

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Bo-peep Corner Playgroup,  
Bangor, County Down

Voluntary pre-school playgroup

Report of an Inspection in  
April 2018



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments

CUSTOMER  
SERVICE  
EXCELLENCE



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## 1. Context

Bo-peep Corner Playgroup is located in St Gall's Community Hall in the grounds of St Gall's Church, in Bangor. The playgroup does not have access to an outdoor play area.

<b>Number of children:</b>	Class 1
Attending part-time	15
Funded by Department of Education	15
With statement of special educational needs	#
At CoP stages 3 or 4**	#
At CoP stages 1 or 2**	#

Average percentage attendance for the previous year.	92%
Number of days open in previous school year	187

**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

## 2. Views of parents and staff

A third of the parents and all of the staff responded to the confidential questionnaire. All of the responses were wholly positive about the life and work of the playgroup.

## 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

Overall effectiveness	Capacity to identify and bring about improvement
Outcomes for learners	Very Good
Quality of provision	Good
Leadership and management	Good

## 5. Outcomes for learners

- All of the children are well-settled; they are at ease with the staff and turn to them confidently for help and support. Most of the children play with purpose and concentration. The children are largely independent; for example, they self-register on arrival, they access and choose resources required for their learning and manage their personal care confidently. They respond enthusiastically to the high expectations of the staff and are familiar with the regular daily routines. The children are friendly and articulate; they approach one another and adults with ease.

- Most of the children are interested in books and stories; they listen attentively during the story session and request stories throughout the session. Many of the children are beginning to mark make during free play and are producing representational art work.
- The children have a good understanding of early mathematical concepts as they sort, match, count and often use mathematical language appropriately as they play.
- The children have well-developed fine motor skills as they use a range of resources, materials and small technology toys and tools. The children require further opportunities to develop a wider range of their gross motor skills.
- The children with additional needs are building trusting relationships with the staff and, with sensitive support, are gradually developing their emotional, social and communication skills.

## **6. Quality of provision**

- The staff create successfully an attractive learning environment indoors despite having to set up and clear away the play room every day. The playroom is divided into distinct play areas with accessible resources to extend the activities. Examples of the children's work is valued and celebrated in displays within the playroom. The playgroup does not have access to an outdoor play area which limits the provision for energetic physical activity.
- The quality of interactions between the staff and children is often good and, on occasions, it is very good. The staff are supportive of the children's own ideas; they promote well the children's language and often use mathematical language skilfully in meaningful contexts. On occasions, during the inspection, the staff missed opportunities to engage the children and develop their skills, particularly, in the newly created craft area.
- The current planning and monthly evaluations provide general guidance for the children's programme for learning. The staff's written observations and assessments are mostly relevant; however, they are not used effectively enough to inform the future planning and meet the children's individual needs. The current range of themes do not provide sufficient progression in the children's learning.
- The children who require additional support with aspects of their learning are identified appropriately and are fully integrated into the various activities. The staff support the children's individual needs sensitively; however, the targets on the children's Individual education plans do not provide enough detail for the staff to be able to measure, and plan for, the children's continued progress.
- Based on the evidence available at the time of the inspection, the pre-school's approach to care and welfare impacts positively on their learning and development. The children are forming positive relationships with the adults and one another, which is evident in their developing social skills and good behaviour.

## **7. Leadership and management**

- The staff team work together collaboratively and there is evidence of their commitment to the continued evaluation and improvement in the playgroup's provision. The development plan outlines prioritised areas for improvement; however, the associated action plans do not focus specifically enough on the impact of these actions and the quality of the provision and the children's learning.
- The management group is supportive of the staff and the work of the playgroup. The group employ the service of an independent early years specialist; the staff report they value the support and training provided. It will be important that the early years specialist now works closely with the staff to support them in developing those aspects identified within the report and in the more rigorous evaluation of their practice.
- There are supportive links and positive communication with the parents. The effective working partnership between the playgroup and the local primary schools are designed to support the children's transition to year one. Good use made of visits and visitors to the setting to enrich and extend the children's learning.

## **8. Safeguarding**

- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children broadly reflect the guidance from the relevant Departments. The staff need to ensure that all the necessary information is contained within the Safeguarding policy and more rigorous risk assessments are undertaken when taking the children on visits.

## **9. Overall effectiveness**

Bo-peep Corner playgroup demonstrates the capacity to identify and bring about improvement in the interest of all the children. There is an area for improvement that the playgroup has demonstrated the capacity to address. The areas for improvement are:

- use the information from observations to inform the planning process more effectively to meet the children's needs and to provide progression in the children's learning and development of physical skills; and
- ensure that targets on the children's Individual education plans provide enough detail for the staff to be able to measure, and plan for, the children's continued progress.

The ETI will monitor how the playgroup 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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