

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Eglinton Community Pre-School  
Centre, County Londonderry

Voluntary playgroup

Report of an Inspection in  
April 2018



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

Eglinton Community Pre-School Centre is accommodated in a recently extended building, in the village of Eglinton, County Londonderry. Since the last inspection in 2012, a new leader and deputy leader have been appointed.

Number of children:	Class 1
Attending full-time	20
Funded by Department of Education	20
With statement of special educational needs	0
Without a statement but receiving therapy or support from other professionals for special educational needs	7
At CoP stages 3 or 4**	#
At CoP stages 1 or 2**	5

Average percentage attendance for the previous year.	87%
Number of days open in previous school year	188

**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 significant minority of parents and all of the staff responded to the confidential questionnaire. The responses were very positive regarding the provision; including the leadership, care and the progress being made by the children. The additional written comments praised the staff's creativity and dedication. All of the responses were shared with the leadership and management.

## 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>	High level of capacity for sustained improvement
<b>Outcomes for learners</b>	Outstanding
<b>Quality of provision</b>	Outstanding
<b>Leadership and management</b>	Very good

## **5. Outcomes for learners**

- The children are highly independent and settle quickly to play. They have very positive attitudes to learning and are curious to explore, experiment and persevere during play to solve problems. The children's behaviour and awareness of one another is very good; they collaborate and share during play and are confident to ask the staff questions or to initiate their own ideas.
- The children use language skilfully during imaginative and collaborative play. They know a wide repertoire of rhymes and songs and remain fully engaged during the well-planned story sessions. They use language skilfully during imaginative and collaborative play and interact very well with staff and visitors.
- The children use the wide range of art materials, dough and construction materials with independence to develop their own imaginative ideas. They make patterns, design simple models and paint and draw early representational pictures in response to the world around them. The children's mark making and fine motor skills are of a very high standard.
- The children explore their learning environment with curiosity and enjoy investigating the real and natural materials available throughout the playroom. They have a very good understanding of age-appropriate mathematical language and concepts as they count, sort, measure and make comparisons throughout their play.
- The children who require support with aspects of their learning are fully integrated into the group and are making very good progress.

## **6. Quality of provision**

- The playroom and outdoor areas are very well presented, providing relevant resources and an attractive and stimulating learning environment for the children to explore. The daily timetable is organised carefully and well-established routines are used very effectively to support learning.
- The pre-school provides a language-rich environment and high priority is given to developing the children's language and literacy skills. All of the staff are very skilful in their interactions with the children. They make excellent use of appropriately open-ended questions to foster the children's thinking skills and provide them with additional resources to extend their language and learning. The staff also introduce mathematical concepts and ideas naturally through play. Their involvement in the children's play generates a sense of fun which encourages the children to sustain their interest for lengthy periods.
- During the inspection the staff were able to build on the children's interests very effectively. The staff make regular and relevant assessments of the children's learning and progress; they use their observations of the children's learning to inform future planning and meet the children's individual needs.
- The children who require support with aspects of their learning respond very well to the strategies deployed. They meet the targets set by the staff and are making very good progress in line with their ability.

- Based on the evidence available at the time of the inspection, the pre-school's approach to the care and welfare of the children impacts positively on learning, teaching and outcomes. The staff value the children's contributions and as a result, the children are confident in engaging with each other and the adults.

## **7. Leadership and management**

- The pre-school is led, organised and managed very effectively. The leader, staff team, independent early years specialist and management committee work collaboratively with a clear vision of providing high quality pre-school education. All of the staff have a very respectful and nurturing approach and they clearly enjoy their work with the children.
- The staff make insightful evaluations of their practice and can show the improvements they have made in various aspects of their provision. This process has resulted in an improved daily time-table, more meaningful links with parents and enhanced playroom resources, all of which has significantly increased the children's learning experiences.
- The pre-school's approach to development planning and self-evaluation is reflective. The staff all contribute to regular reviews of practice and identify accurately, the strengths of the pre-school and the relevant priorities for further development. This leads to continuous improvement within all aspects of the pre-school.
- The pre-school has established effective links with the parents, relevant agencies and the main feeder primary schools for the benefit of the children. Information about the children's progress and development is gathered frequently and is shared at key times throughout the year with the parents.

## **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**

Eglinton Community Pre-School Centre 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.

### 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; 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:

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 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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