

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Glencraig Integrated Playgroup,  
Holywood, County Down

Report of an Inspection in  
June 2017



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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## INTRODUCTION

### 1. Context

Glenraig integrated playgroup is located in purpose built accommodation in the grounds of Glenraig integrated primary school. The accommodation and resources are of a high quality; the playgroup has a well-resourced enclosed outdoor play area.

<b>Number of children:</b>	Class 1
Attending part-time	26
Under 3 years of age*	0
Funded by Department of Education	26
With statement of special educational needs	0
Without a statement but receiving therapy or support from other professionals for special educational needs	0
At CoP stages 3 or 4**	0
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

Percentage qualifying under DE admission criteria 1 or 2.	0
Average attendance for the previous year.	92%
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

### 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 indicated very high levels of satisfaction with the life and work of the playgroup. The parents commented on the high quality of the learning experiences provided for their children and the professionalism of the approachable staff.

### 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

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

#### KEY FINDINGS

##### 5. Outcomes for learners

- The children are very well settled and well behaved. They engage in sustained, purposeful and collaborative play and develop high levels of perseverance, independence and self-management.
- The children produce detailed representational artwork; their early mark-making is of a high standard. They are developing well their fine motor skills through the use of wide range of tools and equipment. Outdoors, the children participate in a wide range of interesting activities that are developing good knowledge of the world around them, early scientific concepts and imaginative role play. The children make free choices and often spend extended periods in their chosen activities.
- During their play, the children are mathematically aware and refer to shape, number and size in context. Almost all of the children have very good speech and oral language for their age and stage of development; they follow simple instructions and listen attentively when involved in group activities including story sessions in small groups. However, they do not have enough opportunity to take part in story sessions involving all of the children.

##### 6. Provision for learning

- The playgroup is very attractively presented and well laid out to utilize all the available space. The organisation of the day provides lengthy periods of free play, both indoors and outdoors when the children develop their curiosity well and engage in concentrated play.
- The quality of the interactions between the staff and the children is of a consistently high standard. The staff model play effectively and engage skilfully with the children, asking open-ended questions to extend their thinking and learning.
- The staff plan interesting activities throughout the year across all areas of the curriculum. Their planning lacks sufficient attention to outlining progression in the development of the wider range of physical skills.
- The staff use a key worker system and make observations of the children's responses to their play; they know the children well. It is appropriate that the staff have identified the need to review the number and range of observations for each child and to link the observations and assessment of the children more explicitly to the planning.

- Based on the evidence available at the time of the inspection, the pre-school's approach to the care and welfare of the children, through a caring and inclusive ethos and the very good working relationships at all levels, fosters a positive climate and sense of security for young children to learn.

## **7. Leadership and management**

- The staff work well together in the best interest of the children; they have developed effective links with the main feeder primary school, appropriate support agencies and the local community.
- The staff evaluate their work regularly and as a result have brought about important improvements in many aspects of their provision.
- The staff are supported well by their independent early years specialist who challenges constructively the work of the playgroup and contributes effectively to the improvement process.
- 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**

Glencraig Integrated 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**

<b>Part-time:</b>
3 hours

**Details of staff**

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

<b>Number of: *</b>	
Students	0
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 outcomes, on provision 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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