

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Roslea Cross-Community
Playgroup, County Fermanagh

Voluntary playgroup

Report of an Inspection in
November 2018

eti

The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments

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1. Context

Roslea Cross-Community Playgroup is located in the village of Roslea, County Fermanagh and the children enrolled are from the surrounding rural area. Since the previous inspection, the playgroup has relocated to new, purpose-built accommodation and a new assistant has been employed.

Number of children:	Class 1
Attending full-time	25
Funded by Department of Education	25
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**	#

Percentage qualifying under DE admission criteria 1 or 2.	#
Average percentage attendance for the previous year.	N/A
Number of days open in previous school year	190

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

N/A not available

2. Views of parents and staff

A minority of parents and all of the staff responded to the confidential questionnaire. Most of the responses were very positive regarding the work and life of the playgroup. All of the responses were shared with the leadership and management.

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	Good
Leadership and management	Very good

5. Outcomes for learners

- All of the children, including those with additional learning needs, are settled and follow the well-considered routines of the day. They engage purposefully in their learning and achieve very well across all areas of learning within the pre-school curriculum.
- The children's personal, social and emotional skills are well-developed; they interact confidently with each other and, if required, can request support from the adults; using appropriate vocabulary to express their needs. Almost all of the children: self-register at arrival and snack time; make independent choices for play; and, work collaboratively to create and explore using the wide range of authentic and natural resources. They listen attentively at story time and participate enthusiastically in songs and rhymes.
- The children's mark making skills are very good and they take great pride in their artwork. Most have a very good understanding of early mathematical language and concepts and are beginning to count, sort and make comparisons accurately throughout their play.
- The children are very engaged in learning that relates to the world around them. They use the well-considered resources very effectively to gain a respect for, and knowledge of, living things.
- The children who are identified as having additional learning needs are well integrated within the group and are making very good progress.

6. Quality of provision

- The staff provide a well-structured learning environment for the children and good opportunities for learning across all areas of the pre-school curriculum. The resources are easily accessible, allowing the children to steer and develop their own learning. Although the playgroup is attractively presented and enhanced by relevant displays of the children's own work, there is a lack of additional instructional images located adjacent to the relevant activity areas.
- All of the staff interact effectively with the children to promote positive behaviour; however, they are not consistent in engaging appropriately with the children to develop and extend their language, explorative play and problem solving.
- The staff work effectively as a team to plan for progression in the pre-school programme. They review the children's learning and progress weekly, in order to respond to the children's varying stages of development. Through the key-worker approach, information on the children's progress is collated and shared with the parents at termly meetings.
- The provision for children who have additional learning needs is good. They are identified early and supported well by the staff through an appropriate range of strategies.
- Based on the evidence available at the time of the inspection, the playgroup's approach to care and welfare impacts positively on learning, teaching and outcomes. The staff have a very respectful and nurturing approach. Almost all of the children are independent and confident and the staff value their contributions.

7. Leadership and management

- The playgroup is led, organised and managed very effectively. The experienced leader, staff team and management committee work collaboratively with a clear vision of providing high quality pre-school education.
- The early years specialist, from the Early Years Organisation, works effectively in partnership with the staff, to identify appropriate aspects of the curriculum and associated outcomes for further development.
- The playgroup employs a very good range of self-evaluation and action planning processes. Their approach to development planning and self-evaluation is informed by staff consultation; self-evaluation is reflective and based on a culture of continuous improvement in the best interests of every child.
- There are very effective links with parents and the wider community. Parents are kept well informed about the playgroup and their child's progress and their views are valued. Parents use their expertise to actively support the playgroup by contributing voluntarily to fundraising events and site maintenance. There are close links with staff from local schools which help the children to make smooth transitions into their next stage of education.

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

Roslea Cross Community Playgroup has a high level of capacity for sustained improvement in the interest of all 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

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 impacts positively enough on learning, teaching and outcomes for learners

Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the school:

<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

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