

# Education and Training Inspectorate

## PRE-SCHOOL INSPECTION



Kilrea Community Early Years, Coleraine, County Londonderry

Voluntary playgroup DE Ref No (3AB-0143)

Report of an Inspection in March 2019



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

Kilrea Community Early Years is a cross-community playgroup located in a dedicated building on the outskirts of Kilrea. The children who attend come from the town and the surrounding area. Since the last inspection, a new playgroup assistant has taken up post.

<b>Number of children:</b>	<b>Class 1</b>
Attending part-time	24
Funded by Department of Education	24
Without a statement but receiving therapy or support from other professionals for special educational needs	#
At CoP stages 1 or 2**	#
At CoP stages 3 or 4	#

Percentage qualifying under DE admission criteria 1 or 2.	6%
Average percentage attendance for the previous year.	95%
Number of days open in previous school year	187

**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

Eight of the parents and all of the staff responded to the confidential questionnaire. The responses were highly positive about almost all aspects of the provision. A small number of parents commented on a lack of sufficient information about activities in the playgroup and on how to help their child at home. The questionnaire responses were shared with the leader and a representative from the management committee.

## 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>	<b>Capacity to identify and bring about improvement</b>
<b>Outcomes for learners</b>	Good
<b>Quality of provision</b>	Good
<b>Leadership and management</b>	Good

## **5. Outcomes for learners**

- The children have very positive attitudes and dispositions for learning and make good to very progress across most aspects of their learning.
- The children make independent choices as they select materials and manage the daily snack routine with confidence. Almost all of the children are highly engaged in sustained play for most of the morning. Their social skills are developing well and they are caring towards one another. A small number of children still require adult support to focus and complete tasks and to participate productively during the tidy up routine.
- Almost all of the children are confident to talk to the staff and one another in sustained conversations about their play and experiences. They listen attentively to small and large group stories, respond with questions, predict what will happen next and join in enthusiastically with repetitive phrases and rhyming words. Most of the children recognise their own names and enjoy participating in early mark making indoors and outdoors; a few children are beginning to engage in experimental writing when labelling their own work.
- While the children enjoy counting, sorting and using positional language during their play activities; they do not explore a broad enough range of early mathematical language and ideas to develop appropriately their learning in this area.
- The children's representational art work is very well advanced in their detailed drawings and paintings. They use independently a range of materials at the creative area to experiment and develop their own ideas. Their design, construction and model making is less well developed.
- The children act out familiar roles, such as, caring for babies and making meals in the homes area and being farmers at the small world play. They are curious and motivated by the natural and real items included into the areas of play and use their senses to explore and investigate, for example, the slime in the water tray, the flow of water down the guttering outdoors and the chocolate scented dough.
- The children use confidently a range of smaller tools as they butter their bread and hammer real nails into pieces of wood. Outdoors they participate energetically in pedalling a selection of wheeled toys, running, digging, climbing and balancing.
- Most of the children identified as requiring support with their social development, speech and language skills and concentration are well integrated and are making progress with sensitive adult support.

## **6. Quality of provision**

- The staff have recently reviewed and made significant improvements to the layout and resourcing of the playroom and outdoor area. The stimulating and attractive learning environment supports very well the children's interests and independence and celebrates their achievements through photographs and displays of their own art work. The daily routine is well managed to provide an appropriate balance between child-initiated and adult-led group activities.

- The caring approach and effective staff interactions with the children are a key strength. The staff promote purposeful play, hold sustained conversations with the children, support the children's own ideas and extend their language through modelling key vocabulary.
- The staff plan a relevant and enjoyable programme with good to very good learning experiences in almost all aspects of the pre-school curriculum. The regular weekly evaluations are generally well focused on the children's responses to the learning. Key strengths include the promotion of the children's independence, social skills, language, expressing their ideas through their art work, investigating through their senses and developing their interest in books and stories. The planned programme does not provide an appropriate breadth of early mathematical ideas and language, progression in the opportunities for design and construction, a wider variety of role play, and regular rhyme and music.
- The staff make regular and relevant observations and assessments of the children's progress and use this information to identify individual needs and to inform parents of their child's achievements. There is some variation in the systematic tracking of aspects of the children's progress and insufficient evidence of how the assessment information is being used to inform the support required for individual children.
- The staff provide an inclusive ethos through which all of the children identified with additional learning are well integrated and valued. The staff liaise regularly with parents and other relevant professionals to maintain effective communication. While the individual education plans are well focused, the monitoring of actions taken and their effectiveness are not effective enough in measuring progression. The staff have identified appropriately the need for ongoing training in special education needs to continue to build staff capacity to meet an increasingly diverse range of needs.
- 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 very caring and positive approach to children and families fosters a positive ethos for learning enabling the children to become confident and independent learners.

## **7. Leadership and management**

- The pre-school is led and managed effectively with a strong team approach between the staff, management committee and early year's specialist. The staff are clear about their roles and responsibilities and are deployed effectively within the playroom.
- The staff are reflective in their own practice and continue to build their capacity and expertise through the valuable support and guidance of their early year's specialist and by their own commitment to increasing their level of qualifications. There is evidence of ongoing improvement in, for example, the quality of the staff interactions to promote learning, the quality of the learning environment and the increased independence and levels of engagement of the children. The development plan identifies relevant priorities for improvement and the staff training is well linked to these priorities. The staff are developing their confidence and understanding of the use of self-evaluation and development planning and now need to focus on monitoring more effectively the impact of improvement work on the outcomes for the children and the quality of the provision.

- There are effective links with the local schools to which the children will transfer to support smooth transitions into school. The staff have good working relationships with the parents and meet to report on their child's progress. The views of the parents are not used effectively as part of the improvement process and the parents are not provided with sufficient information to enable them to support their children's own learning and development at home.

## **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**

Kilrea Community Early Years demonstrates the capacity to identify and bring about improvement in the interest of all the children. There are areas for improvement that the playgroup has demonstrated the capacity to address.

The areas for improvement are:

- develop further the children's breadth of early mathematical ideas and language, design and construction;
- continue to develop a systematic approach to tracking the children's progress and use the information to plan for individual support and the next stage of their learning; and
- continue to develop the staff skill in using self-evaluation to monitor and evaluate effectively the impact of improvement work on the outcomes for the children and the quality of the provision.

The ETI will monitor how the playgroup sustains improvement.

**Health and Safety**

1. The current arrangements for the use of wheeled toys outdoors are a potential risk for children.

### 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<sup>1</sup>:

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

<sup>1</sup> 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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