

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Kilkeel Playgroup, Kilkeel,  
County Down

Voluntary 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

CUSTOMER  
SERVICE  
EXCELLENCE



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## 1. Context

Kilkeel Playgroup is located within Kilkeel Leisure Centre and has its own separate outdoor play area. The children attending the playgroup come from the surrounding area. The leader has been in post for 4 years; the deputy leader and assistant were in post during the last inspection.

<b>Number of children:</b>	Class 1
Attending part-time	20
Funded by Department of Education	20
With statement of special educational needs	0
At CoP stages 3 or 4**	2
At CoP stages 1 or 2**	3

Average percentage attendance for the previous year.	87.8%
Number of days open in previous school year	190

**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 minority of the parents and all of the staff responded to the confidential questionnaire. All of the responses were very positive; there were no additional written comments.

## 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>	Good
<b>Leadership and management</b>	Very good

## **5. Outcomes for learners**

- All of the children are well-settled, follow the daily routines, have good levels of independence and engage in sustained periods of concentrated and purposeful free play. Most recognise their names, are confident and have developed very positive attitudes and dispositions for learning.
- The children are naturally curious, friendly and well-mannered and nearly all have very good listening skills and interact confidently with staff members, visitors and their peers. They manage their own personal care and co-operate well during the snack routine developing their social skills and vocabulary.
- The children have a good understanding and awareness of mathematical concepts and use language relating to number, measures and shape, naturally during their play. They use their imaginations and join in enthusiastically in well-developed role play areas in the home corner, mud kitchen and office. The children take pride in their work and achievements. Their representational and creative art-work, indicates very good progress and they enjoy using natural materials such as stones, pebbles and shells. They are very responsive to stories; however, rhymes and songs need to be further developed.
- All of the children are developing well their fine motor skills and use a wide range of equipment skilfully; their early mark making is of a very high standard and is integrated into many areas of play, it is particularly effective in the office role play area.
- The children who require support with aspects of their learning are integrated well into the group and are making good progress.

## **6. Quality of provision**

- The skilful staff interactions are nurturing, positive, affirming and help to develop the children's language and learning through open-ended questions and modelled vocabulary engaging in sustained conversations and well-managed group sessions.
- Planning identifies clearly the learning potential across the curriculum and is informed by regular and pertinent observations, assessments and evaluations that have been made of each child across the six areas of learning.
- The staff develop the children's independence, interests and decision making by creating a stimulating playroom that is attractively laid out and enhanced with displays of the children's own work; it is divided into distinct areas and the staff have successfully integrated natural materials. However, not all of the resources are easily accessible to the children, for example, the library books are displayed too high for children to reach. Planning for the outdoor play area does not focus clearly enough on providing opportunities for the development of the children's gross motor skills through energetic play.
- The children who have additional learning needs are identified appropriately through information gathered by staff observations, parents and other professionals. The staff have identified a number of strategies to provide support and direction through specific targets and actions to meet the needs of the children. While the strategies are having a positive impact on the children's learning they are not applied consistently enough by all of the staff.

- 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 children are valued and praised by the staff and have developed good relationships with their peers and adults which is evident in their good social skills and behaviour.

## **7. Leadership and management**

- The staff provide a child-centred approach and work collaboratively, with a shared vision, to provide high quality care and education. The capacity and effectiveness of the team to bring about improvement, has benefitted from professional development, through internal and external training. The early years specialist from the Early Years Organisation provides very good guidance; she acknowledges the high expectations the staff have and works effectively alongside them in planning and embedding future improvements. The management committee are supportive in all aspects of the playgroup and are well informed through regular meetings with the staff; they contribute to the development plan and use their challenge function appropriately.
- The staff have consulted with parents and the management committee to inform the development plan and have correctly identified prioritised areas that have brought about improvement, through an effective self-evaluative process.
- There are very effective links with the parents, local pre-schools, primary schools, the local community and appropriate external agencies. The parents receive regular information newsletters, attend workshops and other activities, organise fundraising events and their views are sought and valued. Visitors to the setting and external visits have enriched the children's learning experiences.

## **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**

Kilkeel 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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