

Education and Training Inspectorate PRE-SCHOOL INSPECTION



Dromore Community Playgroup, Dromore, County Tyrone

Voluntary pre-school playgroup DE Ref No: 2AB-0292

Report of an Inspection in October 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

Dromore Community Playgroup is situated within a purpose-built pre-school centre set within a spacious outdoor area. It is located within the boundary of Dromore town in County Tyrone. The children come mainly from the local area.

Number of children:	Class 1	Class 2
Attending part-time	19	17
Funded by Department of Education	19	17
Without a statement but receiving therapy or support from other professionals for special educational needs	#	0
At Cop stages 1 or 2	#	0

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	186

Source: data provided by the setting.

fewer than 5

*On 1 July past

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

2. Views of parents and staff

Most of the parents responded to the questionnaire and all of their responses were positive about the life and work of the pre-school. They were highly praising of the work of the staff and the value of the playgroup in the local area. All of the staff completed the staff questionnaire and their responses were affirming of the work of the pre-school. A summary of the questionnaire responses was shared with the leadership and a representative of 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	Capacity to identify and bring about improvement
Outcomes for learners	Good
Quality of provision	Good
Leadership and management	Good

5. Outcomes for learners

- All of the children are making good progress for the time of year. On arrival to the playroom, all the children are eager to explore and investigate the range of interesting activities and maintain high levels of curiosity throughout the day especially in the stimulating outdoor area.
- The children are developing good social skills and make choices and decisions about their play. The children's self-help skills are appropriately developed for the time of year and they have increasing levels of independence in putting on their coat and in the care of their environment. A small number of the children are not fully aware of the routines of the day and the need to walk within the playroom.
- The children engage well in small groups and in pairs to develop an understanding of the world around them and are confident to problem-solve when creating towers and climbing in the outdoor area. The children use a very good range of observational and exploratory skills and concentrate for lengthy periods to investigate using natural materials.
- The children enjoy listening to familiar stories and show understanding through their actions and oral responses to the text read. The children's early mark making skills are starting to emerge and they are beginning to recognise symbols for their coat and cup.
- The children have very good awareness of mathematical language and readily sort the natural materials and autumn leaves. The children are becoming aware of the purpose of measuring tapes and are able to make comparisons of height and size.
- The children use confidently a range of fine motor skills to paint, draw, pour and fill containers. The children gain good gross motor skills to run, jump and play with a football in the outdoor area. A small group of children are developing adventurous play, under the appropriate supervision, by the staff and enjoy safe climbing of the trees in the outdoor area.

6. Quality of provision

- The quality of the staff interaction is a key strength of the provision. The staff prepare a stimulating learning environment and enable the children to enjoy play and learning across all six areas of learning. Through very good, skilful interaction, open-ended questioning and close involvement, the staff follow the lead of the children in play and sustain conversation with the children building effectively on their interests. The staff have appropriately identified the planning and assessment processes as an ongoing area of development in order to ensure that the observations are more reflective of the individual children's progress and development. In particular, the further development of the personal, social and emotional programme and the progression in the children's gross motor skills are priority aspects for improvement.

- There are effective strategies used to support all children and an inclusive ethos within the playgroup through which the children with additional needs are well-integrated in the activities. While, a small number of the children are being identified with additional needs the staff have not yet collated the information into an individual education plan and communicated information to the parents.
- While the organisation of the day provides lengthy periods of play, outdoor physical play and a group story session, the opportunities for learning through the snack routine and transitions are underdeveloped. In addition, there are inconsistencies in the staff management of the agreed rules for the children's movement in the playroom.
- Based on the evidence available at the time of the inspection, the playgroup's approach to the care and welfare of the children impacts positively on learning, teaching and outcomes. There is a calm, respectful, caring environment for learning and development and as a result the children are starting to form friendships and are very motivated to learn.

7. Leadership and management

- The leadership and management of the playgroup is good. The staff work well as a team, are reflective in their practice and have identified appropriate areas for improvement in the three year development plan, which are in line with the inspection findings. The processes in place for self-evaluation and action planning require further development in order to promote continuous improvement within the playgroup. It is appropriate that the leadership are amending a number of the current policies and procedures in order to guide better the day-to-day work of the staff with the children.
- The representative of the management committee reports very good collaborative working relationships with the parents, the local community and the local primary school. In addition, the committee is appropriately developing the arrangements to support opportunities for parental programmes through the planned events linked to the 'Getting Ready to Learn' initiatives from the Department of Education.
- The early years specialist (EYS) from the Early Years Organisation (EYO) provides very good advice and guidance for the staff. The impact of the advice is evident in the ongoing support for the staff to develop further the pre-school provision in line with the areas set out in the development plan. While the staff are beginning to write action plans, they do not identify clearly enough the specific target areas for improvement.

8. Safeguarding

Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect broadly the guidance of the relevant departments. The areas for improvement are to:

- amend the procedure within the safeguarding policy for reporting and recording concerns raised and share the updated policy with the parents; and
- develop further the procedure for recording risk assessments for outdoor play and visits outside of the playgroup.

9. Overall effectiveness

Dromore Community Playgroup demonstrates the capacity to identify and bring about improvement in the interest of all the learners.

The areas for improvement are:

- to develop further the policy and practice for supporting children with additional needs; and
- to develop further the processes for self-evaluation and action planning in order to promote continuous improvement.

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 a representative of the management committee;
- a meeting with the early years specialist; 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:

<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

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