

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Trinity Park Pre-School,
Dollingstown, County Armagh

Voluntary playgroup

Report of an Inspection in
December 2017



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

Trinity Park Pre-School is located in new purpose built accommodation in Dollingstown. Since the last inspection, a new leader and two new members of staff have been appointed; the leader and deputy leader took up post in September 2017.

Number of children:	Class 1
Attending part-time	24
Under 3 years of age*	0
Funded by Department of Education	24
With statement of special educational needs	0
Without a statement but receiving therapy or support from other professionals for special educational needs	0
Who left in previous school year to attend reception provision within a primary school	#

Average percentage attendance for the previous year.	95
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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 almost all aspects of the life and work of the playgroup. The written comments commended the friendly and approachable staff. Most of the staff responded to the questionnaire and their responses were wholly positive.

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	Important areas for improvement
Outcomes for learners	Good
Quality of provision	Important area for improvement
Leadership and management	Important area for improvement

5. Outcomes for learners

- Overall, the children are achieving a good standard in a majority of the areas within the pre-school curriculum. Most of the children have very good listening skills, can follow instructions and show a good interest in mark-making. They express their own ideas very well through music-making and are confident in taking on roles in imaginative play.
- During the inspection, the children were observed counting, sorting and matching. However, the children have insufficient opportunities to develop their mathematical language, curiosity of and interest in the world around them and their physical skills.
- All of the children are happy and well-settled for this time of year. Almost all of the children are developing well their independence; they self-register on arrival, choose areas to play in, access resources required for their play, and organise their snack. Their behaviour is very good.

6. Quality of provision

- Long-, medium- and short-term planning is an important area for improvement. The planning does not outline clearly enough the progression of the children's skills and does not take sufficient account of the children's interests. There is no planning in place for outdoor play. The staff meet regularly to review the children's learning and are beginning to link their observations of the children's learning to the short-term planning.
- Overall, there is a need to develop further the provision and progression, particularly in the world around us and the children's physical development. The staff provide insufficient opportunities for the children to explore, experiment and investigate the natural world around them. While the staff have developed an attractive outdoor area, it is not resourced appropriately to support the development of children's physical skills. The development of children's personal, social and emotional skills and the arts are particular strengths of the provision.
- The staff need to review the organisation of the day to ensure the children have a lengthy period of free play and ensure the transitions are used to maximise the children's learning.
- The interaction between the staff is caring and supportive and they are skilful in promoting and developing the children's self-esteem and confidence. Staff are not using open-ended questions effectively enough to develop and extend the children's learning.
- The staff have put in place individual education plans to support a small number of children. The targets and strategies to be used are not outlined clearly enough to enable the children's progress to be measured and recorded.
- 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

- Self-evaluation and action plans are not sufficiently developed. The newly-established staff team work very well together and have a clear vision for the future development of the playgroup. While some recent improvement work has been undertaken to review and implement a more effective transition process, it will be important for the staff and the early years' specialist (EYS) to monitor the impact of this work on the provision and outcomes for the children. The EYS needs to work closely with the staff to prioritise the areas for improvement identified within the report.
- There are good links with the parents and the parent newsletter provides a range of information on the current theme. Good use is made of visitors to the setting to enrich the children's learning.

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

Trinity Park Pre-School needs to address important areas for improvement in the interest of all the learners.

The areas for improvement are:

- to develop the planning and provision across the six areas of the pre-school curriculum, in particular, for early mathematical development, world around us and outdoor play; and
- for the leadership and management, with the continued support of the EYS, to extend and develop self-evaluation to bring about further improvements to the provision.

The ETI will monitor and report on the playgroup's progress in addressing the areas for improvement. There will be a formal follow-up inspection in 12 to 18 months.

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.

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