

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Roslea Cross-Community
Playgroup, Co Fermanagh

Report of an Inspection
in January 2012

STATISTICAL INFORMATION

Name of pre-school centre:	Roslea Cross-Community Playgroup
Address:	Monaghan Road ROSLEA Co Fermanagh BT92 7DD
Management Type:	Voluntary
Date of inspection:	25 January 2012
Date of previous inspection:	21 February 2005

1. Details of Children

Total number of children:	am session	pm session
• attending the pre-school centre	28	-
• in their immediate pre-school year	14	-
• funded by Department of Education (DE)	14	-
• qualifying under DE admission criteria 1 & 2	*	-
• with a statement of special educational needs	0	-
• without a statement but receiving therapy or support from other professionals for special educational needs	*	-
• with English as an additional language	*	-
• who left in previous school year to attend reception provision within a primary school	*	-
Attendance:		-
• attendance*** of funded children for the previous school year	86%	-

* redacted figure 5 or fewer

** Special Educational Needs

*** Calculated from the date when the intake was complete

2. Details of Staff

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

Number of: ****	
Students	0
Trainees	0

**** Total placements since September of current year

3 Details of Sessions

Duration of morning session	Duration of afternoon session	Number of days open in previous year
3 hours	-	188

4. Parental Questionnaires

Number issued to parents:	28
Percentage returned:	32.14%
Number of written comments:	0

ROSLEA CROSS-COMMUNITY PLAYGROUP, ROSLEA, CO FERMANAGH, BT92 7DD (2AB-0078)

1. Roslea Cross-Community Playgroup is located in the village community centre. At the time of the inspection a new capital-funded pre-school centre was due to open pending finalisation from the building control service. Currently, the staff prepare the room daily as the community centre is used by other local organisations. The children's physical play experiences are extended through the use of an outdoor play area. Since the last inspection, a former member of staff has been appointed as leader and all of the staff have been in post since then.

2. In the areas inspected, the quality of education provided by this pre-school centre is outstanding; the quality of pastoral care is also outstanding. The pre-school centre has demonstrated its capacity for sustained self-improvement.

CHILDREN'S ACHIEVEMENTS

3. The staff prepare carefully each of the areas of play in the playroom, providing a wide range of stimulating activities for the children's play. The children and their parents are welcomed warmly on arrival and the children settle quickly to play. The staff place a high priority on the promotion of the children's personal, social and emotional development and encourage the parents to remain with the children until fully settled in the playroom. The children's behaviour is exemplary and they are able to sustain concentration and persevere at play for lengthy periods. They are confident in asking for support, in making choices, and are able to play co-operatively. Their independence is well-developed for this time of year and they are able to pour their own drinks at snack time and are encouraged to learn skills associated with taking care of themselves and their environment. During role play, the children demonstrated a sense of responsibility for their environment, sweeping up sand spills and they attempted to dress independently, doing up buckles and zips.

4. The children's language development is promoted effectively through listening to stories, reciting nursery rhymes and engaging in conversations during play. The children show development in their understanding of new vocabulary and listen effectively; most are talking at an appropriate level and learning to ask for help and to recall events through story-telling and conversation. The children have developed good fine motor skills and can draw, paint and engage in appropriate mark-making for their ages and stages of development. The staff display and celebrate the children's art work in the areas of play. During the inspection, the children were observed being absorbed in books and children's magazines while playing.

THE PROVISION FOR LEARNING

5. There are many instances of very good quality interaction between the staff and the children; the staff use every opportunity to promote the children's learning across all six areas of the curriculum. The learning arises naturally from the play and the children's ideas and, as a result, the children are developing language and ideas associated with the world around them and very good mathematical understanding. The children benefit from lengthy periods of play and are secure in and learn from their routines. They are developing positive attitudes to thinking about their actions and the feelings of others and are well aware of staff expectations for transitions in the playroom such as, self-registration on arrival and preparation and tidy-up times.

6. The staff work hard to plan for and successfully provide a broad and balanced pre-school programme. The use of themes provides variety across the year and the staff appropriately take account of the progression in the activities and the resources throughout the year. The outdoor provision is an ongoing work in progress and the transfer to the new building and outdoor area will create new opportunities to develop further the provision for outdoor learning. The children's learning and progress is carefully recorded and reported to the parents through a range of methods such as formal meetings and informal exchanges of comments at the beginning and the end of sessions.

7. The staff are aware of and take appropriate account of the wide range of the children's needs. There are appropriate processes in place to identify, plan and provide for the children with additional needs.

8. A variety of effective methods, such as regular newsletters and a parents' notice board, has been designed to provide the parents with valuable information about the work of the pre-school centre and to highlight ways that they can become actively involved in the education of their child. The staff report that, owing to financial constraints, the centre does not have sufficient funds to pay for bus trips for the children and their parents to places of interest.

9. The quality of the arrangements for pastoral care in the centre is outstanding. There is a welcoming and caring atmosphere based on very good working relationships in the playrooms. The staff know the children well and take time to meet and greet the parents on arrival and at the end of the session.

10. The centre has very good comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the relevant Department.

11. The centre gives good attention to promoting healthy eating and physical activity. The staff provide healthy break-time snacks for the children. When the weather permits, the children are able to use the outdoor area and the space for physical activity can be extended indoors into a soft play area.

LEADERSHIP AND MANAGEMENT

12. The leader of the pre-school centre is strategic in managing change and developing the quality of the pre-school provision. She is a very good role model for the other staff and effectively promotes a culture of self-evaluation and improvement. The deputy leader is dedicated and all the staff work effectively as a team in the best interests of the children. The management group are supportive and have worked hard to secure the new purpose-built pre-school centre adjacent to the community centre.

13. A three-year development plan ensures that additional priorities and targets for future development are identified. The staff report that they have very good working relationships with their early years specialist from the Early Years Organisation who has provided very good consistent support and well-focused advice and guidance for appropriate areas for development. In addition, she has worked alongside the staff in assisting them with the applications for funding from the inter-governmental agencies such as the Area Partnerships bodies and the Department of Agriculture and Rural Development.

14. The key strengths of this pre-school centre include:

- the warm and caring atmosphere and the very good arrangements to support the children during the settling-in period;
- the very good opportunities to learn in all areas of the pre-school curriculum within a safe and secure environment;
- the high quality interaction between the staff and the children that sustains the children's involvement and language development;
- the children's progress and development in acquiring social skills, making choices and taking responsibility for the care of their environment; and
- the strategic leadership shown by the leader, early years specialist and the management group and the excellent teamwork and effective relationships at all levels.

15. In the areas inspected, the quality of education provided by this pre-school centre is outstanding; the quality of pastoral care is also outstanding. The pre-school centre 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, the staff and the management committee to complete confidential questionnaires prior to the inspection. The responses were almost all positive about the quality of the pre-school provision.

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