

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Garvagh Pre-school Playgroup,
Garvagh, County Londonderry

Report of an Inspection in
June 2016

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The Education and Training Inspectorate
Promoting Improvement

Providing Inspection Services for:

Department of Education
Department for the Economy
Department for Communities



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 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 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 meeting with those involved with leadership and management including the management group; and
- the opportunity for the parents and staff to complete confidential questionnaires.

Forty percent of parents and most of the staff responded to the online confidential questionnaires. All of the parents indicated a high level of satisfaction with the work of the pre-school. In particular, the parents referred to how secure and happy their child was, the very pleasing progress their child was making and the stimulating range of active learning experiences which the staff provide. The staff questionnaire responses were highly positive. All of the findings from the questionnaires were shared and discussed with the representative from the management group and the staff.

2. Focus of inspection

In order to promote improvement in the interest of all children, the purpose of inspection is, through effective linking of internal and external approaches, to evaluate the:

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

3. Context

Garvagh Pre-school Playgroup operates in a designated space inside Garvagh Primary School in the town of Garvagh, County Londonderry. The children come mostly from the surrounding area. Since the time of the last inspection, there have been staffing changes including the appointment of a new leader and play assistant; a new management committee has also been appointed.

4. Overall findings of the inspection

Overall effectiveness	Capacity to identify and bring about improvement
Achievements and standards	Very good
Provision for learning	Good
Leadership and management	Good

5. Achievements and standards

- The children are relaxed and emotionally assured. They approach one another, the staff and other adults confidently and respond very well to the staff's high expectations for them. The children settle eagerly to and are well-engaged in their play activities for sustained periods, taking high levels of responsibility for most aspects of their learning. They enjoy using creatively the various carefully chosen authentic resources available for play. The children's behaviour is exemplary; they treat one another, the adults and their play resources and equipment with respect; the secure development of the children's personal, social and emotional wellbeing and awareness is a particular strength.
- Overall, the children display a very positive attitude to learning and are making very good progress in all aspects of the pre-school curriculum; they use accurately their developing language to explain and share what they are doing. Most are very interested in browsing books and other print resources; they are developing very well their active listening and attention skills and, independent early mark-making, showing understanding that print can provide information as well as tell stories.
- The children respond well to the frequent opportunities the staff provide to engage and extend their interest in the world around them; they enjoy manipulating and investigating the various collections of interesting natural and man-made materials, including a range of familiar technology devices, in the playroom. Their independent representational artwork is detailed and attractive.

6. Provision for learning

- The staff team use their complementary skills well to good effect to provide a child-centred and stimulating learning environment containing high levels of interest for the children. They make productive use of the daily routines to extend the children's independence.
- The staff's interactions, on the day of the inspection, were consistently very good; they model open questions and maintain the flow of the children's learning conversations using relevant topic vocabulary well-matched to the individual needs and responses of the children. The adults always listen to and value the children's talk, they respond effectively to their interests to promote and draw out the children's thinking.
- The progressive planning demonstrates that the children have broad and balanced learning experiences across the six pre-school learning areas. The staff monitor regularly the impact of the planning on the quality and extent of the children's learning and use this information to make adjustments to meet all the children's needs.
- The staff record insightful observations to assess and record the children's progress. The children who have additional needs are identified, supported and monitored appropriately by the staff and are progressing well in their learning and all round development.

- The quality of the arrangements for pastoral care in the pre-school is very good. There are very positive and productive working relationships at all levels. The adults treat the children with kindness and care and prepare stimulating learning activities to captivate the children's interest and imagination.
- The children are provided with a healthy snack, have enjoyable opportunities to cook and eat simple and nutritious recipes and are developing a good range of physical skills.

7. Leadership and management

- The leader has a clear vision for the continuous development of the pre-school. She is supported ably in this by the dedicated, experienced staff team, who use their complementary skills effectively to bring about further improvement in the provision.
- The pre-school's processes for self-evaluation and development planning are at an early stage of development. The action plans outline a number of relevant priorities for improvement which need more specific detail about how the impact of the planned improvement actions will be monitored and evaluated. The management committee is very supportive of the staff's work in improving the children's learning experiences and the outcomes they achieve.
- The playgroup has built up a good range of links with the parents, the community and various external agencies to support and extend the staff's work with the children. The parents are welcomed into the playgroup, their views are taken into account to inform improvement actions and they are given relevant information about the progress their children are making.
- The independent early years specialist provides skilful support to help develop the provision. The staff are beginning to benefit from the Early Years Special Educational Needs Capacity Building programme and other professional development. As a next step, it will be important that the staff develop arrangements to embed and sustain this training within the pre-school programme.
- On the basis of the evidence available at the time of the inspection, the pre-school has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the relevant Departments.

8. Overall effectiveness

Garvagh Pre-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 pre-school sustains improvement, in particular, the need to:

- develop further and embed the processes for self-evaluation and development planning within the pre-school.

Health and Safety

1. A risk assessment needs to be completed of the outdoor play space which is not currently fenced off.
2. The staff need to complete a risk assessment of the access arrangements through the playgroup's messy play area to the community room.

STATISTICAL INFORMATION ON GARVAGH PRE-SCHOOL PLAYGROUP, GARVAGH

1. Details of children

Number of children:	Class 1
Attending full-time	
Attending part-time	20
Under 3 years of age*	0
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	4
At CoP stages 3 or 4**	4
At CoP stages 1 or 2**	0
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.	100
Average attendance for the previous year.	89%
Number of days open in previous school year	188

2. Duration of sessions

Full-time	Part-time: am	Part-time: pm
	9.15 am-11.45 am	

3. Details of staff

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

Number of: ***	
Students	1
Trainees	0

*** Total placements since September of current year

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