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*The Education and Training Inspectorate -
Promoting Improvement*



Providing Inspection Services for
**Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure**



INVESTOR IN PEOPLE

Education and Training Inspectorate

Report of an Inspection

**Little Treasures Community Playgroup
Kinawley, Enniskillen**

Inspected: May 2009

STATISTICAL INFORMATION

Name of pre-school centre:	Little Treasures Community Playgroup
Address:	Main Street Kinawley ENNISKILLEN Co Fermanagh BT92 4FG
Management Type:	Voluntary

Date of inspection:	26 May 2009
Date of previous inspection:	4 February 2002

1. Details of Children

Total number of children:	am session	pm session
• attending the pre-school centre	26	-
• in their immediate pre-school year	26	-
• funded by Department of Education (DE)	26	-
• qualifying under DE admission criteria 1 & 2	26	-
• with a statement of special educational needs	0	-
• without a statement but receiving therapy or support from other professionals for special educational needs	1	-
• with English as an additional language	0	-
• who left in previous school year to attend reception provision within a primary school	0	-
Attendance:		
• attendance* of funded children for the previous school year	95%	-

* Calculated from the date when the intake was complete

2. Details of Staff

Number of:	Full-time	Part-time
Staff, including leader	3	1
Staff holding recognised childcare qualifications	3	1
New appointments within previous 12 months	0	1

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	-	183

4. Parental Questionnaires

Number issued to parents:	26
Percentage returned:	19%
Number of written comments:	4

**LITTLE TREASURES COMMUNITY PLAYGROUP, KINAWLEY, ENNISKILLEN,
CO FERMANAGH, BT92 4FG (2AB-0407)**

1. Little Treasures Community Playgroup is located in purpose-built accommodation in the village of Kinawley. The children attending the pre-school centre come from the surrounding rural area. The leader and assistant have remained in post since the beginning of the Pre-school Expansion Programme in 1998. The pre-school centre has an outdoor learning area.

2. The arrangements for the inspection of pastoral care and child protection included the opportunity for the parents, the management group and the staff to complete a confidential questionnaire prior to the inspection. A minority of the parents responded to the questionnaire and four made additional written comments. The responses from the parents indicate high levels of satisfaction with the quality of the provision and those who responded appreciate the caring, supportive staff and value the pre-school setting within the community. Six management and four staff questionnaires were also completed and the responses were also highly affirmative of all aspects of the work of the pre-school centre. The responses from all of the questionnaires have been taken into account as part of the inspection and were shared with the staff and the management group.

3. The quality of the arrangements for pastoral care is outstanding. The staff are caring, demonstrate a strong commitment to the welfare of the children, and give close consideration to maintaining positive relationships within the community to support the children. The personal, social and emotional development (PSED) needs of the children are met very effectively by the staff.

4. The pre-school centre has satisfactory arrangements in place for safeguarding children. These arrangements broadly reflect the guidance issued by the relevant Department but the following minor areas need to be addressed. There is a need to ensure that the staff training is kept up-to-date, that all policies are consistently amended according to changed roles and responsibilities and that all who are in any contact with the children are vetted to work in the pre-school centre. The information should be shared with the parents.

5. The staff give very good attention to promoting healthy eating and physical activity and effective policies and programmes are in place to encourage the children to adopt healthy lifestyles. During the snack routine there was good promotion of hygiene and safety in the preparation of the food and the children's awareness of its importance was raised.

6. The main strengths within the pre-school centre's educational and pastoral provision are as follows.

- There is caring atmosphere and stimulating learning environment in the pre-school centre which effectively promotes the children's curiosity, self-esteem, confidence and excellent behaviour. The many examples of the children's vibrant displays of their work represent features of learning about, and appreciation of, nature and the people in their local environment.

- The high quality of the interaction between the adults and the children, which sustains the children's concentrated play and effectively develops their thinking skills, independence and sense of responsibility. Frequently the children ask the staff questions and turn readily to them for support and affirmation of their progress in activities.
- There is a broad and balanced pre-school curriculum in all areas of learning which effectively supports high standards of language development, mathematical awareness and the children's PSED.
- The children have enriched learning experiences which help them appreciate the world around them as a result of the close ties that the playgroup has established with the local community and primary school. The children talk about the "buddying system" to support them in the transition to primary school. Valuable support from external agencies such as the health and the educational services is secured to provide additional expertise and guidance for the staff and families in order to meet the individual needs of the children.
- The planned programme is carefully organised and the team identify the learning to be promoted for indoor and outdoor play. Integral to the planning process are the effective arrangements for the observation and assessment of, and for, learning and the recording of the children's progress and development; the information is collated in a high quality personal record of achievement for each child. Excellent use is made of a range of media rich evidence, with good analysis and targets set for individual children's learning.
- There is outstanding leadership and management which is underpinned by a hard-working and effective team-working culture. The staff demonstrate a commitment to their own professional development. The management group is supportive and there is a strong commitment to the needs of all the children and to the development of the centre.

7. The use of self-evaluation to identify, prioritise and implement improvement, particularly in planning for and assessment of learning, is having a positive impact in the areas of personal, social and emotional development. The contribution made by the pre-school centre's early years specialist (EYS) has important strengths, including the accuracy of the evaluation of the provision and the recognition of the potential for the pre-school centre to become better equipped to conduct development planning for improvement. The staff, with the continued support from the EYS, are well placed to continue the developmental work and action planning required.

8. 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.

APPENDIX

HEALTH AND SAFETY

- The use of the trampoline in the outdoor area is a potential risk.
- The fence needs to be raised to ensure that the area is adequately secured.

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