

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

See-Saw Playgroup,  
Mosside, County Antrim

Voluntary playgroup

Report of an Inspection in  
June 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

See-Saw Playgroup is accommodated in a community building in the village of Mosside. Since the last inspection, a new member of staff has been employed. The playgroup uses a large hall within the building along with a garden and outdoor area for their physical play programme. The children are supervised by the staff as they use the toilet area which is located outside of the playroom.

|   |                |
|---|----------------|
| <b>Number of children:</b>  | <u>Class 1</u> |
| Attending part-time   | 23             |
| Funded by Department of Education   | 23             |
| Without a statement but receiving therapy or support from other professionals for special educational needs | #              |

|  |     |
|--|-----|
| Average percentage attendance for the previous year. | 90% |
| Number of days open in previous school year          | 185 |

**Source:** data provided by the setting.

\*\* 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 small number of parents who provided written comments on the provision were highly positive about all aspects of the provision. They commented on the caring and approachable staff, the opportunity to attend a parental workshop and the progress their children are making.

## 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>     | High level of capacity |
| <b>Outcomes for learners</b>     | Outstanding            |
| <b>Quality of provision</b>      | Outstanding            |
| <b>Leadership and management</b> | Outstanding            |

## 5. Outcomes for learners

- The children are progressing very well across all six areas of the pre-school curriculum. They have positive attitudes and dispositions for learning and are well prepared for the next stage of their education.

- The children are highly independent, creative and imaginative in their use of resources. They persevere at tasks and spend sustained periods concentrating at activities and developing their own ideas. Their well-developed social skills are evident as they negotiate, discuss their work and organise themselves collaboratively during their play.
- The children talk confidently to staff and one another to describe what they are doing, using a well-developed range of vocabulary. They listen attentively, respond well to instructions and during whole-group story sessions they participate well with songs and stories and have a good awareness of rhyming words. They understand that print has meaning and enjoy mark making and experimenting with writing in the role play school area as they begin to prepare for their transition into primary school.
- The children's fine motor skills are developing well through the use of a wide range of interesting activities to support hand-to-eye coordination and fine muscle control in their fingers. Their use of larger physical movements during energetic play are confident and well-co-ordinated as they jump, balance, kick balls and throw and catch.
- The children use a very good range of mathematical language during their play and daily routines in response to the effective modelling from the staff. They have an appropriate understanding of early mathematical concepts including number, shape, measures, sorting and matching.
- The children's art work is very well developed; their models, drawings and paintings are imaginative and detailed. The children have great confidence and enthusiasm as they select and experiment with the wide range of interesting art materials available. They also spend sustained periods expressing their thoughts and imagination as they act out characters and ideas in a range of role play scenarios.
- The children are very motivated to investigate, be curious and show interest in the many interesting items around the playroom and in the outdoor garden. They experiment and observe closely to see how things work and solve problems as they fit materials together to make models.

## **6. Quality of provision**

- The staff use all areas available within and around the community building to provide a rich and stimulating learning environment which supports very effectively the children's learning. It is enhanced by many interesting natural and real items and very attractive displays of the children's own work captioned with the children's comments. The detailed planning and regular evaluations of the children's responses guide the staff well in their day to day work and ensure progress in the learning. The assessment information is used well to monitor systematically each child's progress and identifies clearly relevant actions taken by the staff to support aspects of their learning and development.
- The staff are caring, sensitive and child led in their approach; their interactions with the children are of a consistently high quality. They model and extend language, promote thinking and problem solving and manage group sessions very effectively to ensure that all opportunities are used to promote learning.

- 
- Children who need support with aspects of their learning are identified early and supported well to make progress in liaison with parents and other professionals. The staff need to update their written policy for special educational needs.
- 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. This is evident in the nurturing and caring relationships between the staff and the children combined with the high quality of the learning experiences.

## **7. Leadership and management**

- The playgroup is led and managed very effectively. The leaders, staff, independent early year's specialist (IEYS) and committee all work together in a strong team approach to implement high quality pre-school education. The staff consult with the children and the parents, identify relevant priorities for development, draw up detailed action plans and monitor very effectively the progress being made. This results in to year on year improvement in the quality of all aspects of the provision and outcomes for the children. The IEYS provides training linked to the priorities and gives clear and effective feedback on how the action plans are leading to improvements in the children's learning experiences.
- There are very effective links with the parents through a range of information workshops, a lending library and use of the parents' skills, such as music, within the playgroup. The local Sure Start speech and language therapist has been available to support parents to encourage their child's speech and to discuss any concerns. Links with local schools support a smooth transition to the children's next stage of learning.

## **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**

See-Saw playgroup has a high level of capacity for sustained improvement in the interest of all the learners.

The ETI will monitor how See-Saw 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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