



Providing Inspection Services for

Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure



Education and Training Inspectorate

Report of a Follow-up Inspection

Millburn Community Pre-school Playgroup Coleraine

December 2015

FOLLOW-UP TO THE INSPECTION OF MILLBURN COMMUNITY PRE-SCHOOL PLAYGROUP, COLERAINE (3AB-0248)

The original inspection carried out in February 2014 concluded that the school needed to address important areas for improvement in the interest of all the learners.¹

The Education and Training inspectorate (ETI) carried out one monitoring visit during 2015 with a follow-up inspection in December 2015.

The action plans received by the Department of Education following the inspection were adjusted appropriately in light of the feedback given by the ETI during the interim visit.

In the interval since the initial inspection, the following key actions which affect the work of the playgroup have taken place:

- the leader returned to take up her position following a period of extended leave;
- the staff and the committee have attended a range of relevant training;
- key policies have been reviewed and updated; and
- a new early years specialist from the Early Years Organisation took up post.

Key findings

- The children settle more quickly to their chosen tasks and spend longer periods in sustained and productive play. They use more mathematical language as an integral part of their play and daily routines and refer to books more frequently; the standards and achievements are now good.
- The quality of the staff's interaction is consistently effective in promoting the children's language and learning; the staff make more effective use of the play activities, daily routines, songs and rhymes to promote early mathematical concepts and develop the associated language.
- A broader range of suitable activities are planned to promote the children's fine and gross motor physical skills. The children have better opportunities for designing and constructing using a good range of large and smaller equipment.
- The staff have a better shared understanding of progression in learning and how this links to children's stages of development. This is reflected more fully in the links being made between the planning and assessment; the quality of the provision is now good.
- The staff are more reflective in their practice; their regular evaluations of the sessions and the action plan targets are clearly focused on improvements in learning for the children. The staff can identify clearly the strengths in the provision and the relevant priority areas for further development including, for example, the need for staff training to plan for children with special educational needs.

¹ <http://www.etini.gov.uk/index/inspection-reports/inspection-reports-pre-school-centre-and-nursery-school/inspection-reports-pre-school-2014/preschool-inspection-millburn-community-preschool-playgroup-coleraine.pdf>

- The re-organisation of the room and the more defined roles and responsibilities for staff members contribute to a more effective team approach.
- The management committee are working closely with the leader to plan strategically for the development of an outdoor area to improve further the children's experiences. The quality and effectiveness of leadership, management and action to promote improvement is now good.

Overall effectiveness

The playgroup has demonstrated the capacity to identify and bring about improvement in the interest of all the learners. The ETI will continue to monitor how the playgroup sustains improvement.

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