

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Kids First Day Care Playgroup,
Dunmurry, Belfast

Private Day Nursery Playgroup

Report of an Inspection in
June 2018



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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1. Context

Kids First Playgroup is a funded pre-school playgroup which operates within a privately owned Day Care facility in Dunmurry. The children come mainly from the local area.

Number of children:	Class 1
Attending part-time	23
Funded by Department of Education	23
With statement of special educational needs	#
With English as an additional language	#

Percentage qualifying under DE admission criteria 1 or 2.	100%
Average percentage attendance for the previous year.	
Number of days open in previous school year	280

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 the staff and parents completed the confidential questionnaire and the responses were all very positive.

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	Very Good
Quality of provision	Good
Leadership and management	Very Good

5. Outcomes for learners

- The children engage confidently with each other and with the staff and spend lengthy periods at self-chosen play. They contribute well to group discussions, can express their feelings and emotions, follow instructions and listen attentively during group story sessions.

- The children's representational art work shows close attention to detail and is age and stage appropriate for the time of year. A significant minority of the children engage in early mark making and are attempting to write their own name.
- The children's records provide evidence of good progress in their learning and development across all areas of the pre-school curriculum and an ability to meet many of their own needs.
- The children who have been identified with additional needs are well-integrated within the group. The variety of strategies deployed by the staff are effective in meeting individual needs and there is evidence to show the children are making good progress in line with their ability.

6. Quality of provision

- Through engagement with and observations of the children, the staff know the children very well and share information on their progress with the parents both formally and informally throughout the year. Account is taken of the individual needs, interests and responses of all the children to ensure a good level of variety and progression in their learning.
- Aspects of the written planning need to be developed further, in particular the staff need to exploit fully the learning opportunities in all the areas of play and link the evaluations of the play programme more effectively to the learning intentions.
- The documentation outlining the support provided and the progress made for those children who require assistance with aspects of their learning and development is of a good standard. Appropriate targets are set and strategies used to help ensure the children's needs are fully met.
- The staff join willingly in the children's play, generate interest and fun in many of the activities and ask open-ended questions which help to develop the children's talking and listening skills. The staff need to be more consistent in applying the playgroup rules for the children regarding raised noise levels in the playroom and safe play outdoors in confined spaces.
- The organisation of the day is well-structured to provide for lengthy periods of indoor and outdoor play. Aspects of the snack routine need to be reviewed to ensure more effective use is made of this time to promote further the children's independence and learning.
- The staff present a very attractive learning environment for the children, both indoors and outdoors, with clearly defined areas of play. There is a wide range of good quality resources with many natural and authentic items incorporated into most of the areas of play. During outdoor play there were missed opportunities to develop play in the newly acquired and well-resourced mud kitchen.
- Based on the evidence available at the time of the inspection, the playgroup's approach to the care and welfare of the children impacts positively on learning, teaching and outcomes.

7. Leadership and management

- The process of self-evaluation and development planning is developing well. The staff have identified appropriate priorities for improvement and development and have collated relevant evidence to support these. The proprietor is very supportive of the staff and promotes a strong sense of teamwork and a shared vision for providing high quality care and education.
- The early years specialist (EYS) from the Early Years Organisation supports the staff well in almost all aspects of their work. The staff report good working relationships between both parties.
- The playgroup works in partnership with the parents to encourage them to play an active role in the education of their children. Effective links have been established with relevant agencies and the main feeder primary school for the benefit of the children.

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

Kids First 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:

- develop aspects of the written planning to exploit fully the learning opportunities in all the areas of play and link the evaluations of the play programme more effectively to the learning intentions; and
- promote the children's independence and learning during the snack routine in a more progressive manner throughout the year.

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:

- meetings with the proprietor and staff;
- a meeting with 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.

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