

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Discovering Kids Playgroup,
Moneymore, County
Londonderry

Report of an Inspection in
April 2017



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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INTRODUCTION

1. Context

Discovering Kids playgroup is located on the Loup Road in Moneymore. The accommodation and resources are of a very high quality both indoors and outdoors. A new leader has recently been appointed.

Number of children:	Class 1	Class 2
Attending part-time	26	24
Under 3 years of age*	0	0
Funded by Department of Education	22	10
With statement of special educational needs	#	#
Without a statement but receiving therapy or support from other professionals for special educational needs	#	#
At CoP stages 3 or 4**	#	#
At CoP stages 1 or 2**	#	#
With English as an additional language	#	#
Who left in previous school year to attend reception provision within a primary school	0	0

Percentage qualifying under DE admission criteria 1 or 2.	100
Average attendance for the previous year.	86%
Number of days open in previous school year	186

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 third of the parents and all of the staff responded to the confidential questionnaire. All of the responses were highly positive; indicating high levels of satisfaction with all aspects of the playgroup's work. In particular the parents praised the dedicated staff and indicated that their children were making good progress in their learning and development. The staff praised the work of the new leader and indicated their commitment to the children's learning and welfare.

3. Focus of the inspection

In order to promote improvement in the interest of all children, 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	High level of capacity for sustained improvement
Outcomes for learners	Very good
Quality of provision	Very good
Leadership and management	Very good

KEY FINDINGS

5. Outcomes for learners

- All of the children settle quickly on arrival and set about exploring and investigating the wide range of interesting and stimulating activities available to them. The quality of the children's work is often of a high standard; most can recognise their own names and many are attempting to write their names. They display high levels of independence as they attend to their own needs and take responsibility for labelling and storing their own work.
- The children are confident in expressing their feelings and show a high regard for the views and opinions of others as well as for their environment. Much emphasis is placed on developing all aspects of the children's learning and development; overall, they have made very good progress in their learning for the time of year.
- The children clearly enjoy learning in the well-resourced and interesting outdoor learning environment. They are very enthusiastic when exploring and experimenting with the wide range of activities available; they demonstrate a natural curiosity as they examine the contents of the 'building' area and are creative in their use of natural resources and junk materials.

6. Provision for learning

- A friendly, caring atmosphere based on mutual respect permeates the setting. The quality of the care and welfare is outstanding. The staff present the learning environment both indoors and outdoors to a very high standard and use every opportunity to promote language and learning very effectively across all areas of the pre-school curriculum. The behaviour of the children is exemplary.
- The organisation of the day is managed effectively to establish routines and smooth transitions between activities. The children are able to make free choices of activities and spend extended periods in their chosen areas. The staff do not make the most use possible of the sheltered outdoor area during the lengthy period of free play to provide more opportunities for the children to explore and experiment with natural resources, for example, water and sand.
- The quality of the staff interactions with the children are consistently of a very high quality. The children's ideas and interests are built upon and are incorporated often into the planning of the programme.

- The staff make colourful topical displays of the children's art work to enhance the learning environment; the resources are presented in an attractive manner and are easily accessible, arousing curiosity and encouraging the children to extend their play and develop their concentration.
- The staff plan a varied programme of activities across the pre-school curriculum throughout the year; as the staff continue to develop their planning more attention should be given to outlining more detail of the learning inherent in the activities and progression through the use of resources.
- The staff use a key worker system and use information gained from their first hand knowledge of the children and observations of their responses to make appropriate adjustments to ensure that individual needs and interests are catered for effectively.
- The children who require additional support with aspects of their learning are identified at an early stage and appropriate advice and guidance is sought to address their needs. Parents are actively encouraged to become involved in their children's learning and are provided with regular information on their progress.

7. Leadership and management

- The leadership of the provision is highly effective; the staff team are hard working and fully committed to their work with the children. The independent early years specialist supports the staff effectively and has targeted appropriately the areas for continuous improvement. The staff and early years specialist work well as a team to bring about any necessary improvements in the best interest of the children. The playgroup development plan outlines clearly the necessary areas for improvement. The staff evaluate their work regularly; going forward, the evaluations do not have sufficient rigour to indicate clearly enough any changes that may be required to improve the provision further. The management group are very supportive of the staff, providing them with effective continuous professional development, which is impacting positively on their work with the children.
- Effective links have been developed with the main primary schools, appropriate support agencies and the local community.
- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect the guidance issued by the relevant Departments.

CONCLUSION

8. Overall effectiveness

Discovering Kids playgroup has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the playgroup sustains improvement.

Information on sessions and staff**Duration of sessions**

Part-time:
2 ¾ hours

Details of staff

Number of:	Part-time	Full Time
Staff including, Teachers/Leaders	5	3
Number of staff holding a recognised child care qualification	5	1
Number of staff holding a recognised teaching qualification	0	2
New appointments within the previous 12 months	1	0

Number of: *	
Students	1
Trainees	0

Source: data provided by the setting.

* Total placements since September of current year

Inspection method and evidence base

The effective practice and self-evaluation questions which guide inspection and self-evaluation of pre-school settings, which were applied to this inspection, are available in the ETI publication *The Pre-school Inspection and Self-Evaluation Framework* at: <https://www.eti.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

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 Education and Training Inspectorate (ETI) use the following performance levels when reporting on Achievement and standards, on Provision for learning and on 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 nursery school / playgroup has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the nursery school / playgroup sustains improvement.
The nursery school /playgroup demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the nursery school/ playgroup sustains improvement.
The nursery school/ playgroup needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the nursery school's/ playgroup's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.
The nursery school / playgroup 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 nursery school's / playgroup's progress in addressing the areas for improvement. There will be a formal follow-up inspection.

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