

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Smallfry Community Playgroup,  
Maguiresbridge, County Fermanagh

Voluntary 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

CUSTOMER  
SERVICE  
EXCELLENCE



# 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	3
9. Overall effectiveness	3

## Appendices

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

## 1. Context

Smallfry Community Playgroup is situated in the village of Maguiresbridge, County Fermanagh. The children come from the village and surrounding rural area. Since the last inspection, a new leader, a new deputy leader and a new member of staff have been appointed.

<b>Number of children:</b>	Class 1
Attending full-time	26
Attending part-time	#
Funded by Department of Education	26
With statement of special educational needs	#
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**	#

Average percentage attendance for the previous year.	95%
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

N/A not available

## 2. Views of parents and staff

A small number of the parents responded to the confidential questionnaire. The responses were very positive about all aspects of the life and work of the playgroup. The written comments noted the staff's ability to build the children's confidence and independence. All of the staff responded to the confidential questionnaire; the responses were very positive about all aspects of the provision.

## 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 across almost all areas of the pre-school curriculum. They settle quickly to their activities and most of them sustain very good levels of involvement in their play. The children respond well to the daily routines and visual cues which guide them effectively to make independent choices, take care of their learning environment and develop their social skills.
- Most of the children collaborate during their play and communicate confidently with the staff and one another; they describe what they are doing, ask appropriate questions and use an increasing vocabulary. The children are interested in mark making and making patterns and are beginning to understand that print has meaning. The children are also beginning to use simple mathematical language to describe size and shape; they have a very good understanding of the sequence of the daily timetable and know how to use a timer to support taking turns.
- The children use the wide range of art materials, dough and role play with independence to initiate and develop their own imaginative ideas. They make patterns, design simple models, paint and draw early representational pictures in response to the world around them.
- With adult support, the children identified with additional needs are making good progress in developing their social skills and listening.

## **6. Quality of provision**

- The staff make regular and relevant observations of the children's responses; however, the assessment information is not consistently collated, understood and used in the short term planning to identify the support and activities required for individual children. The planning does not provide sufficient detail about the language to be promoted to guide the whole staff team. Information on the children's progress is collated and shared with the parents at termly meeting.
- The staff plan and implement a broad and balanced pre-school programme with good to very good opportunities for learning across most areas of the pre-school curriculum. While the staff have made improvements to the outdoor area, the provision and progression for the children's energetic and physical play is not sufficiently developed and requires further consideration to optimise the use of the space.
- There is an effective routine for the day which enables the children to develop their learning through a good balance of freely chosen play and group activities. The indoor learning environment is stimulating and thoughtfully presented to enable the children to access materials and resources independently and to have space to develop their ideas and learning. It is enhanced by attractive displays of the children's own art work and good quality resources.
- The quality of the interactions between the staff and the children to promote learning and language is often of a high quality. The staff are caring and supportive; they are child led and skilful in promoting and developing the children's self-esteem, confidence and purposeful play. They promote the children's language and communication skills through sustained conversations, reading stories and modelling vocabulary. The staff interactions outdoors were less effective in promoting language and learning.

- The early identification of children who have additional learning and the very good liaison with parents and other professionals is a key strength.
- Based on the evidence available at the time of the inspection, the pre-school's approach to care and welfare impacts positively on outcomes. The staff create a warm and friendly environment where the children are confident in engaging with each other and adults.

## **7. Leadership and management**

- The staff work very well as a team to promote a child-centred learning environment with inclusive access to the pre-school curriculum. They are reflective in their work and, with the support of the independent early year's specialist, have identified relevant priorities with associated action plans. These action plans need to be updated in line with the inspection findings, with a clearer focus on the specific actions required to bring about improvement and how this improvement will be measured.
- The leader and other staff members have continued to develop their qualifications and take part in available opportunities for ongoing professional development. They have identified the need to be provided with additional training to develop further their ability to support the increasing number of children who require assistance with their learning.
- The centre has established effective links with parents and the main feeder primary schools for the benefit of the children. Information about the children's progress and development is gathered regularly and is shared at key times throughout the year with the parents. Appropriate information is passed to the feeder primary. The staff have engaged in joint training with another pre-school to plan a shared education programme for the children and their parents.

## **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**

Smallfry Community Playgroup demonstrates the capacity to identify and bring about improvement in the interest of all children.

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

- to improve the opportunities for the children to develop their energetic and physical play;
- to improve the consistency in the quality of the assessment information and use it more effectively to identify the support and activities required for individual children; and
- to update the action plans with a clearer focus on the specific actions required to bring about improvement and how this improvement will be measured.

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; 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.

© CROWN COPYRIGHT 2018

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)