

# Education and Training Inspectorate

## PRE-SCHOOL INSPECTION



Rasharkin Community Playgroup, Rasharkin, County Antrim

Voluntary Integrated Playgroup DE Ref No: 3AB-0082

Report of an Inspection in December 2019

# CONTENTS

<b>Section</b>	<b>Page</b>
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	4
9. Overall effectiveness	4

## Appendices

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

## 1. Context

Rasharkin Community Playgroup is accommodated in a purpose-built unit beside Rasharkin Primary School, in the village of Rasharkin. Most of the children come from the immediate and wider surrounding rural area. Since the last inspection there has been a complete change of staffing, leadership and management.

<b>Number of children:</b>	Class 1
Attending full-time	19
Funded by Department of Education	19
At CoP stages 1 or 2**	#
With English as an additional language	#

Percentage qualifying under DE admission criteria 1 or 2.	100
Average percentage attendance for the previous year.	94
Number of days open in previous school year	185

**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

A majority of the parents and all of the staff responded to the confidential questionnaire. All of the responses were highly positive about all aspects of the provision. In written comments the parents commented positively on: the effective leadership; the caring and approachable staff; and the good variety of activities provided and the progress their children are making. A summary of the questionnaire responses was shared with the leader and a representative from the management committee.

## 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>	Very good
<b>Quality of provision</b>	Good
<b>Leadership and management</b>	Good

## **5. Outcomes for learners**

- The children are making very good progress in their learning and development across the pre-school curriculum and are developing very positive attitudes and dispositions for learning. They are enthusiastic, motivated and resilient learners; making independent choices and spending sustained periods in concentrated and productive play. The children are caring and respectful towards their friends and their social skills are developing very well.
- The independent use of books and enjoyment of stories is evident throughout the session and the children enjoy experimenting with early writing and mark making within a good range of meaningful contexts. They talk confidently about their ideas and feelings to one another and the staff during their play and are developing empathy for others.
- Early mathematical language is used confidently by the children as they, for example, touch count, make comparisons of size and discuss measurement with the staff during their play and daily routines.
- The children make imaginative use of the wide range of art resources available to make junk models, print patterns, produce collages and explore and express their own creative ideas. They initiate and develop familiar family roles, such as, making the dinner and caring for babies during their sustained play within the well-resourced home play area.
- There is a high level of interest and curiosity in investigating the wide range of natural and authentic materials available, such as, the inner workings of the clock at the tinkering table, the melting ice in the water tray and peeling and cutting vegetables in the home play.
- The children's fine motor skills are developing well as they use confidently a range of tools, for example, tongs for snack, the pencils, brushes and cellotape dispenser at the art area and the small construction materials.
- The small number of children who have been identified as requiring additional support in aspects of their learning are well integrated and with the help of sensitive adult support are making good progress in their self-regulation and social skills.

## **6. Quality of provision**

- The staff plan a rich and varied pre-school programme of activities for learning in all aspects of the pre-school curriculum. The playroom and outdoor areas are well presented with a stimulating range of interesting activities and materials which the children access independently. The addition of real and authentic materials within the play activities enriches the children's learning experiences. The staff have improved the resources for play within the garden area and the planned use made of the larger outdoor space has been appropriately prioritised as a continued area for development in the coming year.

- The consistently high quality of the staff interactions and participation with the children is a key strength within the pre-school. The staff use effective strategies to promote the children's own independence and social skills; they listen well to the children and encourage them to experiment and develop their own creative ideas. They introduce a good range of vocabulary and early mathematical language naturally into the play and use open-ended questions to extend the children's thinking in an age and stage appropriate manner.
- The planning and assessment, being developed collaboratively with the whole staff team, is guiding the staff well in their day-to-day work with the children and is increasingly responsive to the specific interests of the children. The quality and use of assessment information is not yet consistent enough to identify sufficiently the children's needs and the support required to progress the learning for individual children. Aspects of the longer term planning are not sufficiently developed to ensure suitable progression in the use of resources to promote learning throughout the year.
- Children with additional needs are identified early in close liaison with parents and other professionals. Individual plans are in place and progress is monitored. The leadership and staff are building their capacity to meet the needs of children with additional needs through relevant training provided by the Education Authority.
- Based on the evidence available at the time of the inspection, the pre-school's approach to care and welfare impacts positively on learning and teaching, and outcomes. The respectful, caring and inclusive ethos contributes to the children's positive attitudes to learning. In addition, the development of empathy and resilience is actively promoted through the interactions of the staff with the children.

## **7. Leadership and management**

- Since the last inspection there has been several changes in leadership and staffing. Within the last two years the leadership and management have demonstrated their capacity to bring about improvements through a collaborative team approach. The quality of the learning environment and the short term planning have been improved to ensure high quality adult interactions and a positive impact on the outcomes for the children.
- The staff are developing well a reflective approach to their work and are improving their evaluative skills. The development plan has relevant priorities for further improvement and the action plans, which are monitored regularly, are linked to relevant staff training needs and outcomes for the children. The leadership and management continue their own professional development through the completion of higher level qualifications, suitable training and links with other pre-schools. The early year's specialist provides effective support, guidance and feedback to the staff, which they value and use to improve further their work. The committee, who have received training on their roles and responsibilities, meet the leader regularly to promote effective communication and provide valuable practical support to the staff team.

- The parent's views are sought and valued. They are encouraged to be involved in their child's learning through the lending library, information from the newsletter, the playgroup phone App and the planned workshops through the 'Big Bedtime Read' as part of the Department of Education's 'Getting Ready to Learn' strategy. Visits to the local library encourage the use of books and this community facility. Good links with the main feeder primary schools facilitate smooth transitions for the children.

## **8. Safeguarding**

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

## **9. Overall effectiveness**

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

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

The areas for improvement are to:

- continue to build the confidence and capacity of the staff team to embed and build further on the improvements to date;
- track the children's progress more comprehensively and use the information to match the planned learning and adult support more fully to individual children; and
- continue to develop the longer term planning for progression in the use of resources to support the children's learning.

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 those involved with leadership and management, including a phone call with a representative of 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<sup>1</sup>:

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

<sup>1</sup> 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.

© CROWN COPYRIGHT 2020

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: [www.etini.gov.uk](http://www.etini.gov.uk)