

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Groomsport Playgroup,
Groomsport, County Down

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

CUSTOMER
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INTRODUCTION

1. Context

Groomsport Playgroup is located in the Orange Hall in the village of Groomsport, County Down. Since the last inspection, the playgroup has become a limited company and there are two new members of staff.

| | |
|---|---------|
| Number of children: | Class 1 |
| Attending part-time | 20 |
| Under 3 years of age* | 6 |
| Funded by Department of Education | 13 |
| Without a statement but receiving therapy or support from other professionals for special educational needs | # |

| | |
|---|-----|
| Percentage qualifying under DE admission criteria 1 or 2. | 100 |
| Average attendance for the previous year. | 94% |
| Number of days open in previous school year | 188 |

Source: data provided by the setting.

fewer than 5

2. Views of parents and staff

A small number of the parents and the staff responded to the confidential questionnaires. All of the responses indicated high levels of satisfaction with all aspects of the playgroup provision. The written comments provided by the parents have been shared with the 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:

In order to promote improvement in the interest of all children¹, the purpose of inspection is, through effective linking of internal and external approaches, to evaluate the:

- outcomes for learners;
- quality of provision for learning; and
- quality of leadership and management.

¹ In the case of a Day Nursery this refers only to the DE-funded pre-school provision.

4. Overall findings of the inspection

| Overall effectiveness | Capacity for sustained improvement |
|---------------------------|------------------------------------|
| Outcomes for Learners | Good |
| Provision for learning | Good |
| Leadership and management | Good |

KEY FINDINGS

5. Outcomes for learners

- The children are well settled; they are familiar with the daily routines and organisation of the day and are developing their independence, for example, during the snack routine and attending to their own needs. They approach the staff readily and are confident when talking about their play and sharing personal experiences. They often engage in sustained play and interact positively with staff and their peers.
- The children are making good progress in most areas of the pre-school curriculum, however, they need to develop further a range of physical skills. They display an understanding of early number appropriately through the use of songs and rhymes.
- Most of the children have good speech and oral language skills; they listen attentively and can follow basic instructions. They enjoy and are attentive in the group story sessions; they regularly show an interest in early mark-making and are developing well their fine motor skills.
- They can produce creative artwork; their drawings and paintings show good attention to detail, at times the creative activities are over-directed by the adults which constrains the opportunities to develop their own creativity.

6. Quality of provision

- The playroom is well-organised and the staff make good use of the space and resources available; the selection of authentic resources and real items is limited and needs extended to stimulate the children's natural curiosity and problem solving.
- The planning covers all areas of pre-school curriculum and there is evidence of progression in the learning in most areas of the curriculum. The short-term planning provides insufficient guidance for the staff; the staff need to ensure that there is no undue formality in the curriculum.
- While the children have regular access to an enclosed outdoor area, weather permitting, the planning for outdoor activities does not outline the development of a wide enough range of gross motor skills.

- The staff know the children well, regularly observe them at play and have collated samples of their work to show progression in their learning. The information gathered is not being used well enough by the staff to inform future planning,
- A positive ethos influences the work of the playgroup and working relationships between the staff and the children are very good. The staff provide the children with sustained support during play; they often engage the children in purposeful discussions about their play and experiences.

7. Leadership and management

- Since taking over the group the proprietor has made significant improvements to the fabric of the building and the quality of the provision.
- At the time of the inspection an acting leader was in post; she is having a positive influence in developing the work of the centre. Together with the early years specialist and the proprietor she has identified appropriate areas for further development.

On the basis of the evidence available at the time of the inspection, the playgroup has comprehensive arrangements in place for safeguarding children which reflect the guidance issued by the relevant Departments.

CONCLUSION

8. Overall effectiveness

Groomsport Playgroup demonstrates the capacity to identify and bring about improvement in the interest of all the children. There are areas for improvement that the playgroup has demonstrated the capacity to address. The areas for improvement are to:

- develop further the planning for progression of activities, particularly for in outdoor play, and
- use the information gathered through observations of the children more effectively to inform the future planning.

ETI will continue to monitor how the playgroup sustains improvement.

Information on sessions and staff**Duration of sessions**

| |
|----------------------|
| Part-time: am |
| 2 ¾ hours |

Details of staff

| Number of: | Part-time |
|---|------------------|
| Staff including, Teachers/Leaders | 4 |
| Number of staff holding a recognised child care qualification | 4 |

| Number of: * | |
|---------------------|---|
| Students | 0 |

Source: data provided by the setting.

* Total placements since September of current year

N/A not available

Health and Safety

- The hall roof requires urgent attention: it leaks; is causing dampness in the playroom and is having a negative impact on the stored resources.

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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