

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Glenn and Barr Playgroup,
Jerrettspass, County Down

Voluntary playgroup

Report of an Inspection in
March 2017



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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INTRODUCTION

1. Context

Glenn and Barr Playgroup is accommodated in purpose-built premises in Jerrettspass, on the outskirts of Newry. Almost all of the children come from the surrounding rural area. At the time of inspection, two-thirds of the staff were recently appointed to the setting.

Number of children:	Class 1
Attending part-time	25
Under 3 years of age*	#
Funded by Department of Education	23
Without a statement but receiving therapy or support from other professionals for special educational needs	#
At CoP stages 3 or 4**	#
At CoP stages 1 or 2**	5

Percentage qualifying under DE admission criteria 1 or 2.	100%
Average attendance for the previous year.	95.5%
Number of days open in previous school year	185

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 majority of the parents and all of the staff responded to the confidential questionnaires. All of the responses were wholly positive about the life and work of the playgroup. The parents in particular highlighted their appreciation of the personable and professional staff and praised the quality of care and education provided for their children.

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

Overall effectiveness	Capacity to identify and bring about improvement
Outcomes for learners	Very good
Quality of provision	Good
Leadership and management	Good

KEY FINDINGS

5. Outcomes for learners

- Almost all of the children are well-settled and play collaboratively with each other for sustained periods of time. They demonstrate very good levels of independence and self-management as they follow the well-embedded routines, initiate their own play and take responsibility for their environment as they tidy up purposefully after play.
- The children achieve well across all areas of the pre-school curriculum. They display very good standards in early mark making and representational art, engage confidently with each other and with adults and show a keen interest in books. The children's understanding of key mathematical concepts and language is developing well, as they use, naturally and confidently during play, the language of measure, shape and number. They are developing well their curiosity and creativity as they engage in authentic and stimulating construction play and observe, discuss and care for animals and plants.

6. Quality of provision

- The staff have created a stimulating and attractive learning environment in which all available space is used effectively to provide good or very good learning opportunities across all areas of learning. The staff have identified appropriately the need to develop aspects of the provision in Physical Development and Movement, in order to extend further the limited opportunities to engage in physical and energetic 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, using open-ended questions to extend their thinking and understanding.
- There is planning for all areas of learning and evidence of regular evaluation. Observations of the children's achievements and progress across each area of learning are being used appropriately, on occasions, to inform short-term planning. However the practice of tracking their progress in learning is inconsistent. The staff have identified the need to focus more explicitly on the learning rather than on the activities, in both the short-term planning and evaluations, in order to meet more effectively the needs of all of the children.
- The quality of care and welfare is very good. There is a supportive and inclusive ethos in the nursery, where all children and staff are valued and respected. The staff use a consistent approach to promoting positive behaviour to which the children respond well.

7. Leadership and management

- There is a collegial and supportive leadership culture at all levels in the playgroup. The dedicated leader and management committee have managed well a particularly challenging and uncertain period in relation to a number of changes in staffing over the past eighteen months.

- The independent early years specialist has provided effective support with aspects of the provision. While there is evidence of self-evaluation leading to improvement it is insufficiently strategic and effective. The leader and early years specialist have identified the need to develop self-evaluation further at all levels, based on a more robust system of evidence gathering and consultation, in order to improve further the provision.
- Effective links have been established with the parents through, for example, informative newsletters and regular meetings, and the parents' views and opinions are sought and acted upon. The effective links with the local primary school support the children and their parents effectively with transition to primary education.
- 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

Glenn and Barr Playgroup demonstrates the capacity to identify and bring about 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**

Full-time	Part-time: am	Part-time: pm
	9 am-12 pm	

Details of staff

Number of:	Part-time
Staff including, Teachers/Leaders	4
Number of staff holding a recognised child care qualification	4
Number of staff holding a recognised teaching qualification	0
New appointments within the previous 12 months	3

Source: data provided by the setting.

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 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 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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