

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Benburb Community
Playgroup, Dungannon

Report of an Inspection in
December 2014

eti

*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

CUSTOMER
SERVICE
EXCELLENCE



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 Education and Training Inspectorate (ETI) use the following performance levels in reports:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

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1. Inspection method and evidence base

The key questions and quality indicators which guide inspection and self-evaluation of pre-school centres, which were applied to this inspection, are available in the ETI's publication *Together Towards Improvement: a process for self evaluation* at: [Together Towards Improvement Pre-school | Education and Training Inspectorate](#)

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

The arrangements for this inspection included:

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

The staff who responded to the questionnaire was wholly positive about all aspects of the life and work of the playgroup.

2. Context

Benburb Community Playgroup is situated in purpose built accommodation on the outskirts of Benburb village. Most of the staff are in post since the last inspection in 2008 and follow-up inspection in 2010. The leader was in post at the time of both inspections and the deputy leader is newly promoted from playgroup assistant. The staff have overseen a number of improvements to the pre-school programme.

3. Focus of the inspection

The inspection focused on:

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

4. Overall findings

Overall Performance Level	Outstanding
Achievements and Standards	Outstanding
Provision	Outstanding
Leadership and Management	Outstanding

Key findings of the inspection

5. Achievements and standards

- The children have acquired a good understanding of the rules of the playgroup and are able to self-regulate their behaviours showing a good awareness of their own needs and of others. They are familiar with the routines of the day such as snack and cope well with transitions. The children sustain concentrated play and often engage in collaborative play. They are effectively developing social skills and are forming friendships.
- The children are acquiring excellent language and communication skills. They readily engage in conversation and can share and turn-take during role play and snack-time. A small number of the children are beginning to use a more extensive vocabulary to explain their ideas and needs. They enjoy listening to stories and are able to predict and recall parts of fairy tales. During snack the children can recognise their symbol and their names and refer to the sequence of the snack routine using a pictorial chart. The children's early mark making and writing is developing at an appropriate pace. Most of the children are able to express their ideas through representational drawings and paintings and these are mounted in colourful displays around the playgroup.
- The quality of most of the children's mathematical language is excellent and their associated mathematical concepts are well-developed by the staff across the areas of learning. For example, the children are using mathematical language and concepts to match, order and to count. The children are effectively developing their spatial awareness and enjoy mathematical games.
- The children's physical fine motor skills are mainly developed through manipulating tools and toys during play, cutting and drawing using an appropriate range of tools. The children listen and respond to music and movement and when the weather permits they engage in a well planned outdoor physical play programme to develop their gross motor skills.

6. Provision

- The staff have created a warm and attractive learning environment. There is a supportive and caring family ethos in the playgroup based on positive relationships at all levels. The staff readily praise the children and develop their confidence and self-esteem. There is a consistent approach to problem-solving and effective conflict resolution strategies.
- The daily timetable is well organised to utilise all the time for learning, provides a good balance of free play and activities organised by the staff, and is flexible to respond to the interests of the children. The snack and transitions between the activities are developed effectively to provide very good learning opportunities across the curriculum.
- The interaction between all of the staff and the children is consistently of a very high standard. The staff listen effectively to develop the children's thinking by adding new resources or developing ideas to extend their language and thinking. The staff consistently use open-ended questioning strategies to foster the children's learning across all areas of the pre-school curriculum.

- The quality of the arrangements for pastoral care in the playgroup is outstanding. The staff treat the children with care and respect and provide a secure and stimulating environment that helps the children to grow in confidence and to develop their awareness of others.
- The staff have developed comprehensive planning and a rigorous assessment approach using the key-worker system to track the children's progress and development. They work effectively as a team to plan together and evaluate the quality of the provision.
- The provision for the children with additional needs is meeting well the children's behavioural and early language developmental needs. The staff effectively record the children's progress and use this information to identify and seek support for the children with additional needs.
- The playgroup gives very good attention to healthy eating through the provision of healthy foods. The children have a programme of physical activity which effectively promotes energetic play.

7. Leadership and management

- The leader and the staff are clearly focused on meeting the needs of the children and are an effective team focused on the provision of quality learning experiences. There is a collegial approach to the identification of areas for development which are well understood and embedded. The staff makes good use of all available evidence to support their findings and to inform the effective development planning process. The policies and procedures which guide the development work are kept under review and shared regularly with the parents and the management group.
- The parents are fully involved in the life and work of the playgroup. Most of the children transfer to the local primary school and relevant information about the children's progress is provided to the year one teacher. The productive links with the primary school staff support effective transitional arrangements from pre-school to year one.
- The early years specialist (EYS) from the Early Years Organisation provides very good support to develop the provision. The EYS cluster support is effectively building the capacity of the staff in the local pre-school sector to sustain ongoing improvement.
- On the basis of the evidence available at the time of the inspection, the playgroup has comprehensive arrangements in place for safeguarding children. These arrangements broadly reflect the guidance issued by the relevant Departments.

8. Conclusion

In the areas inspected, the quality of education provided by this playgroup is outstanding; the quality of pastoral care is also outstanding. The playgroup has demonstrated its capacity for sustained self-improvement.

STATISTICAL INFORMATION

1. Details of Children

Total number of children:	am session	pm session
attending the pre-school setting	25	-
In their immediate pre-school year	23	-
funded by Department of Education (DE)	23	-
qualifying under DE admission criteria 1 & 2	2	-
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	1	-
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	85%	-

* Special Educational Needs = fewer than five

** Calculated from the date when the intake was complete

2. Details of Staff

Number of:	Full-time	Part-time
Staff, including leader	3	
Number of staff holding a recognised child care qualification	3	
Number of staff holding a recognised teaching qualification	0	
New appointments within previous 12 months	2	

Number of: ***	
Students	0
Trainees	1

*** 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
2.8 hours	-	188

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