

Education and Training Inspectorate

PRE-SCHOOL INSPECTION



Playtime Childcare Pre-school, Eskra, County Tyrone

Voluntary pre-school playgroup DE Ref No (2CB-0294)

Report of an Inspection in February 2019

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1. Context

Playtime Childcare Pre-school is situated within a day care setting in Eskra, on the outskirts of Omagh in County Tyrone. The pre-school has access to the wide range of outdoor learning experiences available as part of the day care provision. The children come mainly from the local area. There have been no changes in leadership since the previous inspection. The pre-school has links with neighbouring pre-school settings through the 'Sharing from the Start' shared education programme.

Number of children:	Class 1	Class 2
Attending part-time	22	12
Funded by Department of Education	22	12
Without a statement but receiving therapy or support from other professionals for special educational needs	0	#
At Cop stages 1 or 2	#	#
With English as an additional language	0	#

Percentage qualifying under DE admission criteria 1 or 2.	26%
Average percentage attendance for the previous year.	98%
Number of days open in previous school year	188

Source: data provided by the setting.

fewer than 5

2. Views of parents and staff

Twenty-one percent of the parents responded to the questionnaires and their responses, including a small number of written comments, were all positive about the life and work of the pre-school. They praised highly the nurturing and caring staff for their support to help the children to settle well and enjoy learning.

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

5. Outcomes for learners

- The children are confident and independent, and have well-developed play and social skills. They concentrate and engage in purposeful and productive play across all areas of the pre-school curriculum. They have very good levels of self-regulation and are beginning to show empathy towards others; helping each other to solve problems, to put on aprons and to share the resources. The children are forming friendships and respectful to one another.
- The children's language and early mark making is well-developed. They enjoy listening to stories and join in the familiar parts and their singing, rhythm and rhymes skills are progressing well in line with their individual stages of development. Listening and attention skills during the group story and individual stories are very good.
- The children can sort and match and show a very good awareness of measures and early counting concepts. Mathematical language during the snack, tidying routines and incidental play is well developed.
- The children have very good fine and gross motor skills and are confident to climb, jump, balance and run freely. They are imaginative in role play activities and in the sand pits; and concentrate for lengthy periods in the small world activities.

6. Quality of provision

- The staff are well-organised and provide a spacious learning environment using stimulating resources and activities to engage the children's interests and to facilitate high quality learning experiences. A nurturing, family ethos pervades the playgroup and the engagement of families as educators is encouraged through newsletters, open days and meetings with the parents.
- There are very good learning opportunities in all areas of the pre-school programme. The personal, social and emotional programme underpins all areas of the curriculum and the children are free to choose, explore and experiment through self-initiated play. All areas of learning are well-connected through the meaningful use of seasonal topics and the children's interests in the world around them. The written planning is informed by the key worker observations of the children's progress and needs, and ensures progression throughout the year.
- The consistently very good quality staff interactions promotes well the children's language and communication skills. The staff observe and actively listen to the children, skilfully allowing time for the children to create their own ideas and appropriately intervening to extend their language and thinking. This close staff involvement supports the children's use of language to express their own feelings and ideas and as a result the children are curious and interested in learning.
- Parents are given regular feedback about their children's progress. There are procedures in place for referral to external support services for those children who may require assistance with aspects of their learning and development and advice and signposting is provided for their parents. The staff are developing the children's personal learning plans. The role of the parent in contributing to relevant aspects of home support for learning in the current plans is not clearly recorded.

- The organisation of the day is well-structured to provide for lengthy periods of play including energetic play. There are smooth transitions at key times in the programme and the children are familiar with necessary routines.
- Based on the evidence available at the time of the inspection, the pre-school's approach to the care and welfare of the children impacts positively on learning, teaching and outcomes. There is a child-centred, inclusive approach based on a warm and nurturing environment for learning and development and as a result the children are respectful of each other and their behaviour is excellent.

7. Leadership and management

- The leadership of the pre-school has a well-developed, reflective and child-centred vision set out in a three year development plan for integrating services for children and families within the community. The impact of the actions taken by the staff and the directors, including the provision of a new playroom, has enhanced significantly, the quality of the indoor and outdoor learning environment and the provision for learning. The staff work effectively as a team to promote continuous improvement in the pre-school programme.
- The early years specialist (EYS) from the Early Years Organisation (EYO) provides very good support, advice and guidance for the development of the pre-school programme and maintains a clear focus on high quality learning experiences.
- The representative of the directors, reports very good working relationships among the staff and inclusion of parents to support the development of the pre-school programme. The staff make effective use of self-evaluation, gathering a range of evidence to inform their development planning process. The EYS and the staff appropriately identify the need to develop further the action planning process particularly in relation to the setting of clear targets in the action plans.
- The playgroup has effective links with several primary schools, relevant agencies and the local community to benefit the children. They are actively involved in all four of the Department of Education's Getting Ready to Learn programmes. The children participate in shared education visits through the "Sharing from the Start" programme and there are good opportunities for the children and parents from neighbouring pre-schools to come together to develop community relations.

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, the playgroup needs to:

- ensure that the draft safeguarding policy sets out clearly the roles of the designated and deputy designated officers; and, when amended and ratified by the directors, is shared with the parents.

9. Overall effectiveness

Playtime Childcare Pre-school Centre has a high level of capacity for sustained improvement in the interest of all the learners. 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.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 a representative of the board of directors;
- a meeting with the early years specialist; 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:

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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