

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Orchard Community Playgroup,
Ballykelly, County Londonderry

Voluntary community playgroup

Report of an Inspection in
January 2017



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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INTRODUCTION

1. Context

Orchard Community Playgroup is located in purpose-built accommodation in the village of Ballykelly. The children come mainly from the local and surrounding area. A majority of the staff, including the leader were in post during the last inspection in 2009.

Number of children:	Class 1	Class 2
Attending part-time	24	15
Funded by Department of Education	24	15
Without a statement but receiving therapy or support from other professionals for special educational needs	5	#
At CoP stages 3 or 4**	#	#
At CoP stages 1 or 2**	#	#
With English as an additional language	#	#

Percentage qualifying under DE admission criteria 1 or 2.	100%
Average attendance for the previous year.	90%
Number of days open in previous school year	186

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-eight percent of the parents responded to the confidential questionnaires. Almost all of the parental responses indicated a high level of satisfaction for the quality of provision being provided. A very small number indicated that more regular information about the children's progress and the playgroup events would be helpful. Parents report that the playgroup is well thought of in the community and that the children are supported effectively in their learning and development. The staff responses were wholly positive about all aspects about the life and work of the playgroup.

3. Focus of the inspection

In order to promote improvement in the interest of all children, 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	Good
Quality of provision	Good
Leadership and management	Good

KEY FINDINGS

5. Outcomes for learners

- The children are well-settled and engage productively in the routines and activities provided by the staff. Increasingly they are learning to take turns and to express their ideas through small and large group work activities. Most of the children are now ready to take more independent responsibility for the care of their learning environment and for the preparation of the snack routine.
- The children who require support with aspects of their learning are making good progress in their personal, social and emotional development and are achieving outcomes which enable them to access the play activities provided by the staff.
- Most of the children are developing very good listening skills and can follow instructions, join in parts of a story and are confident in taking on roles during imaginative play. The children's fine and gross motor skills are at the expected levels. The children's creative mark-making and representational artwork is less effectively developed and tends to be mostly as a result of adult-led activities. The children have a keen interest in exploration and investigation in the stimulating outdoor learning area. A majority use mathematical language effectively when the opportunity arises during play or group activities.

6. Quality of provision

- While there are a range of interesting learning experiences planned by the staff, the activities observed during the inspection were, on occasions, directed to specific outcomes which limited the children's independence, choice and creativity as it naturally arises from the ideas of the children.
- Most of the anecdotal observations of the children's learning follow a formal assessment method and there are insufficient links to planning for individual children or use made of information to record the children's progress and development.
- The quality of the interactions between the staff and the children ranged from good to very good and sustained the children's involvement in concentrated play and learning.
- The children who have additional learning needs are provided with effective support to access the pre-school programme; they are identified early through good liaison with the parents. The leadership make prompt referrals to external agencies when necessary.
- The staff provide a high level of care and welfare for the children which impacts positively on their personal, social and emotional outcomes.

7. Leadership and management

- The leadership and staff are proactive in the development of the provision and continue to manage funding effectively with good support from the management committee to improve resources for progression in play.
- The early years specialist, from the Early Years Organisation, was not present at the inspection, but provided documentation identifying appropriate recommendations for improvement.
- The playgroup's approach to development planning and self-evaluation lacks rigour and a sufficient strategic focus on monitoring and evaluation. The playgroup needs to review the impact of their actions and use of resources to bring about improvement in the children's outcomes.
- 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 playgroup needs to ensure that:

- there is a schedule for the systematic review of policies which is monitored by the management group; and
- all staff vetting clearance forms are kept on file as relevant records.

CONCLUSION

8. Overall effectiveness

Orchard Community Playgroup demonstrates the capacity to identify and bring about improvement in the interest of all the learners.

There are areas for improvement that the playgroup has demonstrated the capacity to address. The areas for improvement are to develop further:

- the links between planning and assessment to ensure that the individual needs of all of the children are met; and
- the self-evaluation and action planning processes at all levels in order to improve further the outcomes for the children.

The ETI will monitor how the playgroup sustains improvement.

Information on sessions and staff**Duration of sessions**

Part-time: am	Part-time: pm
9.00-11.30	12.15-2.45

Details of staff

Number of:	Full-time	Part-time
Staff including, Teachers/Leaders	1	5
Number of staff holding a recognised child care qualification	1	5

Source: data provided by the setting.

Inspection method and evidence base

The effective practice and self-evaluation questions which guide inspection and self-evaluation of pre-school settings, which were applied to this inspection, are available in the ETI publication *The Pre-school Inspection and Self-Evaluation Framework* at: <https://www.eti.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

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 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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