

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Aghagallon Pre-School Playgroup,
Aghagallon, County Armagh

Voluntary Playgroup

Report of an inspection in
January 2017



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
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INTRODUCTION

1. Context

Aghagallon pre-school playgroup is located in a purpose-built facility in the community centre adjacent to St Patrick's Primary School. The majority of the children come from the Aghagallon area. At the time of inspection 18 children were attending the setting.

Number of children:	Class 1
Attending full-time	18
Attending part-time	10
Under 3 years of age*	1
Funded by Department of Education	18
With statement of special educational needs	0
Without a statement but receiving therapy or support from other professionals for special educational needs	1
At CoP stages 3 or 4**	1
At CoP stages 1 or 2**	0
With English as an additional language	0
Who left in previous school year to attend reception provision within a primary school	0

Percentage qualifying under DE admission criteria 1 or 2.	
Average attendance for the previous year.	
Number of days open in previous school year	185

Source: data provided by the setting.

* On 1 July.

** The stages refer to those set out in the Code of Practice for the Identification and Assessment of Special Educational Needs.

fewer than 5

N/A not available

2. Views of parents and staff

A small number of parents and all the staff completed the confidential questionnaire. The parental responses were mainly positive and commented in particular on the supportive and approachable staff and the enhanced level of confidence of the children.

3. Focus of the inspection

In order to promote improvement in the interest of all children, the inspection linked internal and external approaches to evaluate the:

- children's achievements and standards;
- quality of provision for learning; and
- quality of leadership and management.

4. Overall findings of the inspection

Overall effectiveness	High level of capacity for sustained improvement
Outcomes for learners	Very good
Quality of provision	Very good
Leadership and management	Very good

KEY FINDINGS

5. Outcomes for learners

- The children display very good levels of independence; they register themselves on arrival and for the snack; they butter their own bread and pour their own drinks. They make independent choices for play and move freely through the playroom and outdoor area during the session. Almost all of children engage in collaborative play and display high levels of enjoyment in their learning. They interact readily with adults and visitors and seek assistance when needed.
- All of the children are making good to very good progress across all areas of the pre-school curriculum. They display a very good understanding of early number, can recognise shapes, sort and match and are developing a range of mathematically language associated with measure. Throughout the play session the children display an interest in books, early mark making and communicate effectively with each other and the adults. A particular strength is the creativity shown by the children in the imaginative artwork produced and the ability to assume role play easily. When given the opportunity in the restricted outdoor space the children engage enthusiastically in physical play.

6. Quality of provision

- The playroom is bright and attractive with clearly designated areas of play. Staff have worked hard to provide a stimulating area within the limited outdoor space, however a greater opportunity for regular energetic play is required. The staff interactions are good to very good, they respond to the children's interests and needs and in the best practice use open-ended questions to promote learning and extend thinking.
- The planning, which covers all areas of the pre school curriculum, is comprehensive and guides well the work of the staff. Regular observations and evaluations inform future actions in order to enhance and support the children's learning.
- The quality of care and welfare impacts positively in the learning. The staff know the children very well, treat them with care and respect and provide a safe and secure environment which helps the children grow in confidence.

7. Leadership and management

- The staff work very well as a team in the best interest of the children. They are supported by a dedicated, proactive management committee who contribute effectively to the improvement of the playgroup.

- The early years specialist, who has been working with the staff from September, is supporting the review and update of policies.
- The development plan is clear and the staff complete honest reflections and evaluations of planned work and identify ways to effect improvement. The staff avail of professional development opportunities, engage in clusters and undertake independent research to enhance the provision in the playgroup.
- The playgroup has very good links with parents who are encouraged to take an active role in the life of the playgroup, through for example undertaking roles on the committee and participating in the range of fundraising activities. Very good links exist with the local primary schools to which the children transfer.
- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect broadly the guidance from the relevant Departments. However, the playgroup needs to update the child protection and behaviour management policies to reflect current guidance.

CONCLUSION

8. Overall effectiveness

Aghagallon pre-school playgroup has a high level of capacity for sustained improvement in the interest of all the learners.

The ETI will monitor how the organisation sustains improvement.

Information on sessions and staff

Duration of sessions

Full-time	Part-time: am	Part-time: pm
	3 hours	

Details of staff

Number of:	Full-time
Staff including, Teachers/Leaders	3
Number of staff holding a recognised child care qualification	3
Number of staff holding a recognised teaching qualification	0
New appointments within the previous 12 months	0

Number of: *	
Students	0
Trainees	0

Source: data provided by the setting.

Inspection method and evidence base

The effective practice and self-evaluation questions which guide inspection and self-evaluation of pre-school settings, which were applied to this inspection, are available in the ETI publication *The Pre-school Inspection and Self-Evaluation Framework* at: <https://www.eti.gov.uk/publications/inspection-and-self-evaluation-framework-isef-effective-practice-and-self-evaluation>

Inspectors observed learning and teaching through play, the children's achievements, progression and standards, scrutinised relevant documentation, and held formal and informal discussions with staff with specific responsibilities.

The arrangements for this inspection included:

- a meeting with those involved with leadership and management, including the management group; and
- the opportunity for the parents and staff to complete a confidential questionnaire.

Reporting terms used by the Education and Training Inspectorate

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 management:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the school:

The nursery school / playgroup has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the nursery school / playgroup sustains improvement.
The nursery school /playgroup demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the nursery school/ playgroup sustains improvement.
The nursery school/ playgroup needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the nursery school's/ playgroup's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.
The nursery school / playgroup needs to address urgently the significant areas for improvement identified in the interest of all learners. It requires external support to do so. The ETI will monitor and report on the nursery school's / playgroup's progress in addressing the areas for improvement. There will be a formal follow-up inspection.

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