

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Donagh Wee Folk Playgroup,
Donagh, Lisnaskea,
Co Fermanagh

Report of an inspection in
October 2015

eti

*The Education and Training Inspectorate -
Promoting Improvement*

Providing Inspection Services for

Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure

CUSTOMER
SERVICE
EXCELLENCE



Quantitative 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 continue to 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 continue to 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 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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1. Inspection method and evidence base

The key questions and quality indicators which guide inspection and self-evaluation of pre-school settings, which were applied to this inspection, are available in the ETI publication *Together Towards Improvement: a process for self -evaluation* at: [Together Towards Improvement Pre-school | Education and Training Inspectorate](#)

Inspectors observed learning and teaching through play, the children's achievements and standards, scrutinised relevant documentation, and held formal and informal discussions with children, and staff with specific responsibilities.

The arrangements for this inspection included:

- a discussion with the staff;
- 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.

A small number of the parents and staff responded to the online questionnaires and almost all were positive about all aspects of the life and work of the playgroup. The responses from the questionnaires were shared with the staff and the management committee. The member of the management committee who met the inspection team praised highly the commitment and work of the staff.

2. Focus of inspection

The inspection focused on:

- the children's achievements and standards;
- the quality of provision for learning; and
- the quality of leadership and management.

3. Context

Wee Folk Playgroup is situated in a designated area of the Old Donagh Primary School in close proximity to the Millennium Hall, Donagh. Almost all the staff are in post since the last inspection. The deputy leader is recently appointed.

4. Overall findings of the inspection

Overall effectiveness	High level of capacity for sustained improvement
Achievements and standards	Outstanding
Provision for learning	Very good
Leadership and management	Very good

5. Achievements and standards

- The children are very well-settled and aware of the daily routines for play and activities organised by the staff. On arrival, they are content to choose activities and readily engage with the adults, showing interest and good levels of involvement in play. Sharing and turn-taking is developing appropriately and there is an increasing awareness of the care of the learning environment and others. The children investigate and explore the materials provided and frequently offer ideas about their preferences for areas of play. They enjoy collaborative play and have a strong interest in the world around them.
- The children's language skills are developing appropriately and a particular strength is their use of early mathematical language during construction play and the snack routine when the children can match and sort in meaningful contexts. There are a majority of the children who are building up their vocabulary and a small number who are making progress in developing their understanding of instructions.
- The children are beginning to develop an awareness of the people and places in the local area and the different types of transport. They are imaginative in play and create 3D models of vehicles and planes which they use on their own creative design of airport runway. They can independently sort at tidy up time and display a very good range of self-help and social skills.

6. Provision for learning

- The staff interaction is skilful in promoting the children's role play and their understanding of the world around them. All of the staff consistently engage the children by modelling the spoken word and through sustained shared interactions which extend the children's language and thinking. The children enjoy individual and group stories, sing during play and mark make at levels appropriate to their individual stages of development. The attractive indoor and outdoor learning environment provides a breadth of learning opportunities across the curriculum.
- The planning for the pre-school curriculum is effectively linked to the assessments of the children's progress. The staff appropriately identify long, medium and short-term planning for a range of connected areas of the curriculum. Progression in the learning is evident in the planned programme. The staff are appropriately giving consideration to the further development of the learning opportunities to develop planting and growing in the outdoor area.
- The children with additional needs have individualised plans and detailed assessment records, which take account of external agency and parental advice; the staff support all the children to develop their communication skills to access and enjoy the pre-school programme.
- The quality of the arrangements for pastoral care is very good. The working relationships at all levels effectively promote a caring and welcoming learning environment. The staff are implementing positive behaviour management strategies and the children are secure in the well-organised routines of the day and the use of self-help strategies during periods of transition from the indoors to the outdoors.

- The staff give very good attention to the promotion of healthy eating through the provision of healthy snacks. The children have regular opportunities, weather permitting, in the outdoors for energetic play.

7. Leadership and management

- The leader and staff work effectively as a team and are committed to the development of the playgroup. They have consistently accessed training, often in a voluntary capacity, and implemented a range of actions to promote improvement. There is an effective cycle of review and evaluation and good use is made of the information to inform the development planning process.
- There are very good links with the parents, grandparents and carers and the staff at the end of the session; the staff, highlight and celebrate the children's work on display and encourage interest in what the children are learning. Useful links are established with the local primary schools.
- The early years specialist from the early years organisation provides clear direction, advice and guidance to the staff on how to improve and effectively promotes a culture of reflection and action for improvement.
- On the basis of the evidence available at the time of the inspection, the playgroup has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the relevant departments. The staff have appropriately identified the need to develop further the risk assessment procedure for visits which may arise throughout the year.

8. Overall effectiveness

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

Health and Safety

1. The peeling wood shavings on a door in the outdoor area are a potential risk to the children.

APPENDIX

STATISTICAL INFORMATION ON DONAGH WEE FOLK PLAYGROUP

1. Details of children

Number of children:	Class 1	Class 2	Class 3
Attending full-time	15		
Attending part-time			
Under 3 years of age*	0		
Funded by Department of Education	15		
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	0		
Who left in previous school year to attend reception provision within a primary school	0		

* On 1 July.

** The stages refer to those set out in the Code of Practice for the Identification and Assessment of Special Educational Needs.

Percentage qualifying under DE admission criteria 1 or 2.	*
Average attendance for the previous year.	92%
Number of days open in previous school year	185

2. Duration of sessions

Full-time	Part-time: am	Part-time: pm
	9.30-12.00	

3. Details of staff

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

Number of: ***	
Students	0
Trainees	0

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