

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Tiddli-winks Playgroup  
Bangor, County Down

Report of an inspection in  
March 2017



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments

CUSTOMER  
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## INTRODUCTION

### 1. Context

Tiddli-winks Playgroup is located on Groomsport Road in Bangor. Since the last inspection, in addition to the leadership role, the playgroup's leader has become the groups independent early years specialist.

Number of children:	Class 1
Attending full-time	0
Attending part-time	18
Under 3 years of age*	7
Funded by Department of Education	18
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**	*
With English as an additional language	0
Who left in previous school year to attend reception provision within a primary school	0

Percentage qualifying under DE admission criteria 1 or 2.	18
Average attendance for the previous year.	97%
Number of days open in previous school year	180

**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

Well over a third of parents and a small number of the staff responded to the confidential questionnaire. All of the responses indicated high levels of satisfaction with all aspects of the playgroup provision.

### 3. Focus of the inspection

In order to promote improvement in the interest of all children, the inspection linked internal and external approaches to evaluate the:

In order to promote improvement in the interest of all children<sup>1</sup>, the purpose of inspection is, through effective linking of internal and external approaches, to evaluate the:

- outcomes for learners;
- quality of provision for learning; and
- quality of leadership and management.

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<sup>1</sup> In the case of a Day Nursery this refers only to the DE-funded pre-school provision.

## KEY FINDINGS

### 4. Overall findings of the inspection

<b>Overall effectiveness</b>	High level of capacity for sustained improvement
<b>Outcomes for learners</b>	Very Good
<b>Provision for learning</b>	Very Good
<b>Leadership and management</b>	Very Good

### 5. Outcomes for learners

- The children settle quickly on arrival and set about exploring and investigating the wide range of activities available to them. They display high levels of concentration, are confident and most share agreeably.
- Much emphasis is placed on developing the children's personal, social, emotional and language development. The children display a very good understanding of early mathematical language.
- The children listen attentively during the story and rhyme sessions; they join in songs and rhymes with enthusiasm. Number rhymes are helping the children to count and to develop their understanding of early mathematical concepts.
- The children who require support with aspects of their learning are fully integrated into the group and are making good progress.

### 6. Quality of provision

- The children are well cared for, are at ease with the staff and turn to them confidently for help or to join in their play. The staff have to set out and store the equipment on most days; they present the learning environment indoors to a high standard and use every opportunity very effectively to promote language and learning across the pre-school curriculum. The behaviour of the children is very good.
- A literacy-rich environment ensures that the children have excellent opportunities to develop their early writing skills.
- The organisation of the day is managed effectively to establish routines and smooth transitions between activities.
- The quality of the staff interactions with the children is consistently of a high quality. The children's ideas and interests are built upon and are incorporated often into the planning of the programme.
- The staff make very good use of the children's art work and create topical displays to enhance the learning environment; the resources are presented in an attractive manner and are easily accessible to allow the children to extend their play.

- The staff plan an appropriate programme covering all areas of the curriculum throughout the year. The staff know the children well, they observe their responses to the play programme; they staff are exploring the use of digital media to record the children's progress throughout the year.
- The staff are implementing their training effectively and have developed an appropriate programme of development through liaison with outside agencies, to support children who require additional support with aspects of their learning. Parents are actively encouraged to become involved in their children's learning and are provided with regular information on their progress.
- The staff promote well healthy eating. The centre does not have an outdoor area however, appropriate time is provided for energetic physical activity indoors. Moving forward the staff need to plan for more progressive development of a wider range of the children's physical skills throughout the year.

## **7. Leadership and management**

- The staff team work well together in the best interest of the children. Effective links have been developed with the main primary schools, appropriate support agencies and the local community.
- While the staff evaluate aspects of their work regularly, there was, at the time of the inspection, insufficient evidence of the benefit of the role of the early years specialist in the development of the centre's work. The leader, in her new role as independent early years specialist, needs to demonstrate more clearly the impact of her support and guidance in bringing about improvements in the centre's work.
- The management group is very supportive of the staff.
- On the basis of the evidence available at the time of the inspection, the playgroup has comprehensive arrangements in place for safeguarding children which reflect the guidance issued by the relevant Departments.

## **CONCLUSION**

## **8. Overall Effectiveness**

Tiddli-winks playgroup has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the playgroup sustains improvement.

**Information on sessions and staff****Duration of sessions**

<b>Full-time</b>	<b>Part-time: am</b>	<b>Part-time: pm</b>
	3 hours- Mon-Thurs (2 ½ hours on Friday)	

**Details of staff**

<b>Number of:</b>	<b>Full-time</b>	<b>Part-time</b>
Staff including, Teachers/Leaders		4
Number of staff holding a recognised child care qualification		4
Number of staff holding a recognised teaching qualification		0
New appointments within the previous 12 months		0

<b>Number of: *</b>	
Students	0
Trainees	0

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

\* Total placements since September of current year

N/A not available

### Inspection method and evidence base

The effective practice and self-evaluation questions which guide inspection and self-evaluation of pre-school settings, which were applied to this inspection, are available in the ETI publication *The Pre-school Inspection and Self-Evaluation Framework* at: <https://www.eti.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

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 Education and Training Inspectorate (ETI) use the following performance levels when reporting on Achievement and standards, on Provision for learning and on 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 nursery school / playgroup has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the nursery school / playgroup sustains improvement.
The nursery school /playgroup demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the nursery school/ playgroup sustains improvement.
The nursery school/ playgroup needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the nursery school's/ playgroup's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.
The nursery school / playgroup needs to address urgently the significant areas for improvement identified in the interest of all learners. It requires external support to do so. The ETI will monitor and report on the nursery school's / playgroup's progress in addressing the areas for improvement. There will be a formal follow-up inspection.



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