

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Killyman Community Playgroup,
Dungannon, County Tyrone

Report of an Inspection in
March 2017



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
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CONTENTS

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

Appendices

- A. Information on sessions and staff
- B. Inspection methodology and evidence base
- C. Reporting terms used by the Education and Training Inspectorate

INTRODUCTION

1. Context

Killyman Community playgroup is located in Griffith Hall on Trewmount Road in Dungannon. The accommodation and resources are of a high quality; the playgroup has a small enclosed outdoor area, the management group have plans to extend the outdoor area. Since the last inspection the playgroup has experienced significant staffing issues; a new leader was appointed in January 2017, a new assistance has also been appointed the centre is emerging from a period of extended staff absence.

Number of children:	Class 1
Attending part-time	20
Under 3 years of age*	0
Funded by Department of Education	20
With statement of special educational needs	#
Without a statement but receiving therapy or support from other professionals for special educational needs	#
At CoP stages 3 or 4**	#
At CoP stages 1 or 2**	
With English as an additional language	0
Who left in previous school year to attend reception provision within a primary school	0

Percentage qualifying under DE admission criteria 1 or 2.	100
Average attendance for the previous year.	88%
Number of days open in previous school year	184

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

A small number of the parents and all of the staff responded to the confidential questionnaire. All of the responses were positive; indicating high levels of satisfaction with all aspects of the playgroup's work.

3. Focus of the inspection

In order to promote improvement in the interest of all children, 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	Important areas for Improvement
Outcomes for learners	Important areas for improvement
Quality of provision	Important areas for improvement
Leadership and management	Important areas for improvement

KEY FINDINGS

5. Outcomes for learners

- For the time of year, important aspects of the children's learning are under-developed, particularly their creativity, physical development and levels of independence.
- A majority of the children are making good progress across some areas of the pre-school curriculum. Most of the children are developing their social skills well, and are familiar with the daily routines.
- The children often browse in the book area and request stories; they are attentive throughout the group story session. A majority of them spend sustained periods engaging in the play activities with the staff.
- Most of the children are making representational drawings and paintings of the world as they see it and often engage in early mark-making.
- The children show curiosity, for example, as they investigate the natural materials provided, including the water play, plant in the compost and dig in the bark area outdoors.

6. Provision for learning

- There are no strategies outlined for how the staff will support the children with the aspects of their learning. The staff have identified correctly that they require training to support the children with special educational needs.
- The staff use a key worker system and make observations of the children's responses to their play. The frequency of the observations is insufficient and the information gathered needs to be used better to inform planning for the next stages of the children's learning and development.
- The use of space within the playroom for physical activities is not well enough planned to ensure that sufficient space is provided to allow the children to develop their gross motor skills. The organisation of the latter part of the day does not provide the children with sufficient time to complete their activities nor provide the parents with appropriate time to engage in activities with their children. However, the organisation of the early part of the day provides a lengthy period of free play when the children develop concentrated play. The children are able to make free choices of activities and often spend extended periods in their chosen areas.

- Too often the staff miss opportunities to draw out the learning potential of activities fully or do not effectively promote child-led, creative use of materials. The staff spend sustained periods working alongside the children and they ask open-ended questions well to promote thinking. It will be important that the staff listen carefully to the children's responses and build more effectively on their ideas and interests.
- The staff provide an interesting and well presented learning environment both indoors and outdoors and they plan interesting activities throughout the year; yet as they develop their planning they are not paying enough attention to the detail of the learning inherent in the activities and the progression possible in the children's learning across the pre-school curriculum.
- Based on the evidence available at the time of the inspection, the pre-school's friendly atmosphere, based on mutual respect within a caring and inclusive ethos and with very good working relationships at all levels, fosters a positive learning climate for young children and a sense of security. The quality of the care and welfare is good and is impacting positively, the children are at ease with the staff and their behaviour is very good.

7. Leadership and management

- The current action plans are not sufficiently focused on the curriculum or linked to evidence of improvements in the children's learning. The playgroup's development plan now needs to be amended in light of the inspection findings. The leadership has identified the need to review the playgroup's policies in consultation with the parents and new management group.
- The staff work well as a team and are committed to developing their practice further. There is evidence of some reflective practice and ongoing improvements in, for example, the extensions to the accommodation, the proposed development of the outdoor area, improved resources and links with local schools. The new management committee report that they intend to take a more active role in the development of the pre-school's work.
- The early years specialist, from the early years organisation, has provided very good guidance to the staff over many years and her involvement is valued by the staff. While there is evidence of some self-evaluation leading to improvement the evaluations are not linked closely enough to evidence of improvement in the children's learning.
- The leadership is establishing positive working relationships with the local schools to promote smooth transitions for the children. It will be important to establish better knowledge of the curriculum experienced by the children between the schools and the preschool setting to ensure that account is taken of the children's prior learning experiences

- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect broadly the guidance issued by the relevant Departments. The staff need to ensure that:
 - risk assessments are carried out and reviewed to ensure the children's safety inside and outside the playgroup; and
 - a review of the Intimate Care policy is carried out to ensure that the policy reflects more fully the procedures adopted within the preschool and to ensure that the information is shared with the parents.

CONCLUSION

8. Overall effectiveness

Killyman Community playgroup needs to address important areas for improvement in the interest of all the learners. The areas for improvement are to:

- develop the planning to identify the learning inherent in the play activities and progression in the children's learning across the curriculum;
- develop the range of observations of the children's responses to the play activities and use the information to ensure that the children progress in their learning and development; and
- improve the provision for special educational needs.

The ETI will monitor and report on the playgroup's progress in addressing the areas for improvement. There will be a formal follow-up inspection in 12 to 18 months.

Information on sessions and staff**Duration of sessions**

Part-time:
3¼ hours

Details of staff

Number of:	Part-time
Staff including, Teachers/Leaders	4
Number of staff holding a recognised child care qualification	4
Number of staff holding a recognised teaching qualification	0
New appointments within the previous 12 months	2

Number of: *	
Students	1
Trainees	0

Source: data provided by the setting.

* Total placements since September of current year

Inspection method and evidence base

The effective practice and self-evaluation questions which guide inspection and self-evaluation of pre-school settings, which were applied to this inspection, are available in the ETI publication *The Pre-school Inspection and Self-Evaluation Framework* at: <https://www.eti.gov.uk>

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

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 nursery school / playgroup has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the nursery school / playgroup sustains improvement.
The nursery school /playgroup demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the nursery school/ playgroup sustains improvement.
The nursery school/ playgroup needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the nursery school's/ playgroup's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.
The nursery school / playgroup 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 nursery school's / playgroup's progress in addressing the areas for improvement. There will be a formal follow-up inspection.

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