

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Lissan Cross-Community  
Playgroup, Cookstown

Report of an inspection in  
October 2015

*eti*

*The Education and Training Inspectorate -  
Promoting Improvement*

Providing Inspection Services for

Department of Education  
Department for Employment and Learning  
Department of Culture, Arts and Leisure

CUSTOMER  
SERVICE  
EXCELLENCE



## Quantitative 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 Education and Training Inspectorate (ETI) use the following performance levels when reporting on Achievement and standards, on Provision for learning and on 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 continue to 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 continue to 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 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.

# Contents

<b>Section</b>	<b>Page</b>
1. Inspection method and evidence base	1
2. Focus of inspection	1
3. Context	1
4. Overall findings of the inspection	1
5. Achievements and standards	2
6. Provision for learning	2
7. Leadership and management	3
8. Overall effectiveness	3
Appendix	

## 1. Inspection method and evidence base

The key questions and quality indicators which guide inspection and self-evaluation of pre-school settings, which were applied to this inspection, are available in the ETI publication *Together Towards Improvement: a process for self-evaluation* at: [Together Towards Improvement Pre-school | Education and Training Inspectorate](#)

Inspectors observed learning and teaching through play, the children's achievements and standards, scrutinised relevant documentation, and held formal and informal discussions with children, and staff with specific responsibilities.

The arrangements for this inspection included:

- a discussion with the staff;
- 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.

All of the parental responses to the confidential questionnaire were highly positive and noted, in particular, their appreciation of the highly motivated and approachable staff and the high-standing reputation of the playgroup in the community. The staff questionnaires were positive and all of staff indicated high levels of satisfaction in their work and their commitment to providing high quality learning experiences for the children in the playgroup.

## 2. Focus of inspection

The inspection focused on:

- the children's achievements and standards;
- the quality of provision for learning; and
- the quality of leadership and management.

## 3. Context

Lissan Cross-Community Playgroup is situated on the Claggan Road, Lissan, around four miles from Cookstown. Since the last inspection, there has been one change of staff. There are currently 18 children attending the playgroup.

## 4. Overall findings of the inspection

Overall effectiveness	High level of capacity for sustained improvement
Achievements and standards	Outstanding
Provision for learning	Very good
Leadership and management	Very good

## **Key findings of the inspection**

### **5. Achievements and standards**

- All of the children are very well settled and are secure in the well-established routines of the day, such as snack, and during transitions. They are developing well their independence, effective social skills and positive attitudes to their learning. The children engage in purposeful, concentrated play for sustained periods of time and are forming meaningful friendships with each other. Their behaviour is exemplary.
- The children are developing well their ability to communicate with each other and with adults as they talk readily and confidently about their play and learning experiences. The children's early mark making and writing is developing well and they are able to express their ideas through representational drawings and paintings which are mounted in colourful displays around the playroom.
- The quality of the children's mathematical language and the development of their associated mathematical concepts are very well-developed for this time of year. They use mathematical language with confidence across all areas of learning, in meaningful and real-life contexts, both in the playroom and outdoors.
- The children's fine and gross physical motor skills are very well developed through the many opportunities available to them throughout the session to use a range of tools, equipment and materials, both inside the playroom and in the stimulating outdoor learning environment.

### **6. Provision for learning**

- The learning environment is very well resourced and the staff have used effectively the space available to them to create attractive and stimulating play environments for the children, both indoors and outdoors. The ease of access to materials promotes independence and the children move freely around the playroom to engage in a play activity of their choice; independently self-registering at their chosen activity. There are excellent opportunities for the children to explore and learn about the world around them in both the indoor and outdoor learning environments. The use of natural resources and the promotion of the children's science experiences, including the development of their observation, recording and investigative skills, are particular strengths of the provision. The use of the outdoor area is well planned and provides rich learning experiences across the curriculum.
- The daily routine is well organised to provide a good balance between free play and the more adult-led activities. The snack routine provides very good opportunities for the children to use their mathematical language and to continue to develop their independence, fine motor skills, and their social and conversational skills.
- The quality of the interactions between all of the staff and the children is of a consistently high standard. The staff are caring in their approach and respond sensitively to the individual needs and interests of all of the children. They engage skilfully with the children during play and snack and extend their thinking through highly effective, investigative questioning.

- The quality of the arrangements for pastoral care in the playgroup is outstanding. The staff treat the children with care and respect and provide a secure and stimulating environment that helps the children to grow in confidence and to develop their awareness of others and of their surroundings.
- The pre-school programme is well balanced and provides very good opportunities for learning across all six areas of the pre-school curriculum. The staff know their children well and there is evidence that information gathered from observations is used to provide learning experiences that respond to the interests of individual children. They have identified appropriately the need to develop further the process of linking observations, assessment and planning to provide a programme matched to the individual needs of all the children.
- The playgroup gives very good attention to healthy eating and physical activity.

## **7. Leadership and management**

- There is a collegial approach to leadership and management. All of the staff are committed to their work and have a shared vision for providing high quality care and education for all of the children. The leader is a very effective role model and is supported well by her staff in all areas of the life and work of the playgroup. The staff are reflective practitioners and there is evidence of self-evaluation leading to improvement in provision on an ongoing basis. The staff have identified the need to develop and refine this further.
- There are very good links with the parents, with both of the local primary schools, maintained and controlled, and with other agencies. The parents are kept informed about the life and work of the playgroup through an informative monthly newsletter.
- The early years specialist (EYS) from the early years organisation (EYO) has made a very good contribution to the overall development of the provision in this playgroup.
- On the basis of the evidence available at the time of the inspection, the playgroup has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the relevant departments.

## **8. Overall effectiveness**

The playgroup has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will continue to monitor how the playgroup sustains improvement.

## STATISTICAL INFORMATION ON LISSAN CROSS-COMMUNITY PLAYGROUP

1. Details of children

<b>Number of children:</b>	Class 1	Class 2	Class 3
Attending full-time			
Attending part-time	18		
Under 3 years of age*			
Funded by Department of Education	18		
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			
Who left in previous school year to attend reception provision within a primary school			

\* On 1 July.

\*\* The stages refer to those set out in the Code of Practice for the Identification and Assessment of Special Educational Needs.

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

2. Duration of sessions

<b>Full-time</b>	<b>Part-time: am</b>	<b>Part-time: pm</b>
	9.00 am – 12.00 pm	

3. Details of staff

<b>Number of:</b>	<b>Full-Time</b>	<b>Part-Time</b>
Staff including, Teachers/Leaders		4
Number of staff holding a recognised child care qualification		4
Number of staff holding a recognised teaching qualification		
New appointments within the previous 12 months		

<b>Number of: ***</b>	
Students	
Trainees	

\*\*\* Total placements since September of current year

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