

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Moy Area Playgroup,
County Tyrone

Voluntary pre-school playgroup

Report of an Inspection in
February 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

Moy Area Playgroup is a voluntary playgroup located in Moy Regional Primary School. While the playgroup has its own separate entrance the playground facilities are shared with the primary school. Three new assistants have been employed since the last inspection.

Number of children:	Class 1
Attending part-time	26
Funded by Department of Education	26
With English as an additional language	#

Average percentage attendance for the previous year.	97
Number of days open in previous school year	185

Source: data provided by the setting.

* On 1 July.

fewer than 5

2. Views of parents and staff

Fifty percent of the parents and all of the staff responded to the confidential questionnaire. All responses were highly positive about the work of the playgroup. In their written responses the parents commented favourably on the caring and supportive ethos, the good levels of communication and the good progress made by their children. All of the responses were shared with the leadership and management.

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	Important areas for improvement
Outcomes for learners	Very Good
Quality of provision	Important areas for improvement
Leadership and management	Important areas for improvement

5. Outcomes for learners

- All of the children are very well settled and engage in sustained and purposeful play. They interact very well with each other and with the staff, persevere with tasks, produce work of a high standard and are independent in meeting many of their own needs.
- The children explore their learning environment with curiosity and make very good use of the many real and natural materials available in their play. They talk about their personal experiences and re-enact familiar roles during imaginative role play.

- The children have good listening skills, can follow instructions, participate well in daily routines and have a good repertoire of songs and rhymes. A small number of the children attempt to write their own name and a significant minority can produce very detailed representational art work.
- The children have a good knowledge, understanding and awareness of the areas within the pre-school curriculum. Their interest in the world around us and their appropriate use of mathematical language are particular strengths.
- The children with additional needs are well integrated within the group; the staff report they are making good progress.

6. Quality of provision

- The indoor and outdoor planning formats do not outline sufficiently the learning potential of the planned activities in supporting all areas of the pre-school curriculum, nor take necessary account of the individual needs and interests of all the children to ensure progression in their learning.
- The method of observing, recording and, in particular, assessing the children's progress and development requires further development; the information gained is not used effectively enough to inform the planning.
- There is currently no documentation to outline the support provided and the progress made for those children who require assistance with aspects of their learning and development. The staff need to ensure that appropriate information and records are kept to address this issue.
- Based on the evidence available at the time of the inspection, the playgroup's approach to care and welfare impacts positively on their learning and development. The children are forming positive relationships with the adults and one another which is evident in their developing personal and social skills.
- All of the staff are caring and supportive in their work with the children and the quality of their interaction with them is consistently of a very good standard. Key strengths of the interaction are the promotion of language and learning through the good use of incidental play opportunities to build on the children's personal experience and interests and also the skilful story telling sessions.
- The staff have created a very attractive learning environment for the children with defined areas for play. They provide an interesting and varied range of resources which contribute to and enhance the quality of the children's play.

7. Leadership and management

- The use of self-evaluation processes are underdeveloped and the information gained is not yet used effectively to inform the development plan. The staff have not collated reliable evidence for specific aspects of the provision to help identify key priorities for improvement and development. In addition, all associated action plans do not have a clear baseline, realistic targets and actions and sufficient detail to guide the work of the staff in ensuring high quality preschool provision at all levels.

- There are good working relationships between the staff, management and the early years specialist (EYS) from the Early Years Organisation and together they have brought about improvements in the learning environment and the development of the resources for the curriculum. It will be important for the staff together with the EYS and management to monitor the impact of all improvement work on both the provision and the outcomes for the children.
- The playgroup has established effective links with the parents, relevant agencies and the main feeder primary schools for the benefit of the children.

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

Moy Area Playgroup needs to address important areas for improvement in the interest of all learners.

The areas for improvement are:

- to improve the processes for planning and assessment; and
- for the leadership and management, with the support of the EYS, to extend and develop self-evaluation and development planning to ensure high quality provision at all levels.

The ETI will monitor and report on the playgroup's progress in addressing the areas for improvement. There will be a formal follow-up inspection in 12 to 18 months.

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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