

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Resurrection Playgroup,
Belfast

Report of an inspection in
June 2016



The Education and Training Inspectorate
Promoting Improvement

Providing Inspection Services for:

Department of Education
Department for the Economy
Department for Communities

CUSTOMER
SERVICE
EXCELLENCE



Quantitative 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 Education and Training Inspectorate (ETI) use the following performance levels when reporting on Achievement and standards, on Provision for learning and on 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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1. Inspection method and evidence base

The key questions and quality indicators which guide inspection and self-evaluation of pre-school settings, which were applied to this inspection, are available in the ETI publication *Together Towards Improvement: a process for self-evaluation* at: [Together Towards Improvement Pre-school | Education and Training Inspectorate](#)

Inspectors observed learning and teaching through play, the children's achievements and standards, scrutinised relevant documentation, and held formal and informal discussions with children, and staff with specific responsibilities.

The arrangements for this inspection included:

- a meeting with those involved with leadership and management; and
- the opportunity for the parents and staff to complete a confidential questionnaire.

Five parents and all of the staff responded to the confidential questionnaire. Overall, the responses indicate high levels of satisfaction with all aspects of the life and work of the playgroup. In particular, the parents praised the committed and dedicated staff and stated that their children are happy and enjoy their learning. The responses were shared with the management group.

2. Focus of inspection

In order to promote improvement in the interest of all children, the purpose of inspection is, through effective linking of internal and external approaches, to evaluate the:

- children's achievements and standards;
- quality of provision for learning; and
- quality of leadership and management.

3. Context

Resurrection Playgroup is accommodated in a Church Hall on the Cavehill Road Belfast, County Antrim. Since the last inspection, there has been a high turn-over of staff with a new leader and an assistant who has very recently taken up post.

4. Overall findings of the inspection

Overall effectiveness	Important areas for improvement
Achievements and standards	Important areas for improvement
Provision for learning	Important areas for improvement
Leadership and management	Important areas for improvement

5. Achievements and standards

- Most of the children are well settled; are at ease with the staff and often turn to them for support and guidance. The majority of the children are able to share the materials agreeably and take turns; some firm friendships are developing. A small number of the children are not making independent choices of activity and as a result are not accessing all areas for learning.
- While most of the children engage in purposeful play and co-operate well with one another and with the adults, the children do not engage purposefully in play throughout the entire session. In particular the more able children require greater challenge in all aspects of their learning.
- Many of the children are developing appropriate early-writing skills; they can identify letters in their names and a significant minority are attempting to write their names. The children's representational paintings and drawings are of a good standard and are used to create colourful displays around the room.
- During the inspection, there was insufficient evidence of children developing independently their own self-initiated imaginative play; in particular, the role play is underdeveloped. The children's exploratory and investigative play, and the associated language is under-developed and needs to be identified and used more consistently through the planning process to inform better the staff interactions with the children.
- A majority of the children listen attentively at story time and participate enthusiastically in songs and rhymes. The development of the children's gross motor skills requires attention.

6. Provision for learning

- The organisation of the day provides a lengthy period of free play when the children are able to develop their concentration and interest in their chosen activities; however, the time available is not all being used effectively enough for learning; in particular for the development of early mathematical language and concepts through their engagement in the daily routines. The needs of all of the children are not being fully met to enable them to make consistent progress across all areas of the pre-school curriculum.
- There is no progressive programme for the development of a wider range of the children's physical skills which would ensure that the newly-developed outdoor area is used fully to extend the children's physical skills and learning.
- While the quality of the interactions between the staff and the children are often of a good standard; the staff do not use open-ended questions sufficiently to develop further the children's thinking skills.
- While the play programme provides opportunities for learning across all areas of the pre-school curriculum the planning is not well enough focused on identifying the learning inherent in all of the activities.

- The staff know the children well; they often observe the children and record their findings but are not reporting on the children's progress based on the observations they have made. The information gathered through the observations of the children needs to be more accurate and used more effectively to inform future planning, report to the parents on their children's progress and share with the year one teacher, to whom the children will transfer.
- The quality of the arrangements for pastoral care is good and the staff treat the children with care and respect. There is a warm, welcoming ethos within the playgroup; all of the children appear at ease with the staff and their behaviour is very good. The staff have created an attractive and well-organised learning environment. The creation of interest areas will provide more opportunities to arouse the children's curiosity and encourage them to explore and experiment a wider range of natural and authentic items.
- The playgroup gives good attention to promoting healthy eating during the snack routine and provides useful opportunities for physical activity.

7. Leadership and management

- In the context of a period of change, the leader has worked hard to induct new staff and to try to identify appropriate areas for further development. The processes for self-evaluation are at a very early stage of development.
- The input from the playgroup's early years' specialist (EYS) from the Early Years Organisation is not being implemented to effect improvement. It will be important for the staff and the EYS to now work together to plan and evaluate more effectively in order to bring about the necessary improvements in the best interests of the children.
- On the basis of the evidence available at the time of the inspection, the playgroup has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the relevant Departments.

8. Overall effectiveness

Resurrection Playgroup needs to address important areas for improvement in the interest of all the learners. The ETI will monitor and report on the playgroup's progress in addressing the areas for improvement which include the need to:

- develop further the methods of planning, assessment and evaluation to ensure a progressive programme for learning is developed that is based on accurate observations of the children responses;
- develop a progressive programme for the development of a wide range of the children's physical skills, and
- review aspects of the day, in particular the necessary routines, to ensure that all time is used much more effectively for learning.

There will be a formal follow-up inspection in 12-18 months.

STATISTICAL INFORMATION ON RESURRECTION PLAYGROUP BELFAST

1. Details of children

Number of children:	Class 1	Class 2
Attending full-time	16	0
Attending part-time	0	0
Under 3 years of age*	0	0
Funded by Department of Education	16	0
With statement of special educational needs	0	0
Without a statement but receiving therapy or support from other professionals for special educational needs	1	0
At CoP stages 3 or 4**	0	0
At CoP stages 1 or 2**	0	0
With English as an additional language	0	0
Who left in previous school year to attend reception provision within a primary school	0	0

* On 1 July.

** The stages refer to those set out in the Code of Practice for the Identification and Assessment of Special Educational Needs.

Percentage qualifying under DE admission criteria 1 or 2.	100
Average attendance for the previous year.	95%
Number of days open in previous school year	189

2. Duration of sessions

Full-time	Part-time: am	Part-time: pm
N/A	09.00 am-12.00 pm	

3. Details of staff

Number of:	Full-Time	Part-Time
Staff including, Leader	3	2
Number of staff holding a recognised child care qualification	1	2
Number of staff holding a recognised teaching qualification	0	0
New appointments within the previous 12 months	0	2

Number of: ***	
Students	0
Trainees	0

*** Total placements since September of current year

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