

# Education and Training Inspectorate

## PRE-SCHOOL INSPECTION



Little Rainbows Early Years, Maghera, County Londonderry

Voluntary Playgroup DE Ref No: 3AB-0525

Report of an Inspection in January 2020

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## 1. Context

Little Rainbows is accommodated in a new purpose-built mobile located in the grounds of a local community hall. It is located at the bottom of the Glenshane Pass.

Since the last inspection, the building has been upgraded, the outdoor area resourced and there have been changes in the staffing and leadership and management. The pre-school are participating in the 'Getting Ready to Learn' programme funded by the Department of Education.

<b>Number of children:</b>	Class 1
Attending full-time	26
Funded by Department of Education	26

Percentage qualifying under DE admission criteria 1 or 2.	96%
Average percentage attendance for the previous year.	85%
Number of days open in previous school year	185

## 2. Views of parents and staff

Most of the parents and all of the staff responded to the confidential questionnaire and were very positive about all aspects of the provision. The parents commented on the high quality of care and enriching learning experiences, the effective information and communication provided by the staff and the progress their children were making. A small number of parents and staff requested more information on the settling-in process and identified the need for training for the new 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>	High level of capacity for sustained improvement
<b>Outcomes for learners</b>	Very good
<b>Quality of provision</b>	Very good
<b>Leadership and management</b>	Very good

## 5. Outcomes for learners

- The children are well motivated and positive about their learning and settle well to productive and concentrated play throughout the session. They choose and put away materials independently and manage confidently the daily routines, such as, the snack time.

- The children are developing well their language and communication skills; they converse confidently with one another and the staff about their own experiences and ideas. The children listen intently and participate enthusiastically during ring games and larger group story and song sessions. The children identified as requiring support with their communication skills are making good progress.
- There is very good collaborative play as children share, take turns, collaborate and persevere to complete tasks such as puzzles and as they engage in small world farm play and take on familiar roles in the home play area.
- The children count, sort and match confidently during their activities and explore early mathematical concepts relating to capacity and size as a natural part of their play. They have a very good understanding of and can respond to positional language, such as, up, down, and sideways and concepts, such as, fast and slow.
- The materials in the art area and around the play room are used very well by the children to develop their own creative ideas. They experiment with pattern and texture, paint and draw simple representations of people and animals and make simple models with the dough and the range of large and small construction materials.
- Almost all of the children participate enthusiastically in energetic outdoor play; they move their bodies with increasing control, co-ordination and balance as they run, stretch, jump and balance during appropriate adult-led exercise sessions and their own independent use of equipment.
- The children spend sustained periods exploring and investigating the water and talking enthusiastically to the staff and each other about their observations. They experiment with making sounds using a range of musical instruments.

## **6. Quality of provision**

- The staff plan a rich and varied programme which is implemented effectively using both the indoor and outdoor learning environment; it is enhanced further by interesting planned outings and a good range of local visitors who contribute their experiences to the setting throughout the year.
- The learning environment is stimulating and attractively presented with a good range of resources which are easily accessible for the children generating their interest and independent choice. There is a good balance between appropriate adult-led activities and extended periods of freely chosen play; the daily routines and transitions between activities are managed smoothly.
- The staff have a sensitive and caring approach in their engagement with the children; promoting purposeful play and generating a sense of enjoyment. They support well the children's independence, social skills, language and thinking skills and their own creative ideas as they participate with them in their activities. The group activities are very well led to promote effectively the children's focus and participation. The staff do not model and support sufficiently the regular use of books by the children during the session.

- The staff recently had some additional time provided by the management committee, to develop further their written planning and assessment which is an appropriate continued focus area on their action plans. The planning ensures a broad and balanced programme covering all areas of the pre-school curriculum and has some useful links to the assessment information through the identification of additional resources and support for individual children. The assessment information is used to identify needs and inform parents of their child's progress.
- 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 secure and happy in the caring and well planned learning environment

## **7. Leadership and management**

- The pre-school is managed and led effectively with the full support of parents and the local community. There is an on-going commitment to investing time and resources to provide high quality pre-school education.
- The staff work very well as a team with clear roles and responsibilities within the pre-school room. A high number of parents contribute their time and skills, both as members of the committee and by contributing to the resourcing and upkeep of the premises.
- The staff value the support of their independent early year's specialist who provides them with regular and appropriate feedback, guidance and encouragement. Together they have identified relevant areas for continued improvement and development. The evaluations of the previous action plans clearly show ongoing improvements being made in the children learning experiences through, for example, the enhancement of the building and outdoor area and the involvement of a high number of parents in the 'Getting Ready to Learn' workshops.
- There are effective links with the local schools to support smooth transitions to the next stage of learning. Parents are kept well informed about the life and work of the playgroup and the progress made by their children and their views and contributions are valued.

## **8. Safeguarding**

Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect broadly the guidance from the relevant Departments. However, the pre-school needs to:

- complete the scheduled "Fit Person" interview with the Health and Social care Trust and the safeguarding training for the committee member;
- review the process for recording allegations against staff; and
- update the flow charts to ensure the correct contact details are provided.

## **9. Overall effectiveness**

Little Rainbows Early Years has a high level of capacity for sustained improvement in the interest of all the learners.

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; 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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