

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Little Wombles Cross
Community Playgroup,
Draperstown, County Derry

Report of an Inspection in
May 2016

eti

The Education and Training Inspectorate
Promoting Improvement

Providing Inspection Services for:

Department of Education
Department for the Economy
Department for Communities



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 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 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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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 meeting with those involved with leadership and management including the management group; and
- the opportunity for the parents and staff to complete confidential questionnaires.

Thirty percent of parents and all of the staff completed the confidential questionnaires. Almost all of the parental returns were highly positive and indicated a high level of satisfaction with the work of the playgroup. In particular, the parents highlighted the friendly, homely atmosphere and the enthusiastic staff. The staff questionnaire responses were wholly positive and highlighted the good team work and standard of care provided for the children. All of the findings from the questionnaires were shared and discussed with the representatives from the management group and the staff.

2. Focus of inspection

In order to promote improvement in the interest of all children, the purpose of inspection is, through effective linking of internal and external approaches, to evaluate the:

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

3. Context

Little Wombles Playgroup is situated on the first floor of the building previously occupied by Draperstown Library. The playgroup has access to a shared space on the ground floor which provides an area for physical and soft play for the children. All of the children attending the playgroup come from the local area. At the time of inspection, 13 pre-school children were attending the setting.

4. Overall findings of the inspection

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

5. Achievements and standards

- All of the children are very settled and interact well with each other and the adults in the room and most engage in collaborative play. They display high levels of independence; choosing freely their play areas, selecting resources, labelling their own work and self-registering for snack and pouring their drinks.
- Many of the children enjoy books, can recall stories and recognise their own name and a minority are able to write their name. Their fine motor skills are well developed through the use of a wide range of writing and drawing implements and the use of the authentic tools and resources available across all play areas.
- During the inspection, the development of the children's mathematical understanding about shape, measurement and early counting was evident during role play across the curricular areas. The children were observed matching, counting, using measuring tapes and applying the early mathematical language and concepts in play and discussions.

6. Provision for learning

- The staff have created a bright, stimulating playroom which is very well organised with clearly demarcated areas and a range of natural and commercial resources which the children can access freely. The interactions of the staff are of very good quality. They model effectively the play, particularly at the role play areas where they participate actively with the children, they promote language development through their questioning and encouragement and, where necessary, scaffold and model the language.
- The staff know the children very well; they operate a key worker system and have collected valuable observations and records for each child. The planning format is being reviewed currently to ensure that the links made between the observations of the children's responses and the planning are clear and inform future action to ensure progression for all.
- The quality of the pastoral care in the pre-school is outstanding. There is a friendly and welcoming atmosphere in the pre-school and the working relationships between the staff and the children are very good. The staff treat the children with care and respect and provide a safe, secure and stimulating environment that helps the children grow in confidence.
- The staff give very good attention to promoting healthy eating and physical activity, through the healthy break and the regular opportunities for energetic physical activity which encourage the children to adopt healthy lifestyles.

7. Leadership and management

- The leader is a very good role model and has developed an effective team which together with the management group are dedicated to the further development of the pre-school. They have used the self-evaluative process to bring about improvements in the playgroup's provision, such as, the development of a physical play area and are reviewing currently the development plan which is in its final year.

- The parents are kept informed of the work and life of the pre-school through, for example, the playgroup website and the monthly newsletter and they are encouraged to participate in the various educational trips and events organised throughout the year. There are very good links with the primary schools to which the children transfer and the children benefit from regular visitors to the pre-school.
- The early years specialist from the Early Years Organisation has provided good support for the staff in assisting them develop the physical play area within the building and developing further their medium-term planners.
- The pre-school has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the relevant Departments.

8. Overall effectiveness

Little Wombles Cross Community 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 LITTLE WOMBLES CROSS COMMUNITY PLAYGROUP, DRAPERSTOWN

1. Details of children

Number of children:	Class 1
Attending full-time	
Attending part-time	31
Under 3 years of age*	1
Funded by Department of Education	13
With statement of special educational needs	1
Without a statement but receiving therapy or support from other professionals for special educational needs	0
At CoP stages 3 or 4**	
At CoP stages 1 or 2**	
With English as an additional language	2
Who left in previous school year to attend reception provision within a primary school	0

* 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.	100
Average attendance for the previous year.	92%
Number of days open in previous school year	186

2. Duration of sessions

Full-time	Part-time: am	Part-time: pm
-	9.00 am-12.00 noon	-

3. Details of staff

Number of:	Full-time	Part-time
Staff including, Teachers/Leaders		1
Number of staff holding a recognised child care qualification		3
Number of staff holding a recognised teaching qualification		0
New appointments within the previous 12 months		0

Number of: ***	
Students	0
Trainees	0

*** Total placements since September of current year

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