

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Little Flower Playgroup, Glebe,  
Sion Mills, County Tyrone

Voluntary playgroup

Report of an Inspection in  
March 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

Little Flower Playgroup is located in a former school in the village of Glebe just outside Sion Mills. The children attending the playgroup come from the surrounding area. A new leader was appointed in September 2017.

<b>Number of children:</b>	<b>Class 1</b>
Attending part-time	16
Funded by Department of Education	13
With statement of special educational needs	0
Without a statement but receiving therapy or support from other professionals for special educational needs	#
At CoP stages 3 or 4**	0
At CoP stages 1 or 2**	#

Average percentage attendance for the previous year.	80%
Number of days open in previous school year	185

**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

Twenty-three per cent of the parents and all of the staff responded to the confidential questionnaire. The responses were wholly positive. In particular the parents appreciate the regular information they receive from the playgroup about their child's progress, and the care and kindness of the staff. The staff highlighted the team approach to planning and monitoring the children's learning and the effective lines of communication within the playgroup.

## 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>	Outstanding
<b>Quality of provision</b>	Outstanding
<b>Leadership and management</b>	Outstanding

## **5. Outcomes for learners**

- The children are happy, well-settled and engage in purposeful sustained play. They are developing levels of independence appropriate to the time of year and their stage of development. The children respond enthusiastically to the direction of the staff, for example, when tidying the outdoor resources and show kindness and consideration to each other; often sharing the resources and listening to each other's ideas.
- The children listen well during the shared story-time and engage well with the staff during the frequent spontaneous story-telling sessions. They participate well in mark-making across many of the planned activities; almost all of the children recognise their name and a significant minority are attempting to write letters and form words. The children are articulate and confident in expressing their ideas during discussion with their peers, the staff and visitors.
- The children have a very good understanding of a wide range of early mathematical vocabulary and use it with confidence to express their ideas and to discuss their play with the adults. The children persevere well at tasks that involve problem solving and making independent decisions. They respond enthusiastically when encouraged by the staff to evaluate the outcome, for example, building imaginative and well-balanced structures using a range of resources in the construction area.
- The children use well their observational skills to create detailed paintings and produce imaginative junk art; accessing independently a range of creative resources to produce individual models. They experiment with music-making using commercial and hand-made instruments and initiate spontaneous singing sessions. During the inspection the children were particularly responsive to a piece of classical music and were able to tell the sequence of the story based on the tempo of the music and recognition of the sounds of the instruments.
- During outdoor play, the children engage in physical games including running, kicking throwing and balancing. They are developing a curiosity in the natural world through bug hunts and use reference books to identify insects. The children engage in seasonal planting in the large garden area and identify birds that come to the feeding stations.

## **6. Quality of provision**

- The playroom is well-organised, spacious and welcoming with a range of imaginative planned activities and discovery tables. The resources are easily accessible to the children and provide opportunities for them to express their own ideas and make decisions. The outdoor area supports the development of physical skills, arouses an interest in the natural world and develops investigative and observational skills.
- The staff interactions are of a consistently high quality; the staff are skilful in using questions to extend the children's learning by encouraging them to explain their thinking and to stimulate interesting discussions. The staff model language appropriately and the well-planned activities provide opportunities for the children to use the language in context. The children with additional learning needs are supported very well; the staff are intuitive to the need for sensitive intervention alongside the development of independence.

- The work of the staff is guided by effective planning and the new team of staff are developing a consistency in their approach to assessment procedures. Support strategies for individual children are well planned and integrated into routines. The staff have initiated a team approach to weekly reflection of learning; this developing process is supporting well the focus on the impact of planned and spontaneous activities on the children's outcomes.
- Based on the evidence available at the time of the inspection, the playgroup's approach to care and welfare impacts positively on the learning and teaching and the children's outcomes.

## **7. Leadership and management**

- A new leader was appointed in September 2017; the new team is working collegially and the staff have high expectations for the future of the playgroup. This vision is supported by the work of the management group who appreciate the contribution the playgroup makes to the local community and work hard to sustain the future of the provision in the village.
- The development planning process is strategic and used to lead improvement; appropriate priorities have been identified and actions are regularly reviewed. Evidence of progress is documented and supported by, for example, photographs, samples of children's work and staff observations.
- The playgroup has very effective links with; the parents who are kept updated on their children's progress and well-being through regular newsletters and workshops such as the Big Bedtime Read; local primary schools to continue to develop effective transition arrangements; external agencies who help the staff support the individual needs of the children; and, local professionals such as firemen and doctors who visit the playgroup when the children are learning about people who help us. The playgroup recently joined the 'Sharing from the Start' programme in partnership with another local playgroup.

## **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**

Little Flower 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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