

Education and Training Inspectorate PRE-SCHOOL INSPECTION



Glengormley Integrated Primary School Playgroup, Newtownabbey, County Antrim

Voluntary Integrated Playgroup DE Ref No: 3BB-0094

Report of an Inspection in October 2019

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1. Context

Glengormley Integrated Primary School Playgroup is located in a building within the grounds of Glengormley Integrated Primary School. There have been recent changes in the leadership and management. Since the last inspection the outdoor area has been landscaped.

Number of children:	Class 1	Class 2
Attending full-time	21	20
Funded by Department of Education	21	20
Without a statement but receiving therapy or support from other professionals for special educational needs	#	#
At CoP stages 3 or 4**	#	0
With English as an additional language	0	#

Percentage qualifying under DE admission criteria 1 or 2	6
Average percentage attendance for the previous year.	95.6
Number of days open in previous school year	184

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 small number of parents and all of the staff responded to the confidential questionnaire. The responses from the parents were highly positive about all aspects of the provision, the work of the staff and the progress their children are making. The staff highlighted their improved communication, support and teamwork and the important role and responsibilities of the management committee. A summary of the questionnaire responses was shared with the leader and a representative from 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	Very good
Quality of provision	Good
Leadership and management	Good

5. Outcomes for learners

- The children are making very good progress in their learning and development as appropriate for the time of year. They are very well settled and manage the daily routines with confidence and independence. Most of the children initiate, sustain and develop their own creative ideas through their play. They co-operate well with the staff and one another, showing respect and care for each other and the environment.
- The children engage with a high level of interest in books and stories, both informally within the playroom and the story area and during well led-group sessions. They are developing very well their attention and listening skills and can express their experiences and ideas to the staff. The children are beginning to show an understanding of early mathematical ideas and use the language associated with time, position, number and comparison of size and shape.
- The children are creative and imaginative in their use of a wide range of materials, such as paint, dough and small construction resources. They experiment with equipment and materials with curiosity and a majority make simple models, collages and representations of people and the world around them. Their fine motor skills are developing well as they use a range of simple tools during snack, and when in the construction and art areas. They participate collaboratively in simple family role play such as making the dinner and caring for babies.
- The children are developing physical skills including balance, starting and stopping to visual cues and throwing and catching. They enjoy initiating informal music sessions with singing and instruments and most participate well during whole-group song and rhymes times. The children spend sustained periods in small groups, investigating the properties of sand, water and the natural items included in areas of play.
- The children who require support with aspects of their learning are well integrated into the group and with sensitive adult support, are making progress following the routines, listening to instruction and developing their social skills.

6. Quality of provision

- The staff plan a weekly programme with interesting activities and resources for the children across all areas of the pre-school curriculum. The consistently high quality of the staff interactions and participation with the children is a key strength within the pre-school. The staff use effective strategies to promote the children's own independence and social skills; they listen well to the children and encourage them to experiment and develop their own creative ideas. They introduce a good range of vocabulary and early mathematical language naturally into the play and use open-ended questions to extend the children's thinking in an age and stage appropriate manner.
- The planning and assessment which is currently being developed collaboratively with the whole staff team, guides the staff well in their day-to-day work and supports them in identifying and meeting the needs of individual children. However, the medium and long-term planning does not ensure suitable progression in learning throughout the year.

- The playroom is well presented with attractive displays of the children's own work, photographs at child height and a wide range of books to stimulate the children's interest and discussion. The current room layout does not provide sufficient space for floor play; the planned use made of the newly developed outdoor area has been appropriately prioritised as an area for development in the coming year.
- Children with additional needs are identified early in close liaison with parents and other professionals. Individual plans are in place and progress is monitored. These plans need to have specific, measurable targets and strategies to support the children more effectively. The staff have carried out a staff audit and prioritised the need for additional training for special educational needs in their current action plans.
- Based on the evidence available at the time of the inspection, the pre-school's approach to care and welfare impacts positively on learning and teaching, and outcomes. The respectful, caring and inclusive ethos contributes to the children's positive attitudes to learning.

7. Leadership and management

- At the time of the inspection there had been recent changes in the leadership and management. Following a period of transition, the new leadership and management have, within a short time period, demonstrated their capacity to bring about significant improvements in developing a collaborative team approach, the processes for identifying special educational needs and the short-term planning and assessment methods. These improvements now need to be embedded and built upon with the support of the new management committee.
- The development plan has relevant priorities for further improvement and the action plans, which are monitored regularly, are linked to relevant staff training needs.
- The parents are encouraged to be involved in their child's learning through the lending library, information from the newsletter and the planned workshops through the Big Bedtime Read. Close communication and visits from the year one teachers in the main feeder primary school help to manage smooth transitions for the children.
- At the time of the inspection, the management group was being reconstituted. Plans are in place to ensure that the new management group are aware of their role and responsibilities and of the training available to support them in their role.
- An independent early years specialist provides effective support to ensure the quality of the children's experiences has been maintained during an extended period of challenge and transition within the group. The newly established staff team and committee are, as identified within the development plan, well placed to work with the support of the IEYS to increase the pace of improvement work.

8. Safeguarding

Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect broadly the guidance from the relevant Departments.

However, Glengormley Integrated Primary School Playgroup needs to:

- update their complaints procedure and child protection policy to reflect fully current guidance; and
- ensure that safeguarding matters are recorded in an accurate and timely manner in line with current guidance.

9. Overall effectiveness

Glengormley Integrated Primary School Playgroup demonstrates the capacity to identify and bring about improvement in the interest of all children.

There are areas for improvement that the playgroup has demonstrated the capacity to address. The areas for improvement are to:

- embed and build on the recent improvements in the provision, maintaining effective communication between the staff and the new management committee;
- continue to develop the quality of the learning experiences outdoors;
- develop medium- and long-term planning to guide progression in the children's learning across the curriculum.

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, including a phone call with a representative of 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

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:

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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