

Education and Training Inspectorate

PRE-SCHOOL INSPECTION



Grove Community Playgroup, Lisburn, County Antrim

Voluntary playgroup DE Ref No (4AB-0145)

Report of a Follow-up Inspection in May 2019



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



FOLLOW-UP TO THE INSPECTION OF GROVE COMMUNITY PLAYGROUP, LISBURN, BT28 1ST (4AB-0145)

The Education and Training Inspectorate (ETI) carried out an inspection of Grove Community Playgroup in May 2017¹, which concluded that the playgroup needed to address urgently the significant areas for improvement identified in the interest of all the learners.

The areas for improvement were to improve the:

- outcomes for the children;
- quality of the provision; and
- leadership and management.

The playgroup's action plans were of a good quality. The development plan was adjusted in light of the inspection findings.

The ETI carried out an interim follow-up visit in March 2018 and a follow-up inspection in May 2019.

In the interval since the initial inspection, the playgroup has received external support provided by the Early Years Organisation, in relation to aspects of provision and leadership and management. 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 playgroup include:

- changes in staff and leadership; and
- changes to the physical layout of the playroom and the organisation of the day.

Key findings

The outcomes for learners are now good. Almost all of the children are making good progress across all areas of the pre-school curriculum. They engage in quality, sustained play and are developing well their oral language, independence and social skills as they talk confidently with each other and with the adults. Most of the children have a good understanding of the key mathematical concepts associated with number, shape and measures and apply their understanding well during play; in particular at the construction and role-play areas. Almost all of the children have good attention and concentration skills; they listen well during the whole-group story and are keen to contribute and share their thoughts and opinions. A small number of the children's early mark-marking skills are underdeveloped.

The quality of provision is now good. The cycle of planning, observation and assessment guides well the daily learning and teaching and provides opportunities for learning across all areas of the pre-school curriculum. The quality of the staff's interactions with the children is good, and on occasions, very good; they model play effectively and encourage the children to think independently. There is a good range of natural and recyclable resources available to the children that promotes effectively the development of their curiosity and problem-solving skills. The children do not have access to an outdoor play area.

¹ <https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/preschool-inspection-grove-community-playgroup-lisburn-county-antrim-4ab-0145.pdf>

The quality and effectiveness of leadership, management and action to promote improvement are now good. The leadership has managed successfully a number of specific challenges, including acquiring new and more appropriate premises for the playgroup. With the very good support of the early years' specialist, effective systems are now in place for: planning, observations and assessment; and, self-evaluation and planning for improvement. There is evidence that the process of self-evaluation has led to improvements in the quality of provision and the children's learning experiences and outcomes.

Overall effectiveness

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

- embedding the systems in place for: planning, observations and assessment; and, self-evaluation leading to improvement, in order to continue to improve the children's outcomes and the quality of the provision.

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:

<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

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