

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Killyman Community Playgroup,
Dungannon, County Tyrone

Voluntary playgroup

Report of a Follow-up inspection
in October 2018



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
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CUSTOMER
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FOLLOW-UP TO THE INSPECTION OF KILLYMAN COMMUNITY PLAYGROUP, DUNGANNON, BT71 6RL (5AB-0419)

The Education and Training Inspectorate (ETI) carried out an inspection of Killyman Community Playgroup¹ in May 2017, which concluded that the pre-school needed to address important areas for improvement in the interest of all learners.

The pre-school's action plans were submitted to the Department of Education. The pre-school's development plan was adjusted in light of the inspection findings.

The ETI carried out an interim follow-up visit in February 2018 and a follow-up inspection in October 2018.

In the interval since the initial inspection the pre-school received external support provided by an early years specialist from the Early Years Organisation, in relation to: planning, observations and special educational needs. The staff also accessed training through the 'Learning to Learn' initiative. Consequently, there have been improvements in the quality of education as reported in the key findings below.

During this period, other actions or changes which affect the work of the pre-school include:

- a new chairperson for the committee has been appointed;
- a new deputy leader has been appointed; and
- the leader has had an extended period of leave.

Key findings

The outcomes for learners are now very good. The children are very well-settled and play purposefully for extended periods of time. The revised routines and organisation of resources has resulted in the children developing very good levels of independence and self-management for the time of year. The children interact confidently with the adults and the majority of them engage in collaborative play at times throughout the session. They respond very well to action rhymes and songs and are developing good listening and attention during group story-time.

The quality of provision is now good. The staff have a good understanding of the learning potential within the activities. The planning now outlines the learning across the six area of the pre-school curriculum and is more responsive to the interests and needs of all the children. The observations of the children's learning are frequent and detailed; however, the staff do not follow-up sufficiently on the observations to develop a profile of the children's progress in learning. The children with additional learning needs are supported well and the staff have engaged in training which has developed well their understanding and use of individual education plans and support strategies. There are developing links with a range of external agencies to provide advice and guidance in special educational needs.

The quality and effectiveness of leadership, management and action to promote improvement are now good. The staff have revised the development plan and are aware of the strengths in the setting and the areas for further development. They work very well collegiately and are very focused on promoting improvement. The staff have been engaging in the 'Getting Ready to Learn' initiative and providing opportunities for the parents to take part in the 'Big Bedtime Read' with very positive results. The work on developing the outdoor play area, which has been delayed due to circumstances beyond the staff's control, still needs to be completed to improve the quality of the provision and planning for outdoor play.

¹ [Pre-School Inspection - Killyman Community Playgroup, Dungannon, County Tyrone | Education Training Inspectorate](#)

Overall effectiveness

Killyman Community Playgroup demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the pre-school sustains improvement in:

- developing the provision and planning for outdoor play; and, embedding and refining the use of observations of the children's learning to develop a profile of their progression in learning.

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