

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Rainbow Child Family Centre,
Galliagh, County Derry

Voluntary playgroup

Report of an Inspection in
May 2018



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



CONTENTS

Section	Page
1. Context	1
2. Views of parents and staff	1
3. Focus of the inspection	1
4. Overall findings of the inspection	1
5. Outcomes for learners	2
6. Quality of provision	2
7. Leadership and management	3
8. Safeguarding	3
9. Overall effectiveness	3

Appendices

- A. Inspection methodology and evidence base
- B. Reporting terms used by the Education and Training Inspectorate

1. Context

Rainbow Child and Family Centre Playgroup is accommodated within the Rainbow Child and Family Centre in Galliagh. The playgroup shares the use of the playroom with an after-schools club and a programme for 3 year olds. The children attending the playgroup come from the surrounding area. Two assistants are currently employed in a temporary capacity. All of the children have participated in Sure Start services.

Number of children:	Class 1
Attending part-time	18
Funded by Department of Education	18
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**	6
Number of children who transferred from a SureStart 2 year old programme	2
Number of children who participated in other SureStart services	18

Average percentage attendance for the previous year.	83%
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

2. Views of parents and staff

All of the staff responded to the confidential questionnaires. The responses were all very positive about all aspects of the life and work of the playgroup. There were no parent responses.

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

- Nearly all of the children are well-settled and engage in lengthy periods of purposeful play. They are developing very good levels of independence and can choose and access the resources that they need for their play. The children are very familiar with the daily routines, have good listening skills and can follow instructions so that transitions are smooth. They engage confidently with their peers and adults, are articulate speakers and develop their natural curiosity through questions and investigations.
- The children are making very good progress across all areas of the pre-school curriculum; the world around us is a particular strength, they are keen to investigate and explore the wide and interesting range of natural resources indoors and outdoors. The children are very interested in books, which are accessible across all play activities; they enjoy stories and join in enthusiastically singing songs and rhymes with actions. Most of the children listen well and respond confidently to the adults.
- The children's fine motor skills are developing well through, for example, the use of real cutlery, tongs, scoops, hammers, and using a pinching movement with their fingers. They engage actively in outdoor play activities and are developing their gross motor skills through use of wheeled vehicles and games involving running, jumping, kicking, balancing and throwing.
- The children with additional needs are integrated well within the group.

6. Quality of provision

- The indoor playroom is attractively laid out in distinct areas and enables the children to access independently their preferred materials for play activities; however, the home role play area is underdeveloped. The outdoor learning environment is a key strength; it is very appealing and provides different contexts for the children to develop their learning and to explore their interest in nature.
- The quality of staff interactions with the children are consistently good. The staff are nurturing and affirmative and support the children to develop well their social skills, for example, while discussing the importance of healthy eating with groups of children at snack time. All of the staff model well mathematical language and topic vocabulary and ask open-ended questions to extend the children's thinking and encourage more extended answers.
- The staff plan a varied programme throughout the year across all areas of the pre-school curriculum. Their observations of the children, although carried out regularly, are not used effectively to inform future planning and ensure greater progression in the children's learning.
- The children who require additional support with their learning are identified through information passed on from Sure Start or other agencies, parents and staff observations. Records of concern and individual education plans are in place but lack specific targets; reviews are underdeveloped and not used effectively enough to demonstrate the progress that the children are making.

- Based on the evidence at the time of the inspection, the pre-school's approach to care and welfare impacts positively on the learning and teaching, and outcomes. The staff value and praise the children's work, create a caring and welcoming environment, and promote the children's personal and social development. As a result the children are confident and independent in their play.

7. Leadership and management

- The playgroup leader, and staff team work collaboratively to improve the playgroup's provision. They are supported well in their work by the board of directors and the early year's specialist, from the Early Years Organisation. The staff are clear about the strengths and areas requiring improvement within the setting and are using self-evaluation methods to identify priorities. The current action plans do not, however, include sufficiently focused, realistic targets and detail to guide effectively the staff in promoting improvement and measuring the impact on the quality of the provision and outcomes for the children.
- The playgroup has very effective links with relevant support agencies, parents and the local community; the children's interest in their local environment is greatly enhanced by their experiences as a forest school. Information is shared with parents at regular intervals throughout the year and they are very supportive of 'stay and play' sessions. The playgroup has recently started a cross-border link with another pre-school.

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, Rainbow Child Family Centre Playgroup needs to:

- ensure that all safeguarding policies and information on display are specific to the playgroup.

9. Overall effectiveness

Rainbow Child Family Centre Playgroup demonstrates the capacity to identify and bring about improvement in the interest of all the children.

There are areas for improvement that the pre-school has demonstrated the capacity to address which are:

- to ensure more robust processes are in place for observing and assessing the children's learning to inform planning; and
- to refine the focus of action plans by identifying realistic targets and including sufficient detail to guide effectively the work of the staff in promoting improvement and measuring the impact on the quality of the provision and outcomes for the 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, 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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