

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Rainbow Playgroup,  
Carrickfergus, County Antrim

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

CUSTOMER  
SERVICE  
EXCELLENCE



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## 1. Context

Rainbow playgroup is located in a shared community hall in Sunnylands housing estate. Just under one half of the children who attend are in their penultimate pre-school year. Since the last inspection, a new member of staff has been appointed and a temporary early year's specialist from the Early Years Organisation was recently in post.

<b>Number of children:</b>	Class 1
Attending part-time	14
Under 3 years of age	10
Funded by Department of Education	14
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**	#

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

**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

The staff and parental responses to the confidential questionnaire were wholly positive about all aspects of the provision.

## 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

<b>Overall effectiveness</b>	Capacity to identify and bring about improvement
<b>Outcomes for learners</b>	Good
<b>Quality of provision</b>	Good
<b>Leadership and management</b>	Good

## **5. Outcomes for learners**

- The children are making good progress across almost all areas of the pre-school curriculum. Particular strengths are the children's high levels of independence, their very good behaviour and their ability to settle and concentrate at activities for sustained periods. The children's curiosity and use of mathematical language is less well developed.
- All of the children listen very attentively during the large group story and rhyme session. Most of the children are gaining confidence and making good progress in developing their oral language as they talk with the adults about their experiences during their play. The children are beginning to understand that print has meaning as they self-register and label their own work. The significant minority of the children who have speech immaturities or identified delays in their speech, language and communication skills are making satisfactory progress in their learning.
- The children are beginning to understand simple mathematical concepts as they, for example, cut the dough into varying sizes, measure their milk into their cup and set the table in the home corner. Most of the children are not yet using the associated mathematical language as an integral part of their own play.
- The children select and use a range of art materials to express their own ideas as they create simple models, paint and draw; the girls in particular spend sustained periods exploring the art materials. The children initiate their own singing and musical accompaniment using a range of simple percussion instruments. They can keep a steady beat and move in time to the music. The children engage in basic family role play at the home play and as builders using the tools from the workbench areas.
- The children are developing appropriately their fine motor skills as they press and squeeze the dough, butter their own bread and use a range of simple tools. They have good hand to eye coordination and balance as they throw and catch and use a suitable range of equipment during their physical play session.
- The interesting range of resources and very good adult interactions at the water tray initiated sustained interest and investigation by the children. This level of investigation and curiosity by the children was not evident in other play areas.
- Most of the children identified as having additional educational needs make good progress in achieving the targets on their individual education plans.

## **6. Quality of provision**

- The staff plan a broad range of experiences across the six areas of learning; however, they do not match the planned learning experiences closely enough to the children's wide range of needs and interests. The current planning does not identify clearly enough how the learning progresses across all areas of the curriculum and what support is being provided for individual and small groups of children.

- The daily timetable is well organised and there are very smooth transitions between different types of activity. The staff set out and clear away a wide range of activities into distinct areas for play every day. At times there are insufficient challenging resources within the areas for play to enable the pre-school children to extend fully their ideas.
- The staff are all caring and supportive towards the children and most of the staff interaction is of a high quality. The staff promote very well the children's own choices, independence and social skills. They manage the whole group sessions very effectively and frequently engage in sustained conversations with the children promoting well their language and thinking. There are missed opportunities to model mathematical language and encourage close observation and investigation.
- The staff make regular observations of the children's responses and use these to inform parents of their child's progress and to identify any developmental delays. The staff have identified the need to develop a more systematic process for recording the assessment information and using this information to inform the next steps in the children's learning.
- The children with additional needs are identified early and referred to relevant health professionals. There is close liaison between the staff, the parents, Sure Start and the schools to which the children will transfer promoting an exchange of relevant information and smooth transitions. The targets on the individual education plans are not sufficiently specific and measurable.
- Based on the evidence available at the time of the inspection, the pre-school's approach to care and welfare impacts positively on the learning, teaching and outcomes for the children. The staff's inclusive and sensitive approaches effectively develop the children's personal and social skills.

## **7. Leadership and management**

- The pre-school is well organised and managed effectively. There are good working relationships and a strong team approach between the leaders, staff team and the committee. There has been inadequate early year's specialist support from the Early Years Organisation in the current academic year during a period of recruitment.
- The staff are reflective in their work and, have identified relevant priorities for improvement on their development plan. The staff have successfully developed and improved key aspects of their work in recent years. This includes, in particular, improved links with the parents through the Big Bedtime Read, links with Sure Start and the main feeder primary schools and the provision for music, rhyme and rhythm. The current action planning process does not provide sufficiently clear guidance and support for the staff to enable them to monitor and evaluate effectively the impact of the actions to promote improvement.

## **8. Safeguarding**

- Based on the evidence at the time of the inspection, the arrangements for safeguarding children reflect the guidance from the relevant Departments.

## **9. Overall effectiveness**

Rainbow playgroup demonstrates the capacity to identify and bring about improvement in the interest of all children.

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

- to identify more clearly how learning progresses across all areas of the curriculum and plan more specifically the support being provided for both individual and small groups of children;
- to develop further the children's use of mathematical language and the development of their curiosity and investigation; and,
- to develop further the action planning processes to enable the staff to monitor and evaluate more effectively the impact of the actions to promote improvement on the quality of the provision and the 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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