

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Moy Area Playgroup,  
Dungannon

Report of an Inspection  
in September 2010

## STATISTICAL INFORMATION

<b>Name of pre-school centre:</b>	Moy Area Playgroup
<b>Address:</b>	12 Dungannon Road Moy DUNGANNON Co Tyrone BT71 7SN
<b>Management Type:</b>	Voluntary

<b>Date of inspection:</b>	29 September 2010
<b>Date of previous inspection:</b>	18 November 2003

### 1. Details of Children

<b>Total number of children:</b>	<b>am session</b>	<b>pm session</b>
• attending the pre-school centre	24	10
• in their immediate pre-school year	24	0
• funded by Department of Education	24	0
• qualifying under DE admission criteria 1 & 2	0	0
• with a statement of special educational needs	0	0
• without a statement but receiving therapy or support from other professionals for special educational needs	1	0
• with English as an additional language	7	0
• who left in previous school year to attend reception provision within a primary school	0	N/A
<b>Attendance:</b>		
• attendance* of funded children for the previous school year	72%	N/A

\* Calculated from the date when the intake was complete

## 2. Details of Staff

<b>Number of:</b>	<b>Full-time</b>	<b>Part-time</b>
Staff, including leader	3	1
Staff holding recognised childcare qualifications	3	1
New appointments within previous 12 months	0	1

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

\*\* Total placements since September of current year

## 3. Details of Sessions

<b>Duration of morning session</b>	<b>Duration of afternoon session</b>	<b>Number of days open in previous year</b>
3 hours	2 hours (two afternoons per week)	190

## 4. Parental Questionnaires

Number issued to parents:	24
Percentage returned:	50%
Number of written comments:	7

## **MOY AREA PLAYGROUP, DUNGANNON, CO TYRONE, BT71 7SN (5BB-0215)**

1. Moy Area Playgroup is situated on the Dungannon Road, Moy, County Tyrone. It is accommodated in a bright, spacious playroom within Moy Regional Primary School; the children in the playgroup have access to an extensive outdoor play area. During the nine months prior to the inspection the playgroup experienced severe disruption due to flooding; the original building and most of the playgroup resources were destroyed. The centre relocated to the current premises in September 2010. At the time of the inspection two temporary assistants had just taken up post.

2. In the areas inspected, the quality of education provided by this pre-school centre is very good. The centre is meeting very effectively the educational and pastoral needs of the children; and has demonstrated its capacity for sustained self-improvement.

### **ACHIEVEMENTS**

3. The children are well settled for this early stage in the year and are adapting well to their new learning environment, becoming familiar with the playroom, extended facilities and daily routines; they explore the play opportunities independently, making choices about their activities, resources and snack time. Most are becoming aware of the needs and interests of other children and are developing very good turn taking and sharing skills; they demonstrate a keen interest in books and engage enthusiastically in individual and group stories. During the inspection, there were many examples of sustained purposeful play.

4. The staff give a high priority to the development of the children's language and communication skills; they have created an environment which nurtures the children's interest and engagement in language, early reading and mark making. The children articulate their ideas willingly and confidently; many of them use good descriptive and mathematical language in discussions about their play; most of the children listen well to the adults and to each other; they can identify their own symbol and are beginning to integrate mark making into their play. The staff have developed well-targeted education plans to support those children experiencing speech and language difficulties; these plans have been informed through consultation with the speech and language therapist and have been shared with the parents; the observation records indicate that the children are making good progress.

### **QUALITY OF PROVISION**

5. There is a relaxed, happy atmosphere within the centre; the stimulating learning environment promotes the children's interest and celebrates their many creative achievements. The programmes, resources and routines have been effectively planned to make optimum use of all the available time for learning. The adult interactions with the children are of a consistently high quality. The staff promote enjoyment in learning through meaningful participation in the play activities; they build on the children's interests and ideas, extend their language and effectively model good social skills. There are very good opportunities for learning in most of the areas of the pre-school curriculum; the development of the children's language and communication skills and their understanding of early mathematical concepts are key strengths of the provision.

6. There is comprehensive planning in place which clearly identifies the intended learning and guides the adults in their day-to-day work with the children; it is informed effectively by the staff's observations and evaluations of the children's progress. In addition, the staff have developed daily evaluation procedures which allow them to respond spontaneously to the children's interests and needs.

7. The parents are kept well informed about the life and work of the centre through the Settling-in booklet, the parents' information board, regular newsletters and information evenings. They are encouraged to express their views and opinions through the parent suggestion box and through an end-of-year questionnaire relating to provision within the centre. The inspection team recommends that this questionnaire be issued at an earlier stage in the year to enable the staff to respond to the needs of the in-year cohort of parents. A key strength of the centre's provision is the support provided to parents with English as a second language and to those parents whose children have additional learning needs.

8. The quality of the arrangements for pastoral care in the centre is very good. This is evidenced through the staff's knowledge of the children and their families, and in their response to the needs of individual children. The centre has very good, comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the relevant Department.

9. The centre gives very good attention to promoting healthy eating and physical activity, for example through the provision of a healthy snack, adherence to agreed hygiene routines and regular opportunities for energetic outdoor play, which encourage the children to adopt healthy lifestyles.

#### LEADERSHIP AND MANAGEMENT

10. The Leader is an excellent role-model in her interactions with the children; she has a clear vision for the continued development of the centre, effectively deploys the staff to make best use of their individual strengths and facilitates appropriate staff development to meet the changing needs of the children. She is very ably supported by the skilful, dedicated assistants, who have a shared understanding of the aims of the centre, and who work very effectively as a team.

11. Reflection and self-evaluation to promote improvement form an integral part of the staff's day-to-day practice. During the inspection there was evidence that the recent review of the Settling-In booklet and of the evaluation procedures have led to improvements in the provision for both the children and the parents. The Development Plan identifies appropriate priorities for development over the current three year period.

12. The early years specialist (EYS), from the Early Years Organisation (EYO), has made a very good contribution to the overall development of the provision in the centre. The support provided is well focused, in particular, in respect of the daily routines and transitions.

#### **13. The key strengths of the centre include:**

- the relaxed, happy atmosphere and the well-settled children;
- the very good opportunities for learning in most areas of the pre-school curriculum;
- the very effective observation, assessment and planning cycle;
- the very good provision for the children who have additional needs;
- the consistently high quality adult interactions with the children; and
- the very effective leader and skilful, dedicated staff team.

14. In the areas inspected, the quality of education provided by this pre-school centre is very good. The centre is meeting very effectively the educational and pastoral needs of the children; and has demonstrated its capacity for sustained self-improvement.

**QUESTIONNAIRES**

- The arrangements for the inspection of pastoral care and child protection included the opportunity for the parents and the staff to complete a confidential questionnaire prior to the inspection. Twelve of the parents (50%) responded to the questionnaire and seven made additional written comments. Most of the parents indicated high levels of satisfaction with the provision in the centre. In particular, they expressed appreciation of the helpful staff, the effective induction arrangements for the children starting the playgroup for the first time and the bright, spacious learning environment. The responses from the management group and the staff questionnaires were also very positive. All of the responses have been shared with the staff and management of the pre-school centre.

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