

Education and Training Inspectorate

PRE-SCHOOL INSPECTION



Crumlin Integrated Pre-School, Crumlin, County Antrim

Voluntary Pre-School DE Ref (3BB-0573)

Report of an Inspection in January 2019



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

Crumlin Integrated Pre-school occupies a room within Crumlin Integrated Primary School. The children attending the pre-school come from the local area. There have been significant changes in leadership in the playgroup in recent years in relation to both the management committee and staffing. Since the last inspection in 2013 a new leader has been appointed and at the time of the inspection a new deputy leader had recently taken up post.

Number of children:	Class 1
Attending part-time	15
Funded by Department of Education	15
At CoP stages 1 or 2*	#

Percentage qualifying under DE admission criteria 1 or 2.	13
Average percentage attendance for the previous year.	83
Number of days open in previous school year	185

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

2. Views of parents and staff

A minority of the parents and all of the staff responded to the confidential questionnaire. The majority of the parental responses were positive. The staff responses were wholly positive and in written responses they commented on the collegial approach to their work. 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

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 personal, social and emotional skills of the children in the playgroup are a strength. All of the children, including those who require additional support with their learning: are very well settled; familiar with daily routines; able to self-register and label work independently; share resources readily; and, assist at tidy-up time. The children do not however select independently enough the resources they require to initiate or extend their own play.
- All of the children are achieving good standards across almost all areas of the pre-school curriculum. They have a good understanding of early mathematical concepts and use appropriate mathematical language, particularly in number and they respond well to the use of the sand timers when awaiting their turn. Whilst a minority of the children display an interest in the world around them, their creative and investigative play is underdeveloped.
- Almost all of the children are attentive during the group story and all contribute enthusiastically to the rhyme and song session. A majority of the children are interested in, and access independently the wide range of books available in the playroom. Their representational artwork is of a good standard and a minority of the children engage in early mark-making opportunities and can write their own names.

6. Quality of provision

- The staff provide an attractive, bright playroom which displays and celebrates the children's own work. The quality of the interactions between the staff and the children is consistently good. As the result of recent training, the staff now use, model and promote mathematical language naturally throughout the session however, they do not provide sufficient challenge to promote effectively the children's creativity, thinking and problem-solving skills.
- The cycle of planning, observation and assessment is underdeveloped and has been identified as an area of focus within the development plan. Although planning is in place across all areas of the pre-school curriculum, it lacks clear progression and does not guide sufficiently enough the learning, teaching and assessment. Whilst there is a system in place for recording observations of the children's learning, the quality of the information recorded is variable and is not used effectively enough to inform future planning and ensure the needs of all children are met.
- Based on the evidence available at the time of the inspection, the pre-school's approach to care and welfare impacts positively on learning and teaching and outcomes. The positive working relationships create an atmosphere which is supportive and caring and develop the children's well-being.

7. Leadership and management

- The playgroup's approach to development planning and self-evaluation is at an early stage. Although appropriate priorities have been identified and agreed, there are insufficient processes in place to monitor and evaluate effectively the impact of the actions to promote improvement on the outcomes for the children or the quality of the provision.

- There is a positive team approach to all aspects of the work of the playgroup. The new staff team work well together and are supported in their work by the management committee. An independent early years' specialist provides good support to the staff.
- Parents are provided with helpful induction packs and are kept informed about the life and work of the playgroup through monthly newsletters and social media. Good links exist with the primary school to which the majority of children transfer.

8. Safeguarding

Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect the guidance from the relevant Departments.

9. Overall effectiveness

Crumlin Integrated Pre-school needs to address important areas for improvement in the interest of all the learners.

The areas for improvement are to:

- develop further the cycle of planning, observations and assessment to guide more effectively learning and teaching and ensure progression across all areas of the pre-school curriculum; and
- develop the process of self-evaluation leading to improvement in order to measure the impact on the outcomes for children and the quality of the provision.

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 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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