

Education and Training Inspectorate

PRE-SCHOOL INSPECTION



Windsor Women's Centre Playgroup, Belfast

Voluntary pre-school DE Ref No: 1CA-0651

Report of an Inspection in January 2020



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

Petals Day Care playgroup is part of the Windsor Women's Centre located in the Village area of South Belfast. The playgroup re-joined the Department of Education's Pre-School Education Programme in September 2019 and the staff members assumed their respective roles at this time. The playgroup operates within a room in a terraced house and the children attending the setting come from the local area.

Number of children:	Class 1
Attending part-time	8
Funded by Department of Education	8
Without a statement but receiving therapy or support from other professionals for special educational needs	#
At CoP stages 3 or 4**	#
With English as an additional language	#

Percentage qualifying under DE admission criteria 1 or 2.	8
Average percentage attendance for the previous year.	N/A
Number of days open in previous school year	N/A

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

All staff members completed the confidential questionnaire and the majority of responses were positive. In written responses the staff raised concerns around: their ability to tailor the curriculum to meet needs of the children and the lack of opportunity for staff to avail of professional development and self-evaluation; resourcing; and the future development requirements of the setting. No parental responses were received. A summary of the questionnaire responses were shared with the leader and a representative from the management committee.

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	Address urgently the significant areas for improvement
Outcomes for learners	Requires significant improvement
Quality of provision	Requires urgent improvement
Leadership and management	Requires urgent improvement

5. Outcomes for learners

- The outcomes for learning for the children require significant improvement. The majority of the children have limited speech; their language development and communication with peers and adults is restricted; and, their mark making is underdeveloped. During the inspection a minority of children were observed browsing in the book corner and most of the children listened attentively at story time and participated well in action rhymes and songs.
- The majority of the children have a basic understanding of colour, number and shape; however, they have limited use of mathematical language and their understanding of positional language, measure and capacity is less well developed. Their creative and investigative play is underdeveloped, their knowledge and experience of the world around them is limited and their observational drawings are not well developed for the time of year.
- A majority of the children engage in solitary and parallel play and those children with specific needs find it difficult to self-regulate. All of the children appear happy in the setting and most are familiar with, and respond positively to, the routines that have been established.

6. Quality of provision

- The quality of the provision requires urgent improvement. While the staff are suitably qualified, they have insufficient knowledge of the Curricular Guidance for Pre-school Education and limited prior experience of working in a pre-school setting. The current planning is not reflective of the pre-school curriculum and does not ensure appropriate progression across all the areas of learning.
- The available areas for physical development and outdoor learning within the adjacent Windsor Women's Centre are not utilised regularly enough to develop the children's energetic play, gross motor skills and their interest in, and curiosity of, the world around them. The staff have developed a welcoming indoor playroom in which the children can choose freely the areas in which to play.
- The staff interactions with the children are caring and supportive, and promote positive behaviour. While the staff endeavour to use open-ended questions, model language and actively engage in play; these actions are not applied consistently enough to foster, develop and extend the children's learning.
- Based on the evidence available at the time of the inspection, the pre-school's approach to care and welfare does not impact positively enough on learning and teaching, and outcomes. The lack of an appropriately planned programme is not promoting effectively the children's progression in learning.

7. Leadership and management

- The quality of the leadership and management requires urgent improvement. The leadership and management of the playgroup is not effective enough in working collaboratively to plan, implement and evaluate high quality pre-school education. The centre's approach to development planning and self-evaluation has not begun. There is no development plan to guide the staff in improvements for the setting and to identify the staff's professional development needs.
- The parents receive appropriate information via the monthly newsletter. Links with schools in the area are underdeveloped.

8. Safeguarding

- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children are unsatisfactory.

The areas which must be improved urgently include ensuring:

- the child protection policy is updated to reflect the safeguarding guidance from the relevant department;
- child protection training is completed by leader;
- the risk assessments are robust in order that the safety and well-being of the children is maintained when leaving the building;
- the anti-bullying policy reflects current guidelines; and
- the intimate care policy includes clear procedures and record keeping.

9. Overall effectiveness

Windsor Women's Pre-school needs to address urgently the significant areas for improvement identified in the interest of all learners. It requires external support to do so.

The areas for improvement are to:

- develop the staff's knowledge and understanding of the pre-school curriculum;
- improve the skills and knowledge of the management committee to monitor effectively the quality of the provision;
- improve the outcomes of the children across all areas of the curriculum;
- improve the quality, planning and assessment of the pre-school programme;
- develop a process of self-evaluation and action planning leading to improvement; and
- address the unsatisfactory safeguarding.

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 18 to 24 months.

The ETI will also return to the playgroup within six weeks to monitor and report on progress in addressing the safeguarding issues¹.

¹ The Department of Education will seek assurance from the relevant authority that they are working with the playgroup in relation to the inspection report.

Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework is available on the ETI website <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; 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 management²:

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

² 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.

ADDENDUM TO THE REPORT ON THE INSPECTION OF WINDSOR WOMEN'S CENTRE PLAYGROUP IN JANUARY 2020

SAFEGUARDING

In line with the child protection/safeguarding procedures of the Education and Training Inspectorate, the ETI evaluated Windsor Women's Centre Playgroup on 19 March 2020 as a follow-up to the inspection which took place on 15 January 2020; the purpose was to ensure that the safeguarding issues, evaluated as unsatisfactory in the inspection, have been addressed.

Owing to the closure of the setting, in line with Covid 19 guidance, the ETI spoke with the leader by telephone, in addition to reviewing electronic copies of the revised policies and procedures. Due to circumstances beyond the control of the playgroup, the leader has been unable to complete the relevant safeguarding training.

On the basis of the evidence available, the revised arrangements now reflect broadly the guidance issued by the Department of Education. The playgroup should ensure that the leader completes the relevant safeguarding training as soon as the training is made available.

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