

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Jack and Jill Community
Playgroup, Plumbridge,
County Tyrone

Voluntary community playgroup

Report of an Inspection in
February 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

Jack and Jill Community Playgroup is located in purpose-built accommodation in the village of Plumbridge. The children come mainly from the local and surrounding area. The leader and deputy leader are in post since the last inspection in 2009. Additional staff are employed as carers for children with additional needs.

Number of children:	Class 1
Attending part-time	13
Funded by Department of Education	13
With statement of special educational needs	#
Without a statement but receiving therapy or support from other professionals for special educational needs	#
At CoP stages 3 or 4**	#

Percentage qualifying under DE admission criteria 1 or 2.	100%
Average attendance for the previous year.	92%
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 half of the parents responded to the confidential questionnaires. Almost all of the responses indicated a very high level of satisfaction with the quality of provision. A very small number indicated that more regular information about the children's progress would be welcome. Parents report that the playgroup is well thought of in the community and that the children are supported effectively in their learning and development. The staff responses were wholly positive about all aspects about the life and work of the playgroup.

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

- All the children are well settled, happy and willing to explore and participate in a range of interesting activities. They respond well to ideas presented by the staff and almost all engage in collaborative play with a significant minority having very good negotiation and problem-solving skills. Most of the children are able to concentrate and complete activities with high levels of satisfaction.
- The children who require support with aspects of their learning are making appropriate progress according to the expected outcomes.
- Overall the children are attaining the expected standards across the six areas of learning. The children have well-developed fine motor skills and are making very good progress in play with home-corner tools. The artwork on display shows close attention to detail and is representative of the children's understanding and expression of the world around them. Most of the children engage in conversations at snack time, take on imaginative roles during play, listen attentively and offer ideas about stories told by the staff. The children's mathematical awareness of time and measurement is very good. Most of the children's progress in their gross motor skill development is insufficiently recorded; however, the staff are aware of the individual children who require additional support to develop their physical skills.

6. Quality of provision

- The staff create a stimulating learning environment to support an enriched pre-school learning experience. The lengthy period of productive play in the indoors benefits the children's social and language development; however, there are missed opportunities to utilise the outdoor environment for energetic physical development and further learning about the world around us.
- The quality of the interactions between the staff and the children are very good and sustain the children's involvement in concentrated play and learning about environmental topics; for example, feeding the birds and farming.
- The thematic planning provides progression in most of the curricular areas and there are detailed observations of the children's learning which inform the medium term planning. The planning for physical and outdoor play is under-developed.
- The children who have additional learning needs are carefully monitored; the staff share information with the parents and strive to be well-informed by the multi-agency teams about how best to meet the children's needs.

- The quality of care and welfare is effectively enabling the children to feel secure in their routines and to relate with ease to the staff.

7. Leadership and management

- The leadership of the playgroup is committed the development of the provision and continue to manage improvement effectively with good support from the management committee.
- The early years specialist from the Early Years Organisation has identified and made appropriate recommendations for improvement, and is supporting the playgroup staff and management group in developing further the arrangements for inclusion.
- The playgroup's approach to development planning and self-evaluation lacks a strategic focus on the use of evidence of the impact of the actions taken to bring about improvement in the children's outcomes.
- The links with the parents are good and the regular contact has enabled the children with additional needs to be fully integrated within the playgroup.
- 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, the playgroup needs to ensure that the chairperson's safeguarding training is up-to-date.

CONCLUSION

8. Overall effectiveness

Jack and Jill Community playgroup demonstrates the capacity to identify and bring about improvement in the interest of all the learners.

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

- develop the planning for progression in physical and outdoor play; and
- monitor and evaluate, at all leadership levels, the impact of action planning for improvement.

The ETI will monitor how the playgroup sustains improvement.

Health and safety

1. The uneven surface around the climbing frame is a potential trip hazard particularly for children identified with additional physical needs.

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

Part-time: am
9.15-11.45

Details of staff

Number of:	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	1
New appointments within the previous 12 months	1

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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