

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Greysteel Playgroup

Report of an inspection in
October 2015

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 continue to 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 continue to 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 teaching and learning through play, the children's achievements and standards, scrutinised relevant documentation, and held formal and informal discussions with staff with specific responsibilities.

The arrangements for this inspection included:

- a discussion with the staff;
- 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.

A majority of the parents completed questionnaires and the responses and comments indicated high levels of satisfaction with the work of the playgroup. All of the staff completed questionnaires and were positive about almost all aspects of the life and work of the school. The responses were shared with the staff and management group.

2. Focus of inspection

The inspection focused on:

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

3. Context

The playgroup is located in purpose-built accommodation in the village of Greysteel, County Londonderry. Since the last inspection there has been no change in staffing.

4. Overall findings of the inspection

Overall Effectiveness	High level of capacity for sustained improvement
Achievements and standards	Outstanding
Provision for learning	Outstanding
Leadership and management	Very good

Key findings of the inspection

5. Achievements and standards

- Almost all of the children settle quickly on arrival in the playgroup and set about exploring and investigating the attractively presented learning environment. Given the time of year, the quality of the children's work is of a very high standard and shows good attention to detail. Most of the children are beginning to demonstrate independence and are willing to 'have a go' at doing things for themselves.
- The staff place much emphasis on developing the children's personal, social, emotional and language development and, as a result the children are confident in approaching them to discuss their play and to meet their needs. The children often engage in purposeful and concentrated play and show a good regard for the views and opinions of others in the group.
- The literacy rich environment provides very good opportunities for the children to develop their pre-reading and writing skills and the majority enjoy listening to stories, browsing through the many books located around the playgroup and can make good attempts at early mark making.

6. Provision for learning

- The quality of pastoral care is outstanding. A friendly, caring atmosphere permeates the playgroup and the working relationships at all levels are excellent. The learning environment both indoors and outdoors is presented to a very high standard and every opportunity is used effectively to promote learning and teaching across all areas of the pre-school curriculum.
- The quality of the staff interactions with the children are consistently of a very high quality. The staff engage readily with the children in their play, build on their responses and develop their thinking skills. The children's ideas, interests and responses are noted by the staff and are the foundation for the planning of the pre-school programme. The written planning is regularly evaluated to ensure progression and challenge in the learning and teaching and to meet the needs of the children.
- The organisation of the day is very effectively managed to provide variety and smooth transitions between activities for the children.
- The staff have identified a small number of children who require additional support with aspects of their learning and are in the process of seeking appropriate advice and guidance on how best to address their individual needs. The parents are provided with regular information on how to become involved in their children's learning and also the progress they make throughout the year.
- The playgroup gives outstanding attention to promoting healthy eating and physical activity. The daily programme includes a healthy snack and a lengthy period of outdoor energetic play.

7. Leadership and management

- The leader promotes a team approach to the work of the playgroup and is very well supported in her leadership role by the skilled and dedicated staff. The staff and the newly formed management group have a shared vision for the future development of the playgroup.
- Appropriate areas for development have been identified in the school development plan.
- Effective links have been established with the parents and the local primary school for the benefit of the children.
- The playgroup has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the relevant department.
- The independent early years specialist provides very good levels of support to the staff. She encourages a reflective approach to their work and has assisted them well in their improvement agenda in recent years.

8. Overall Effectiveness

The playgroup has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will continue to monitor how the playgroup sustains improvement.

STATISTICAL INFORMATION ON GREYSTEEL PLAYGROUP

1. Details of Children

Number of children:	Class 1	Class 2	Class 3
Attending full-time			
Attending part-time	24		
Under 3 years of age*	0		
Funded by Department of Education	24		
With statement of special educational needs	0		
Without a statement but receiving therapy or support from other professionals for special educational needs	2		
At CoP stages 3 or 4**	2		
At CoP stages 1 or 2**	2		
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.	86%
Number of days open in previous school year	185

2. Duration of Sessions

Full-time	Part-time: am	Part-time: pm
	9.30 – 12.00	

3. Details of Staff

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

Number of: ***	
Students	0
Trainees	0

*** Total placements since September of current year

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