

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Panda Cross Playgroup,
Dungannon, County Tyrone

Voluntary playgroup

Report of an Inspection in
February 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

Panda Cross Playgroup is located in the Killymaddy Centre on the main road between Dungannon and Ballygawley and provides a morning and afternoon session. Since the last inspection the playgroup has moved premises and two new members of staff have been appointed. The facilities have been refurbished to a very high standard and include a secure outdoor play area. The children attending the playgroup come from a wide catchment area.

Number of children:	Class 1	Class 2
Attending part-time	26	24
Funded by Department of Education	25	24
Without a statement but receiving therapy or support from other professionals for special educational needs	1	0
At CoP stages 1 or 2**	6	0
With English as an additional language	0	2

Percentage qualifying under DE admission criteria 1 or 2.	12%
Average attendance for the previous year.	95%
Number of days open in previous school year	194

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 small number of the parents and all of the staff responded to the confidential questionnaire. Almost all of the responses were very positive about the provision and were discussed with the staff and the chairperson from the management committee.

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	High level of capacity for sustained improvement
Outcomes for learners	outstanding
Quality of provision	outstanding
Leadership and management	outstanding

KEY FINDINGS

5. Outcomes for learners

- The children in both sessions are very well settled and consistently engage in purposeful and productive play. Overall the children, for the time of year, are achieving very high standards across the six areas of the pre-school curriculum. They demonstrate very well their independence and self-management skills and respond positively to the well established routines of the playgroup. The children engage well with each other and with the staff and visitors, and take pride in their work and achievements. They enjoy books, access them independently and listen attentively to stories.
- The children produce detailed representational work that is age and stage appropriate, take part in sustained role play and make very good use of the available resources. They are developing well their fine motor skills through the use of a wide variety of tools and equipment available and engage enthusiastically in physical, energetic play outdoors. The children have a very good understanding of key mathematical concepts, such as number, measures and positional language and use confidently mathematical language during play.
- The children who require support with aspects of their learning respond well to the strategies in place to support their needs.

6. Quality of provision

- The staff work very hard to create a stimulating and child-centred learning environment. All of the available space is used very effectively to encourage the children's independence and their self-management skills and to promote learning in all areas of the curriculum.
- The quality of the interactions between the staff and the children is consistently of a very high quality. The staff model play and use effectively open-ended questions to extend the children's thinking and to develop their language and problem solving skills.
- The play programme is very well planned to ensure high quality learning experiences across all areas of the pre-school curriculum. The comprehensive planning is informed effectively by the rigorous system of observation and assessment of the children's responses and indicates progression and challenge in their learning.
- The staff identify the children who have additional learning needs at an early stage and work with the parents and appropriate support agencies to address individual need.
- Based on the evidence available at the time of the inspection, the playgroup's approach to the care and welfare of the children impacts positively on learning, teaching and outcomes.
- The daily programme includes a healthy snack for the children and an appropriate period for energetic physical play.

7. Leadership and management

- The staff and management committee are hard working, work well as a team and are committed to providing high quality provision for the children. Based on the evidence available at the time of inspection, the ETI's evaluation is that there can be a high degree of confidence in the aspects of leadership and management evaluated.
- The playgroup employ the services of an early years specialist from the Early Years Organisation. The early years specialist provides very good advice, guidance and support to both the staff and management committee in their work. The staff report very good working relationships at all levels.
- The staff have a reflective approach to development planning and self-evaluation and have identified appropriate areas for development including the further development of the outdoor play area.
- The playgroup has established excellent links with parents and the main feeder primary schools for the benefit of the children. Information about the children's progress and development is gathered regularly and is shared at key times throughout the year with the parents. Appropriate information is passed to the feeder primary schools to aid transition.
- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect the guidance issued by the relevant Departments.

CONCLUSION

8. Overall effectiveness

Panda Cross Playgroup has a high level of capacity for sustained improvement in the interest of all the children. The ETI will monitor how the playgroup sustains improvement.

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

Full-time	Part-time: am	Part-time: pm
	9.00-11.30	12.00-2.30

Details of staff

Number of:	Full-time	Part-time
Staff including, Teachers/Leaders	1	
Number of staff holding a recognised child care qualification	4	
New appointments within the previous 12 months	2	

Number of: *	
Students	1
Trainees	

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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