

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Beacon Pre-school Playgroup,  
Cookstown, County Tyrone

Voluntary pre-school playgroup

Report of an Inspection in  
September 2017



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments



# CONTENTS

<b>Section</b>	<b>Page</b>
1. Context	1
2. Views of parents and staff	1
3. Focus of the inspection	1
4. Overall findings of the inspection	1
5. Outcomes for learners	1
6. Quality of provision	2
7. Leadership and management	2
8. Safeguarding	3
9. Overall effectiveness	3

## **Appendices**

- A. Inspection methodology and evidence base
- B. Reporting terms used by the Education and Training Inspectorate

## 1. Context

Beacon preschool playgroup is located on the upstairs floor of two converted houses in Milburn Close in Cookstown. Since the last inspection a new deputy leader has been employed.

<b>Number of children:</b>	Class 1
Attending part-time	12
Funded by Department of Education	12
With English as an additional language	#

Average percentage attendance for the previous year.	91
Number of days open in previous school year	187

**Source:** data provided by the setting.

# fewer than 5

## 2. Views of parents and staff

A small number of the parents and all of the staff responded to the confidential questionnaire. All of the responses were very positive.

## 3. Focus of the inspection

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

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

## 4. Overall findings of the inspection

<b>Overall effectiveness</b>	Capacity to identify and bring about improvement
<b>Outcomes for learners</b>	Good
<b>Provision for learning</b>	Very Good
<b>Leadership and management</b>	Important area for improvement

## 5. Outcomes for learners

- All of the children are happy and settle quickly to play; they are able to make free choices of activities and often spend extended periods in their chosen areas.
- The children approach the staff with ease, are confident when talking about their work and play; most of them spend sustained periods engaging in the play activities with the staff.

- Almost all of the children are independent and confident, they self-register on arrival and can attend to their own needs. Most of the children persevere well, for example, when completing jigsaws and other activities.
- Many of the children's are interested in books and request individual stories throughout the session. Nearly all of the children take part appropriately during the group story and join in songs and rhymes. However, the staff need to provide smaller group story sessions to meet the needs of all of the children as not all of the children are able to pay attention during large group story sessions.
- Overall, the children are achieving a good standard in almost all areas of the pre-school curriculum, with the exception of the development of their gross motor skills; the children require well planned activities on a more regular basis outdoors. The children are developing well their fine motor skills through the use of wide range of small tools and equipment and as they engage in early mark-making. During the inspection the children were observed counting as a natural part of their play.

## **6. Quality of provision**

- The playgroup is attractively presented and well laid out to utilize all the available space. The organisation of the day provides lengthy periods of free play when the children develop their learning through the interesting experiences provided for them across the areas of the pre-school curriculum.
- The staff are sensitive in their approach; they take time to listen, support, and build on the children's own ideas. They model play effectively and engage skilfully with the children, asking open-ended questions to extend their thinking and learning.
- The staff present a collaborative approach and have a good understanding of the pre-school curriculum. The written planning guides the staff well in their work with the children and it outlines an extensive range of experiences for the children which progress appropriately through the year. They know the children very well and use the information gained through their interactions with, and observations of, the children to inform future learning to meet their individual needs.
- Based on the evidence available at the time of the inspection, the pre-school's approach to the care and welfare of the children impacts positively on all aspects of the learning, teaching and outcomes.

## **7. Leadership and management**

- The playgroup's approach to development planning and self-evaluation is under-developed. Over the past year the playgroup staff have attended cluster group training; while the staff work very well as a team to provide very good provision and good outcomes for the children the lack of in house support from an early years specialist from the Early Years Organisation has contributed to the deterioration in the ongoing developmental work within the playgroup. A new early years specialist has recently taken up post it will now be important that self-evaluation processes are prioritised to bring about rigorous and ongoing evaluations and improvements in the centre's work. The staff and the management committee should monitor the impact of this work on the outcomes for the children.

- The playgroup has established very good links with parents, relevant agencies and the main feeder primary schools for the benefit of the children. Information about the children's progress is shared with the parents and passed to the feeder primary schools to aid transition.

**8. Safeguarding**

- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect the guidance from the relevant Departments.

**9. Overall effectiveness**

Beacon Preschool Playgroup has capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the pre-school sustains improvement.

### Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework is available on the ETI website <https://www.etini.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

### 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 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 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.
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.
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.
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.

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