

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Gleno Pre-School Playgroup,  
Larne, County Antrim

Voluntary Playgroup

Report of an Inspection in  
May 2018



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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## 1. Context

Gleno Pre-school playgroup is located in the Young Farmer's hall in Gleno village, Larne. A new small secure outdoor area has been developed recently. Most of the staff are new since the last inspection.

| <b>Number of children:</b>  | <b>Class 1</b> |
|---|----------------|
| Attending part-time   | 17             |
| Funded by Department of Education   | 17             |
| With statement of special educational needs   | #              |
| Without a statement but receiving therapy or support from other professionals for special educational needs | #              |
| At CoP stages 1 or 2**  | #              |
| With English as an additional language  | #              |

|  |     |
|--|-----|
| Average percentage attendance for the previous year. | 93% |
| 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

Almost of the parents and all of the staff responded to the confidential questionnaire. Almost all of the responses were wholly positive about all aspects of the life and work of the playgroup. The parents' written comments highlighted the committed and caring staff who create a welcoming environment for the children; the good communication with the parents; and the children's enjoyment of playgroup.

## 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>     | Important areas for improvement   |
| <b>Outcomes for learners</b>     | Important areas for improvement   |
| <b>Quality of provision</b>      | Significant areas for improvement |
| <b>Leadership and management</b> | Important areas for improvement   |

## **5. Outcomes for learners**

- A significant minority of the children require greater support and guidance to develop their concentration and develop sustained interest in their activities.
- The children's learning and development across the curriculum is under developed for the time of year; in particular more needs to be done to develop the children's own creativity.
- Most of the children have an early awareness of mathematical concepts and language as they sort and count as an integral part of their play.
- The children's personal, social and emotional development is a particular strength; all of the children are happy and settled; they can self-register at key times; for example, as they self-register on arrival and by attending to their own needs during the snack routine.
- The children who require support with aspects of their learning are integrated fully into the group and most are making good progress in their learning.

## **6. Quality of provision**

- The written planning does not guide the staff well enough in their interactions with the children; consequently the quality of the interactions between the staff and the children is variable. The planned programme does not provide sufficient progression across the pre-school curriculum. While the staff are always supportive and encouraging to the children and on occasions they sustain the children's interest in their play, too often, they miss opportunities to build on the children's own ideas to develop further their learning.
- There is insufficient monitoring of the children's progression across all areas of the curriculum. The staff have collated some useful observations of the children's responses to their play; however, the information is not used to inform the planning to take sufficient account of the children's learning. The staff plan together regularly; the planning for indoor play outlines some useful guidance for the staff; more attention needs to be given to the development of the Arts and a wider range of physical skills. The planning for the new outdoor play area is under-developed and consequently the use of the outdoor area does not maximise the learning opportunities for the children.
- The Arts provision is an important area for improvement. The children's artwork is underdeveloped for the time of year; they have limited opportunities to make and respond to music and to develop creativity outdoors.
- The organisation of the day is an important area for improvement. The necessary routines do not exploit fully enough the learning inherent in the activities. The group story session is not planned and organised effectively to develop well the children's listening and concentration skills.
- The planning for those children who require support with aspects of their learning is not detailed enough; the targets set for the children in their individual education plan need to be more focused and achievable.

- Based on the evidence available at the time of the inspection, the pre-school's approach to care and welfare impacts positively on the children's personal, social and emotional development. The staff are caring and sensitive; the children are at ease with them and turn to them confidently for support.

## **7. Leadership and management**

- The development and action plans are not sufficiently focused on the curriculum or linked to evidence of improvements in the children's learning. The staff understanding and use of self-evaluation underpinned by rigorous monitoring and evaluation is underdeveloped. The current processes do not indicate how effectively the developmental work improves the quality of the daily provision and the outcomes for the children.
- There is a strong team spirit and excellent working relationships amongst the staff; they co-operate effectively in the day-to-day running of the centre and are committed to developing their practice further.
- The staff have good working relationships with the new temporary early years' specialist, from the Early Years organisation. Over recent times, the staff have had inconsistent support from an EYS; they report that this has impacted negatively on the ongoing developmental work of the playgroup. It will be important for the staff to now receive targeted support from the EYS, to extend and develop the staff's understanding and use of self-evaluation and development planning to ensure high quality provision and outcomes for all children.
- Good links and communication have been established with parents and visitors to the playgroup to enhance the children's learning experiences. The staff have introduced the 'Big Bedtime Read' initiative and provide resources for the parents to use at home to help their children with their learning. They provide a useful Newsletter and information through social media to keep the parents informed about the life and work of the centre.

## **8. Safeguarding**

- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflects broadly the guidance from the relevant Departments. However; all staff need to have a clearer understanding of the agreed procedures and protocols on recording safeguarding matters.

## **9. Overall effectiveness**

Gleno Pre-school needs to address important areas for improvement in the interest of all the learners. The areas for improvement are to:

- develop further planning and assessment methods to improve the overall quality of provision and outcomes for the learners;
- review the organisation of the day to ensure that all time and routines are used more effectively for learning and that the children's attention and listening is developed through group stories;

- monitor more rigorously at all levels of the leadership and management, how effectively the developmental work improves the quality of the daily provision and the outcomes for the children; particularly in the Arts.

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 in 12 to 18 months.

**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 representative 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 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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