

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Kenbaan Community Pre-school,  
Ballymena, County Antrim

Voluntary Playgroup

Report of an Inspection in  
April 2018



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments

CUSTOMER  
SERVICE  
EXCELLENCE



# CONTENTS

<b>Section</b>	<b>Page</b>
1. Context	1
2. Views of parents and staff	1
3. Focus of the inspection	1
4. Overall findings of the inspection	1
5. Outcomes for learners	2
6. Quality of provision	2
7. Leadership and management	3
8. Safeguarding	3
9. Overall effectiveness	3

## **Appendices**

- A. Inspection methodology and evidence base
- B. Reporting terms used by the Education and Training Inspectorate

## 1. Context

Kenbaan Community Pre-school operates in a mobile unit within the grounds of St Brigid's Primary School, Ballymena. The children attend from the wider Ballymena area and all are in their immediate pre-school year. The playgroup has an outdoor play area and uses the St Brigid's Primary School hall for physical play sessions. Since the last inspection, a new leader and 3 new assistants have been appointed.

<b>Number of children:</b>	Class 1
Attending part-time	26
Funded by Department of Education	26
With statement of special educational needs	0
At CoP stages 3 or 4**	#
At CoP stages 1 or 2**	#
With English as an additional language	#

Average percentage attendance for the previous year.	95.5%
Number of days open in previous school year	189

**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

One-fifth of the parents and all of the staff responded to the confidential questionnaire. The responses were very positive about almost all aspects of the life and work of the playgroup. The written comments commended the staff's helpfulness and commitment to meeting the children's individual needs and interests.

## 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>	High level of capacity for sustained improvement
<b>Outcomes for learners</b>	Very good
<b>Quality of provision</b>	Very good
<b>Leadership and management</b>	Very good

## **5. Outcomes for learners**

- The children engage productively in the interesting and engaging activities provided indoors and outdoors. They build on their own natural curiosity and use their imaginations to express their ideas through collaborative role play and in the mature representational artwork they create. Most browse, with high levels of interest, the story and fact books about their current topics and make very good use of labels and other helpful printed resources in the setting to extend their independence. A significant minority are ready to and are benefiting from experiences to develop their early mark-making. The children are developing well their understanding of key early mathematical concepts in meaningful contexts, including number, shape and measures and are very keen to investigate and learn about the world around them.
- The children are relaxed and confident with the staff and visitors. Their play is purposeful and concentrated for lengthy periods. The children's self-management skills are well-established; they choose and manage the equipment they need to extend their play and respond positively to their regular daily routines. For example, during the healthy snack time, the children use number cards to select an appropriate number and range of food items independently and their manners and social conversations are mature and considerate towards others.
- All of the children, including those who require additional support with aspects of their learning, are making very good progress across all aspects of the pre-school curriculum.

## **6. Quality of provision**

- The staff have created a stimulating, child-centred learning environment, organising the available space indoors and outdoors effectively to progress the children's self-reliance. A key strength is the particular emphasis the staff place on developing the children's curiosity and learning about the natural world; for example, the children tend to and observe their own seeds and plants in the setting and most understand what plants need in order to grow.
- The well-planned programme offers an interesting blend of learning experiences which provide progression and challenge across the pre-school curriculum areas. Appropriately, the staff have developed their shared understanding and observations of the children to inform the future planning; as a consequence, the learning experiences are more responsive to the children's evolving needs and interests.
- The staff interactions focus consistently on extending the children's language and thinking skills; in particular, the effective and timely use of questions to nurture the children's curiosity and the appropriate use of early mathematical and scientific terms, when relevant, during the play. The staff make effective use of incidental opportunities and frequently take the lead from the children to build their learning further.

- The staff monitor and support the children's individual needs sensitively and as a result, all of the children are included fully in the various activities.
- Based on the evidence available at the time of the inspection, the playgroup's approach to care and welfare impacts positively on the children's learning and well-being. The staff praise and encourage the children's efforts and ideas within a positive and purposeful learning environment.

## **7. Leadership and management**

- There is an effective team approach within the playgroup which makes best use of the staff's complementary skills. The leader shares a clear vision for the provision and is well supported by the staff team and management committee in all areas of the life and work of the playgroup.
- The staff's approaches to self-evaluation and their shared reflections have become more effective and consistent leading to ongoing improvement in all areas of the playgroup's provision in the best interests of the children.
- The playgroup employs an independent early years specialist to support its work. The positive and productive working relationships bring about continuous improvement in the provision for the children.
- There are effective working links and positive communication with the parents. The quality of the provision has benefited from ideas and resources that parents have contributed to enrich the children's learning.

## **8. Safeguarding**

- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect the guidance from the relevant Departments.

## **9. Overall effectiveness**

Kenbaan Community Pre-school has a high level of capacity for sustained improvement in the interest of all the learners.

The ETI will monitor how the playgroup sustains improvement.

**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 the playroom leader, the chair of the management committee and the early years specialist; 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.

© CROWN COPYRIGHT 2018

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: [www.etini.gov.uk](http://www.etini.gov.uk)