

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Teconnaught Cross-Community
Playgroup, Crossgar,
County Down

Voluntary playgroup

Report of an Inspection in
December 2018

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1. Context

Teconnaught Cross-Community Playgroup is accommodated in Teconnaught Community Hall. The children attending the playgroup come from the local area. A new deputy leader was appointed in September 2018.

Number of children:	Class 1
Attending full-time	26
Funded by Department of Education	26
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**	0
At CoP stages 1 or 2**	#

Average percentage attendance for the previous year.	88%
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

2. Views of parents and staff

A small number of parents and all of the staff responded to the confidential questionnaire. All responses were wholly positive about all aspects of the life and work of the pre-school. The questionnaire responses were shared with the leader and staff.

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 needs, are very well-settled and familiar with the daily routines. They choose where to play, access and share the resources and play productively alongside and with their peers. For the time of year, the children show very good levels of independence, for example, they self-manage their snack and label their work with their name. The children's behaviour is exemplary.
- Almost all of the children communicate confidently with the staff and each other using an increasing range of vocabulary. They listen attentively during story time and a minority of children share books with the adults during indoor play. The children have very good observational skills; they use the wide range of stimuli in the playroom to produce representational artwork which is of a very good quality. During the inspection, a significant number of children were observed playing creatively and imaginatively in the home corner and sand tray, taking on roles and making up stories.
- Most of the children use a very good range of age-appropriate mathematical language during play. They use ordinal number correctly and discuss the size, quantity, shape and colour of items.
- The children's fine-motor skills are well-developed for the time of year. Most of the children use a wide range of tools, such as brushes, markers, tongs and tweezers, confidently and competently. The children's energetic play is less well-developed.
- Almost all of the children are naturally curious about the world around them. For example, they investigate the speed and distance travelled by toy cars on ramps and use their senses to explore the changes in materials at the interest table and in the water tray.

6. Quality of provision

- The staff provide good to very good opportunities for learning across all areas of the pre-school curriculum. The indoor learning environment is attractive, well-resourced with a wide range of natural and authentic resources, and thoughtfully presented to enable the children to access materials and develop their independence. The outdoor learning environment is not sufficiently resourced to progress, in particular, the children's physical development.
- While planning for outdoor play is in place, it is underdeveloped. Through self-evaluation, the staff have identified appropriately the need to review and develop further the planning at all levels.
- The staff know the children very well as evidenced by the regular, relevant and detailed observations of the children's learning across the six areas of the pre-school curriculum. The staff use this information very well to identify next steps in the children's learning.
- The staff interactions are of a consistently high quality. Conversations with the children are sensitive and purposeful and promote very well the children's language, curiosity and confidence.

- There is good provision made for children who have additional needs. The staff work closely with parents and a range of external agencies, and use effective strategies to support the children. A small number of targets within the children's individual education plans are not specific enough and do not enable the staff to assess the children's progress.
- 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. The staff create a nurturing environment where the children feel safe, secure and enjoy learning.

7. Leadership and management

- Priority is placed on the continuous professional development of the staff, which has resulted in a team that is knowledgeable, reflective and focused on continuous improvement to enable the best outcomes for the children. The staff team are ably supported by the management committee who are conversant in the work of the playgroup. An independent early years' specialist (IEYS) provides very good advice and support to the staff.
- The development plan is well-constructed and outlines appropriate priorities for the further development of the playgroup.
- The playgroup has good links with the parents, who are well-informed about the progress of their children. The informative monthly newsletters provide good information about the work of the playgroup. Through the Getting Ready to Learn programme, the parents have opportunities to be involved in their children's learning and development. The playgroup has established effective links with the main feeder primary school for the benefit of the children.

8. Safeguarding

- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect broadly the guidance from the relevant Departments. However, the Teconnaught Cross-Community Playgroup needs to: review and update the behaviour policy to reflect the positive strategies that are utilised within the playgroup.

9. Overall effectiveness

Teconnaught 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 management¹:

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 impact positively enough on learning, teaching and outcomes for learners

¹ And the overall provision in a subject area or unit, as applicable.

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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