

Education and Training Inspectorate

PRE-SCHOOL INSPECTION



Kiddiwinkles Care and Learning Centre Pre-school, Dungannon,
County Tyrone

Voluntary playgroup DE Ref No (5CA-0598)

Report of an Inspection in April 2019



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
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1. Context

Kiddiwinkles Care and Learning Centre Playgroup is a funded pre-school playgroup which operates within a privately owned Day Care facility in Dungannon, County Tyrone. The children come mainly from the local area. A small number of younger children in their penultimate pre-school year also attend the session. Since the last inspection, a new deputy leader has been appointed.

Number of children:	Class 1
Attending full-time	13
Attending part-time	4
Funded by Department of Education	11
Without a statement but receiving therapy or support from other professionals for special educational needs	#
At CoP stages 3 or 4**	#
With English as an additional language	6

Percentage qualifying under DE admission criteria 1 or 2.	0%
Average percentage attendance for the previous year.	90%
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

N/A not available

2. Views of parents and staff

A small number of parents and almost all of the staff responded to the confidential questionnaire. All of the responses were very positive regarding the work and life of the playgroup. In written comments, the parents highlighted how the children were well prepared for starting year 1 in primary school. A summary of the responses were shared with the leadership and management.

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

Overall effectiveness	Capacity to identify and bring about improvement
Outcomes for learners	Good
Quality of provision	Good
Leadership and management	Very good

5. Outcomes for learners

- All of the children are well-settled and naturally inquisitive. They are familiar with the daily routines of the playgroup and have good levels of independence; accessing aprons and resources for their play and self-managing the well-structured snack routine.
- The children enjoy browsing in books and respond enthusiastically to rhymes and action songs. Most of the children enjoy experimenting with the wide range of resources available to them. A majority of the children communicate their ideas and discuss their own family experiences confidently with an increasing vocabulary; however, there is variability in progress, particularly with some of the children who have English as a second language.
- The children's social skills and behaviour are very good. A small number of children still require help from the staff to take turns, share and settle to productive play.
- The development of the children's fine and gross motor skills is commensurate with their age and the time of year; most are confident when using dough, paint and drawing materials to express themselves and develop some early representational work. The children use their imagination to take on roles in the cafe area. They spend sustained periods investigating the properties of natural materials such as the water, sand and real vegetables.
- The children were observed counting and describing two dimensional shapes and using appropriately early mathematical language relating to measure and time; however, the children's understanding of mathematical concepts is less developed.
- The children who require support with aspects of their learning are integrated well into the playgroup and are making good progress.

6. Quality of provision

- The staff provide a broad and balanced curriculum with good opportunities, both inside and outside, for progression in learning across all areas of the pre-school curriculum. The play room is attractively laid out in distinct areas and enhanced with displays of the children's own work. The playroom contains a wide range of easily accessible, authentic resources and the recently-enhanced forest play area provides an exciting, additional outdoor space for the children to develop all aspects of their play.

- The staff interactions with the children are of a consistently good quality. They engage with the children pastorally and are effective in promoting enjoyment and curiosity in learning. There were a small number of missed opportunities to allow the children time to consider the mathematical links or patterns within their play and to problem-solve independently.
- There is a system in place for recording observations of the children's learning; however, the system does not track sufficiently, progression in the children's learning across the six areas in the pre-school curriculum. The system also does not identify sufficiently, all of the needs and interests of individual children in order to inform the planned programme. As a result, a small number of the planned activities lack challenge and the opportunity for more appropriate progression.
- The children who have additional learning needs are identified early and the staff work effectively with both the parents and external agencies to provide appropriate support. Some of the identified targets and actions on individual education plans are too general and do not take sufficient account of the written recommendations from external agencies.
- Based on the evidence available at the time of the inspection, the pre-school's approach to care and welfare impacts positively on learning and teaching, and the outcomes for the children. The consistent use of positive behaviour strategies by the staff has resulted in the children being well-behaved and confident in the setting.

7. Leadership and management

- The leadership of the playgroup is very good. The leader and staff team have a shared vision for the future development of the playgroup and they work collegially in the best interest of the children.
- The development plan is well-constructed and the associated action plans provide clear direction with realistic, time-bound and measurable targets. Recent work on developing the outdoor provision, particularly for physical development and the World Around Us, has impacted positively on the outcomes for children.
- The Early Years Specialist (EYS) from the Early Years Organisation, has, along with the staff, identified appropriate areas for improvement.
- The proprietor and management are well-informed about priorities within the development plan and support the staff team effectively in developing all aspects of the playgroup.
- There are very effective partnerships with parents, most recently through the 'Big Bedtime Read' as part of the 'Getting Ready to Learn' strategy. Parents are kept well informed about the playgroup and their child's progress. Effective links have been developed with all of the local primary schools, to ensure a smooth transition for the children who will transfer at the end of the year.

8. Safeguarding

- 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 aspects of the child protection policy are updated to reflect the most recent safeguarding guidance from the Department of Education.

9. Overall effectiveness

Kiddiwinkles Playgroup demonstrates the capacity to identify and bring about improvement in the interest of all the children.

There is an area for improvement that the playgroup has demonstrated the capacity to address. The area for improvement is:

- to develop further the cycle of observation and assessment to inform future planning and ensure progression in learning for all children.

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 management of the centre and 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 management¹:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

The ETI use the following levels when reporting on governance:

High degree of confidence
Confidence
Limited confidence

The ETI use the following levels when reporting on safeguarding:

Reflects the guidance
Reflects broadly the guidance
Unsatisfactory

The ETI use the following levels when reporting on care and welfare:

Impacts positively on learning, teaching and outcomes for learners
Does not impact positively enough on learning, teaching and outcomes for learners

¹ And the overall provision in a subject area or unit, as applicable.

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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