

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Tiny Tots Cross-Community  
Playgroup, Mullymesker,  
Enniskillen, County Fermanagh

Voluntary Playgroup

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  
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	2
5. Outcomes for learners	2
6. Quality of provision	2
7. Leadership and management	2
8. Overall effectiveness	3

## **Appendices**

- A. Information on sessions and staff
- B. Inspection methodology and evidence base
- C. Reporting terms used by the Education and Training Inspectorate

## INTRODUCTION

### 1. Context

Tiny Tots Cross-Community Playgroup is located in Cleenish Millennium Community centre in Bellanaleck. The majority of the children come from the Letterbreen, Florencecourt and Bellanaleck area. At the time of inspection 22 children were attending the setting.

Number of children:	Class 1
Attending full-time	22
Attending part-time	0
Under 3 years of age*	0
Funded by Department of Education	22
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**	#
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.	95
Average attendance for the previous year.	90%
Number of days open in previous school year	188

**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

Fifty five percent of parents and all the staff completed the confidential questionnaire. The parental responses were highly positive and commented in particular on the friendly and approachable staff and the welcoming environment created for the children.

### 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:

- outcomes for children;
- quality of provision for learning; and
- quality of 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	Very good
Leadership and management	Very good

### KEY FINDINGS

#### 5. Outcomes for learners

- The children are very settled, familiar with the daily routines and manage transitions during the session with ease. Almost all of children engage in collaborative play, make independent choices and enjoy their learning. Their behaviour is very good; they willingly share resources, help each other and are confident in their interactions with staff and visitors.
- All of the children make good or very good progress across all areas of the pre-school curriculum. They have a very good understanding of early number, sort and match and are developing mathematical language associated with measure. The children are interested in books, in particular those created about themselves. They communicate effectively with each other and the adults, and a majority engage in early mark-making. Their representational drawing, paintings and junk models are creative. The children take part enthusiastically in energetic play outdoors with very good levels of balance, coordination and team working skills. Their maturity and social engagement is a particular strength.

#### 6. Quality of provision

- The staff have recently reviewed the layout of the indoor playroom; the room is bright and attractive with clearly designated areas of play and well organised resources, easily accessible to the children. The children's work is valued, celebrated and displayed in the playroom. The staff interactions with the children are good, or very good, they know the children very well; respond to their interests and needs and, in the best practice, use open-ended questions to promote learning and extended thinking.
- The planning is well balanced and provides a wide range of learning opportunities across the six areas of the pre-school curriculum. A key worker is identified for each child and the staff compile informative assessment records to help them identify and support the children's needs and learning.
- The quality of care and welfare impacts positively in the learning. The staff provide a friendly and welcoming environment and treat the children with care and respect, which helps them to grow in confidence.

#### 7. Leadership and management

- The staff work as a team who are committed to the further improvement of the playgroup. They are supported by a dedicated management committee who actively encourage the continuous professional development of the staff.

- The early years specialist provides very good support and is building effectively the capacity of the staff to sustain improvement.
- There is a development plan within which the staff complete honest evaluations of planned work and identify appropriate ways to effect improvement. The staff avail of training opportunities, including in local clusters, to enhance the provision.
- The playgroup has very good links with parents who are encouraged to take an active role in the life of the playgroup, by, for example, undertaking roles on the committee and participating in fundraising activities. Very good links also exist with the local primary schools to which the children transfer and an active 'buddy system' is in operation to support the children's transition.
- 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 playgroup needs to update the child protection policy and the staff code of conduct to reflect current guidance.

## **CONCLUSION**

### **8. Overall effectiveness**

Tiny Tots Cross Community Playgroup has a high level of capacity for sustained improvement in the interest of all the learners.

The ETI will monitor how the organisation sustains improvement.

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

<b>Full-time</b>	<b>Part-time: am</b>
	3 hours

**Details of staff**

<b>Number of:</b>	<b>Full-time</b>
Staff including, Teachers/Leaders	4
Number of staff holding a recognised child care qualification	3
Number of staff holding a recognised teaching qualification	0
New appointments within the previous 12 months	1

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

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

### 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.

© CROWN COPYRIGHT 2017

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)