

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Seymour Hill Pre-school
Playgroup, Dunmurry, Belfast

Voluntary pre-school playgroup

Report of an Inspection in
February 2018



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

Seymour Hill Pre-school Playgroup is located in purpose-built modular accommodation situated in the grounds of Seymour Hill Primary School. Since the last inspection in 2010, a new leader and deputy leader have been appointed. The setting runs two part-time sessions.

Number of children:	Class 1	Class 2
Attending part-time	20	11
Funded by Department of Education	20	11
Without a statement but receiving therapy or support from other professionals for special educational needs	#	#
With English as an additional language	#	0

Average percentage attendance for the previous year.	92%(am) 87% (pm)
Number of days open in previous school year	187

Source: data provided by the setting
fewer than 5

2. Views of parents and staff

Thirteen percent of the parents and 25% of the staff responded to the confidential questionnaire. All of the responses were wholly positive about the life and work of the playgroup.

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	Capacity to identify and bring about improvement
Outcomes for learners	Good
Quality of provision	Good
Leadership and management	Good

5. Outcomes for learners

- Most of the children are well settled and engage in purposeful, collaborative play. A small number rely on the staff too much however to sustain purposeful play and the quality of play can often decrease when the adult leaves the children.

- The children respond positively to the established routines of the playroom, including break and tidy-up time, and as they make transitions from one play activity to another. Most of the children interact well with each other, with the staff and visitors. Their behaviour is very good.
- Almost all of the children are achieving well across all areas of the pre-school curriculum. They enjoy designing and creating with junk-art material and engage enthusiastically in shared, imaginative play at the small world and construction areas. Most of the children's representational artwork is of a good standard.
- The children have well-developed fine motor skills. They complete threading activities with ease, prepare and serve their own snack, mould and roll the dough to make creations of their choice, and use scissors with developing confidence at the junk-art construction area.
- The children have a good understanding of key mathematical concepts and language, particularly in early number, measures and shape.

6. Quality of provision

- Although there is planning in place across all areas of the pre-school curriculum, the intended learning within each area is not always clear enough. There are insufficient opportunities for the children to sustain and extend independently their own play without always requiring an adult. The staff make regular observations of the children's learning and in the best practice they use this information effectively to inform future planning.
- The staff have created attractive and well-organised learning environments both in the indoor playroom and in the outdoor area. The children's representational artwork is displayed with pride around the playroom. There is a good range of recyclable, natural and commercial resources available to the children.
- The interactions between the staff and the children are of a consistently good and very good standard. The staff model play effectively and listen to and respond appropriately to the children's needs, requests and interests. The skilful questioning by staff encourages the children to problem solve and think creatively.
- 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.

7. Leadership and management

- The staff are professional, enthusiastic and work very well as a team, under the effective guidance of the new leader. A culture of self-evaluation has been established and there is evidence of the impact that this has had on various aspects of the playgroup's provision.
- The early years specialist, from the Early Years' Organisation, provides regular, effective support and makes a very good contribution to the ongoing development of the provision in the playgroup. The pro-active and supportive management committee also makes a valuable contribution to the playgroup.

- There are very effective links with the parents who are kept informed of the life and work of the playgroup through social media, a classroom communication app and an informative monthly newsletter. The very good links that exist with the principal, foundation stage teachers and the special educational needs co-ordinator from the on-site primary school, support both the children and their parents in transitioning to primary 1.

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

Seymour Hill Pre-school Playgroup demonstrates the capacity to identify and bring about improvement in the interest of all the children.

There is an area for improvement that the playgroup has demonstrated the capacity to address. The area for improvement is:

- To focus planning more explicitly on the intended learning and 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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