

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Kidzone Playgroup, Bessbrook,
County Armagh

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



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1. Context

Kidzone Playgroup is accommodated in a purpose-built facility in Bessbrook, County Armagh. There have been no changes in staff since the time of the last inspection in 2011.

Number of children:	Class 1
Attending part-time	23
Funded by Department of Education	23
Without a statement but receiving therapy or support from other professionals for special educational needs	5
At CoP stages 3 or 4*	5
At CoP stages 1 or 2*	#
With English as an additional language	#
Who left in previous school year to attend reception provision within a primary school	#
Number of children who transferred from a Sure Start 2 year old programme	6

Average percentage attendance for the previous year.	92%
Number of days open in previous school year	187

Source: data provided by the setting

* 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

A majority of the parents and all of the staff responded to the confidential questionnaire. All of the responses were wholly positive about the life and work of the playgroup. The parents highlighted their appreciation of the dedicated, highly experienced staff.

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	High level of capacity for sustained improvement
Outcomes for learners	Outstanding
Quality of provision	Very good
Leadership and management	Very good

5. Outcomes for learners

- All of the children are very well settled and spend lengthy periods engaged in sustained, high quality, purposeful play. Their behaviour is very good and they interact well with each other, the staff and visitors. The children have very good independence and self-managing skills as they: self-register; label their own creative work; choose where they wish to play; access resources for their learning; and independently put on their own coats and wellies for outdoor play.
- The children are achieving very well across all areas of the pre-school curriculum. They engage in high quality collaborative play in the indoor and outdoor role play areas. The children enjoy reading books and participate in and respond enthusiastically to rhymes and action songs. The children produce detailed representational drawings and engage well in the shared story session.
- The children have a very good understanding of key mathematical concepts and language, particularly in measures, shape and early number, through the established routines and the well-resourced and meaningful play opportunities throughout the playroom.
- The children have well-developed fine motor skills. They roll, cut and manipulate the dough with ease and assemble and play with the train set and small-world toys. They engage confidently in energetic play as they dig, climb, run and pedal a range of vehicles.

6. Quality of provision

- The staff have created attractive and well-organised play environments both indoors and outdoors. The children's artwork, which is of a high standard, is displayed with pride. There is an interesting range of stimulating natural and commercial resources available which the children access independently.
- The interactions between the staff and the children are of a consistently high quality. The skilful questioning by all staff encourages, supports and challenges the children to problem solve and think creatively. The staff listen and respond appropriately to the children's needs, requests and interests.
- Detailed planning guides effectively the learning and teaching and provides opportunities for learning across all areas of the pre-school curriculum. The staff know the children very well and make regular observations of their learning during play. Appropriate use is made subsequently of the observations of the children's learning to inform the small group sessions.
- 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 outcomes. The expertise of the staff and their consistent and effective approach to promoting positive behaviour is a strength in the setting.

7. Leadership and management

- The long-established staff team work well collegially and are committed to providing high quality provision and learning experiences for all of the children.
- The staff and management committee have a shared understanding of and commitment to the robust approach to self-evaluation and strategic planning that has been introduced this year. The approach builds appropriately on the long-established culture of self-reflection and continuous improvement that has previously taken place.
- The early years specialist, from the Early Years' Organisation, provides regular, effective support and makes a good contribution to the ongoing development of the provision in the playgroup. The pro-active and supportive management committee also make a valuable contribution to the playgroup.
- There are very effective links with parents who are kept informed of the life and work of the playgroup through newsletters, social media and the informative parental notice boards. Very good links exist with other pre-school providers in the area and with the primary school to which the majority of children transfer.

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

Kidzone Playgroup has a high level of capacity for sustained improvement in the interest of all the 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 group; 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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