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*The Education and Training Inspectorate -
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Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure



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Education and Training Inspectorate

Report of an Inspection

Bo Peeps Playgroup
Boho, Enniskillen

Inspected: November 2006

STATISTICAL INFORMATION

Name of pre-school centre:	Bo Peeps Playgroup
Address:	Boho Community Hall Tullyholvin Boho ENNISKILLEN Co Fermanagh BT74 5BE
Management Type:	Voluntary

Date of inspection:	15 November 2006
Date of previous inspection:	N/A

1. Details of Children

Total number of children:	am session	pm session
• attending the pre-school centre	17	-
• in their immediate pre-school year	16	-
• funded by Department of Education	16	-
• qualifying under DE admission criteria 1 & 2	2	-
• with a statement of SEN*	0	-
• without a statement but receiving therapy or support from other professionals for SEN	0	-
• with English as an additional language	0	-
• who left in previous school year to attend reception provision within a primary school	1	-
Attendance:		
• percentage attendance** of funded children for the previous school year	92%	-

* 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	0	3
Staff holding recognised childcare qualifications	0	3
New appointments within previous 12 months	0	0

Number of: ***	
Students	1
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	0	190

4. Parental Questionnaires

Number issued to parents:	18
Percentage returned:	44.4%
Number of written comments:	4

**BO PEEPS PLAYGROUP, BOHO, ENNISKILLEN, CO FERMANAGH, BT74 5BE
(2AB-0528)**

1. The centre is situated in a community hall in the village. The children come from the surrounding rural townlands. The children travel to the centre by car and almost all return home on the Rural Lift community bus. There is adult supervision of the children on the bus.
2. The parents, staff and management group were given opportunities to express their views about the centre through the inspection questionnaires. The responses indicated a high level of satisfaction with the provision. A number of parents included written comments praising the work of the staff.
3. The pre-school has a positive ethos and appropriate policies and procedures for child protection. The inspection evidence indicates that all of the staff show a high level of care for the children's welfare and implement the policies and procedures effectively. A few additions are needed to ensure they are comprehensive.
4. The pre-school centre demonstrates a commitment to promoting healthy eating habits among the children. The children have regular opportunities to participate in some energetic physical play activities.
5. There is a caring and supportive atmosphere in the centre. Relationships are very good at all levels.
6. The staff prepare the playroom carefully and the children enjoy a lengthy session of play. There is a need to review the time given to physical play and the end of day routine in order to make the most effective use of all the time for safe play and learning.
7. The staff use skilful questioning, to develop the children's language, and extend their ideas and thinking. There are good opportunities for songs and rhymes. Stories are read to the children and some show an interest in books and in early mark-making. More effective use needs to be made of activities to further develop talking and listening skills for small groups of children.
8. The curriculum is broad and is providing good or satisfactory opportunities for learning across all six areas of the pre-school curriculum.
9. There are many good opportunities for the children to develop their fine motor skills and to engage in outdoor energetic physical play.
10. The children paint pictures, and create interesting representational drawings and collages. They enjoy making music using a variety of homemade and commercial instruments; they sing songs and respond to rhythms.
11. A wide range of early mathematical ideas and language is effectively promoted in an appropriately informal manner throughout the session.
12. The children enjoy exploration and investigation in the outdoor area. The theme of road safety and the seasonal topics contribute to the development of the children's understanding about the world around them.

13. The centre has an outline policy for special educational needs. There is a need to broaden the staff's training in special educational needs.

14. The staff plan together and are developing a shared understanding of the learning to be promoted through the play activities and how this will progress over the year. The planning is implemented effectively by all of the staff. The weekly evaluations and assessment records are maintained systematically. There is a need to develop further the shared understanding of planning and assessment for learning in order to ensure there is a closer match between the activities and the needs and stages of development of the children.

15. There are effective links with the parents. Appropriate information on the curriculum and regular newsletters are provided.

16. The leader is well organised and effective in developing pre-school provision for the children and families within the community. There is a very strong sense of team-work and enjoyment among the hard-working and dedicated staff.

17. The staff are provided with encouragement and support from the early years specialist who appropriately identifies aspects for further development. The management committee and the centre co-ordinator are strongly committed to the further development of the early years provision.

18. The space in the playroom is limited and the use of the kitchen area appropriately extends the space for play. There is poor storage space. The toilets are located off the entrance area and require close supervision by a member of staff. The outdoor area needs to be developed further.

19. There is a suitable range of resources, which are well maintained and enhanced by interesting natural materials. More physical play equipment is required to support the progression of learning throughout the year.

20. **The main strengths within the centre's educational and pastoral provision include:**

- the caring and supportive atmosphere which results in very good relationships at all levels;
- the children's sustained levels of concentration and motivation in their play;
- the inviting and interesting range of activities provided which promotes effectively learning in most areas of the pre-school curriculum;
- the many instances of good quality interaction to promote learning between the staff and the children;
- the good links with the parents and the community;
- the staff's consistent implementation of the written planning;

- the well-organised, effective leader and the dedicated and hard-working staff;
- the encouragement and support provided by the early years specialist; and
- the supportive management group who display a strong commitment to the development of quality pre-school provision.

21. The inspection identified areas for improvement. The following are the most important areas that need attention.

- The staff need to improve the range of opportunities provided for energetic play and continue to develop the outdoor play provision.
- The daily routines and use of the time need to be reviewed in order to ensure that they are appropriate to the individual needs and stages of development of all the children.
- The staff need to develop further their shared understanding of planning and assessment for learning.

22. The pre-school centre has strengths in many aspects of its educational and pastoral provision. The inspection has identified a few important areas for improvement which need to be addressed to meet more effectively the needs of the children.

The Education and Training Inspectorate will monitor and report on the pre-school centre's progress in addressing these areas for improvement.

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