

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Loughbrickland Pre-School,
Banbridge, County Down

Voluntary playgroup

Report of an Inspection in
November 2018



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments

CUSTOMER
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EXCELLENCE



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1. Context

Loughbrickland Pre-School is accommodated within a church hall on the Aghaderg Road, Loughbrickland. All of the children who attend the pre-school come from the village and surrounding area. There has been no change in staff since the last inspection. An independent early years' specialist (IEYS) has been employed by the pre-school for the last five years.

| Number of children: | Class 1 |
|---|----------------|
| Attending part-time | 26 |
| Funded by Department of Education | 26 |
| 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** | # |
| At CoP stages 1 or 2** | # |

| | |
|---|------|
| Percentage qualifying under DE admission criteria 1 or 2. | 100% |
| Average percentage attendance for the previous year. | N/A |
| Number of days open in previous school year | 188 |

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

A minority of the parents and all of the staff responded to the confidential questionnaire. All of the responses were wholly positive about all aspects of the life and work of the pre-school. The small number of parents who provided written comments highlighted the children's enjoyment of the pre-school and their love of learning. The questionnaire responses were shared with the leader and staff.

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

| | |
|----------------------------------|--|
| Overall effectiveness | Capacity to identify and bring about improvement |
| Outcomes for learners | Very good |
| Quality of provision | Good |
| Leadership and management | Good |

5. Outcomes for learners

- All of the children settle very quickly to purposeful and sustained play. The children are familiar with the daily routines and are very independent for the time of year. They put on and take off their aprons, choose resources to enhance their play and self-manage their snack routine. The children take pride in their achievements and share their work with parents and grandparents at the end of the session.
- Most of children show a good interest in books; they handle books appropriately, share books with their reading buddy and choose books to read with their parents from the lending library. During story time, most of the children listen very well and demonstrate good recall and understanding of the stories. They participate enthusiastically in rhymes and songs and a small number of children are able to recite rhymes independently. The majority of children are beginning to recognise that print has meaning; they label their work with their name and enjoy mark-making at the writing table and in the outdoor environment.
- The children's early understanding of mathematical concepts is developing well. During the inspection, the children matched, sorted, counted and measured. The children's use of mathematical language is less well developed.
- All of the children spend sustained periods investigating the properties of natural materials such as the water and the natural foliage and fruits of the season. The children's fine and gross motor skills are developing well. Most of the children are confident to express their ideas through painting, role play and music making.
- The children who require support with aspects of their learning are integrated very well into the playgroup and are making good progress.

6. Quality of provision

- The staff create a child-centred learning environment where the children's interests and views are valued and acted upon. This is reflected in an interesting and varied programme with good to very good learning experiences across all areas of the pre-school curriculum. Personal, social and emotional development, language development and the world around us are particular strengths of the provision.
- The indoor and outdoor learning environments are richly resourced with a wide range of natural, authentic and interesting resources which stimulate the children's interest in and curiosity of the world around them. The resources are easily accessed by the children and enable them to make independent choices.
- The quality of the interactions between the staff and the children are consistently very good. The staff use effective strategies to extend the children's language and develop the children's curiosity through prediction and exploration.
- The medium and short-term planning guides the staff well in their interactions with the children. The long-term planning and planning for outdoor play requires improvement; this has been identified appropriately by the staff who have begun to address this aspect of the provision. Observations of the children's learning are regular and informative; however they are not used effectively enough to inform the short-term planning and ensure progression in the children's learning.

- The children who require additional support with aspects of their learning are identified early through information gathered from parents and staff observations. Current targets and strategies outlined within the individual education plans are too generic to enable staff to monitor and track the children'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 well-behaved and respectful of adults and each other.

7. Leadership and management

- The well-established and professional team is collegial and has a clear vision for the future development of the pre-school which is captured in the well-constructed development plan. The IEYS works closely with the staff and provides clear guidance, strategic direction and very good levels support.
- Through self-evaluation, the staff and IEYS have identified appropriate areas for development. Recent improvement work on developing the outdoor provision has impacted positively on the learning experiences on offer to the children.
- The pre-school has good links with the parents. Through the 'Getting Ready to Learn' programme, the staff have worked closely with parents to support them in developing their children's interest in books. Links with appropriate support agencies require further development.

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, Loughbrickland Pre-School needs to update the behaviour policy to reflect the practice within the setting.

9. Overall effectiveness

Loughbrickland Pre-school demonstrates the capacity to identify and bring about improvement in the interest of all the children.

There is an area for improvement that the pre-school has demonstrated the capacity to address. The area for improvement is:

- to develop further the long-term planning and planning for outdoor play to ensure progression for all 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; 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 management¹:

| |
|-----------------------------------|
| 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 |

¹ 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:

| |
|---|
| <p>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.</p> |
| <p>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.</p> |
| <p>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.</p> |
| <p>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.</p> |

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