

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Twinkle Playgroup, Ardboe,
County Tyrone

Voluntary Playgroup

Report of an Inspection in
November 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



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1. Context

Twinkle Playgroup is located in a purpose-built mobile within the grounds of St Patrick's Primary School, Ardboe. The current staff have worked consistently with the committee, parents and local community to provide high quality pre-school provision for the children of Ardboe and the surrounding areas.

| | |
|---|---------|
| Number of children: | Class 1 |
| Attending part-time | 24 |
| Funded by Department of Education | 24 |
| Without a statement but receiving therapy or support from other professionals for special educational needs | # |
| At CoP stages 1 or 2** | # |
| With English as an additional language | # |

| | |
|--|-----|
| Average percentage attendance for the previous year. | 97 |
| Number of days open in previous school year | 191 |

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 the parents and all of the staff responded to the confidential questionnaire. All of the responses were 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 | High level of capacity for sustained improvement |
| Outcomes for learners | Outstanding |
| Quality of provision | Outstanding |
| Leadership and management | Outstanding |

5. Outcomes for learners

- The children are very well settled for the time of year and are experiencing high quality learning across all areas of the pre-school curriculum. All of the children spend lengthy periods engaging in purposeful, self-initiated play and their behaviour is excellent. They are confident in choosing resources and activities, and are developing high levels of independence and self-management skills.
- The children engage enthusiastically in all of the activities; they are naturally curious, they ask questions and share ideas confidently. Almost all use language skilfully during imaginative and collaborative play, and they interact very well with staff and visitors. The children understand early mathematical concepts well and use the associated language of number, shape and making size and measurement comparisons naturally, particularly so during play.
- At this early stage of the year the children are able to organise their snack routine independently, are able to self-register, make choices of food and drinks, attend to their own needs and tidy away. They can sort resources independently as they tidy up, and are developing very good self-help and social skills, as well as improving their fine and gross motor skills.
- The children thoroughly enjoy exploring, creating and investigating in the highly stimulating learning environment; they use the well-presented activities and the range of high quality and authentic resources effectively.
- During the very enjoyable rhyme and story sessions the children join in enthusiastically. They have developed a wide repertoire of songs and rhymes that are greatly enhancing their early language and mathematical development.
- The children who require support with aspects of their learning are well integrated into the group and are making very good progress in line with their ability.

6. Quality of provision

- The playgroup is resourced very well with high quality materials and furniture; the staff have created a very stimulating, child-centred learning environment. The organisation of the day encourages the children's creativity, independence and self-management skills and provides regular opportunities for all of the children, including those with additional learning needs, to play and learn together. The outdoor area is planned with consideration to enable an extensive range of opportunities to learn through play.
- The interactions between the staff and the children are of a consistently high standard; the staff use appropriate questioning to extend and build on the children's responses and model appropriate language at every opportunity throughout the day. Their involvement in the children's play generates a sense of fun which encourages the children to sustain their interest for lengthy periods.
- During the inspection the staff were able to build on the children's interests very effectively. Currently, they are reviewing their planning to build more effectively on the children's own ideas. The staff make regular and relevant assessments of the children's learning and progress are reviewing how their observations of children's learning can inform planning even further.

- Based on the evidence available at the time of the inspection, the playgroup's approach to the care and welfare of the children impacts very positively on learning, teaching and outcomes. The staff have a very respectful and nurturing approach; they value the children's contributions and consistently promote independent participation in all activities.

7. Leadership and management

- The leadership and management of the playgroup promote excellent teamwork and a shared vision for providing high quality care and education.
- The playgroup's approach to development planning and self-evaluation is reflective. It leads to continuous improvement in all aspects the work of the playgroup in the best interest of the children.
- The playgroup has established effective links with the parents, relevant agencies 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.

8. Safeguarding

- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect the guidance issued by the relevant Departments.

9. Overall effectiveness

Twinkle 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 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 a representative 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 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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