole group story; however, a small number of children were read stories by an adult and they listened attentively. Rhymes, songs and music are underdeveloped.
- Almost all of the children enjoy exploring and investigating their outdoor learning environment with curiosity; they have good observational skills, care for growing plants and enjoy investigating with ice. The children are developing their fine motor skills and have good hand-eye co-ordination; they use confidently a wide range of equipment including plastic cutlery, chopsticks, large tongs, writing implements and art tools. Their gross motor physical skills are well developed through running, jumping, climbing, balancing and using, with good control, a variety of wheeled vehicles.
- Most of the children enjoy adopting roles in the hospital and understand the need for safety in their role as traffic controllers using stop and go signs; they are developing their imaginations and language through conversations with staff and their peers.

## **6. Quality of provision**

- The quality of staff interactions is variable; in the best practice the staff model language and use open-ended questions to extend the children's ideas and thinking. There are a few instances of missed opportunities to develop the children's expressive language and to exploit the learning potential in all planned for activities.
- There is short-, medium- and long-term planning in place; however, it does not provide adequate progression across the pre-school curriculum, and there is insufficient identification of the range of potential learning to guide the staff in their work. Planning for early mathematical experiences is underdeveloped and there is a lack of progression in the use of mathematical language, concepts and problem solving. Although observations and assessments are carried out regularly, they are not used sufficiently to track the children's progress and inform future planning.
- The staff have created a very attractive stimulating outdoor learning environment; they provide creative, interesting activities for the children to enjoy exploring and investigating during their play. The current layout of the playroom inhibits the movement of children around the room and limits their ability to extend their play. There are embedded routines throughout the day; transitions are smooth and well-managed. The staff are appropriately reviewing the organisation of the day in order to ensure that there is sufficient time for a group story and rhyme session.

- The small number of children with additional needs are appropriately identified and staff work very effectively with parents and outside agencies to support them. Individual education plans are in place; however they require more achievable targets that can be met within a time frame.
- Based on the evidence available at the time of the inspection, the pre-school's approach to care and welfare does not impact positively enough on the children's learning.

## **7. Leadership and management**

- The self-evaluative process leading to improvement is at a very early stage, consequently it is underdeveloped. Action planning targets are not focused sufficiently on bringing about the necessary improvements in the children's learning.
- The playgroup has come through a significant period of change in staffing and management. The staff and management committee are beginning to work as a team. They are aware of their strengths and areas for improvement and are very willing to embrace change leading to better outcomes for the children and improved provision. The management group have high expectations for the playgroup. The Early Years Specialist provides effective guidance and support for improvement.
- While there are sufficient adults to supervise the children, the staff do not all hold the required level of qualification to work as a playgroup assistant.
- The close links developing between the parents, adjoining primary school and other agencies are very beneficial. There are very effective transition links; visitors to the setting, such as an art teacher and a gardener, are enriching the children's learning experiences. The 'Big Bedroom Read' and 'Happy Healthy Kids' initiatives are impacting positively on parental engagement.

## **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, Chapel Road Playgroup needs to:
  - update the Positive Behaviour Policy to reflect more fully current guidance; and
  - develop an Educational Visits Policy.

## **9. Overall effectiveness**

Chapel Road Playgroup needs to address important areas for improvement in the interest of all the learners.

The areas for improvement are:

- to improve the children's use of mathematical language, problem solving and understanding of early mathematical concepts;

- to make effective use of the observations and assessment of the children's learning to inform planning and provide progression for all of the children;
- to develop more rigorous self-evaluation and associated action planning, in order to bring about, improvement in the quality of provision and the outcomes for the children; and
- to ensure that all staff hold the required level of qualification to work as a playgroup assistant.

The ETI will monitor and report on the playgroup's progress in addressing the areas for improvement. There will be a formal follow-up inspection in 12 to 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 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<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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