

Education and Training Inspectorate PRE-SCHOOL INSPECTION



Brockagh Playgroup, Coalisland, County Tyrone

Private playgroup DE Ref No (5AA-0197)

Report of an Inspection in March 2019



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments

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1. Context

Brockagh Playgroup operates in a community hall in the village of Brockagh, near Coalisland, County Tyrone. The playgroup is privately run. The children who attend the playgroup come from the local area. The playgroup has access to a small outdoor play area and the local primary school's hall.

Number of children:	Class 1
Attending part-time	16
Funded by Department of Education	16
With statement of special educational needs	0
Without a statement but receiving therapy or support from other professionals for special educational needs	#
At CoP stages 3 or 4**	#
At CoP stages 1 or 2**	#

Average percentage attendance for the previous year.	94.7%
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

2. Views of parents and staff

One-quarter of the parents and all of the staff responded to the confidential questionnaire. The responses, which were very positive about all aspects of the life and work of the playgroup, were shared with the leader and proprietor.

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	Good
Quality of provision	Good
Leadership and management	Good

5. Outcomes for learners

- Most of the children settle well into the various activities with interest and enthusiasm. They self-register for activities, choose the equipment and resources they require and carry out personal hygiene needs with little prompting. A majority of the children respond appropriately to the staff expectations and are becoming more independent in taking increased responsibility for various aspects of their regular routines. A small number of children require additional guidance and support to develop their listening and attention during story and review times and to use appropriate indoor voices when speaking.
- Most of the children engage for sustained periods across a range of interesting activities and are developing curiosity in the world around them. The children play with good concentration levels within the construction and imaginative play opportunities where they are able to explore their problem-solving and creative ideas. While the children enjoy and respond positively to learning outdoors they have insufficient opportunities for regular energetic physical play. The children choose and browse books with interest and a small number are developing their early mark-making.
- Most of the children, including those who require additional support with aspects of their learning, are making good progress across the pre-school curriculum. The children's understanding of early maths concepts is underdeveloped.

6. Quality of provision

- The staff know the children and their needs well and use their written observations and assessments to help inform the future planning. They also take account of the children's spontaneous responses and suggestions to extend the planned activities. Appropriately, the staff are currently improving the quality of the observations and assessments, including the detail in the individual education plans, to target more explicitly individual children's specific learning outcomes. This important work is not yet embedded sufficiently and the staff acknowledge the need for further consolidation.
- Both indoors and in the small outdoor play area, the staff have created an attractive, well-organised learning environment which includes a good choice of real-life and natural materials. They make effective use of the available space and resources and provide helpful labels to increase the children's self-reliance to access what they need.
- The quality of the staff interactions is good in promoting and extending the children's thinking and language. The staff respond sensitively to individual children's learning and development needs; introducing appropriate resources, visual prompts and strategies to support the children as required during the session. There is regular and helpful communication with relevant external agencies and the parents in relation to the progress the children are making.
- The playgroup's approach to care and welfare impacts positively on the children's learning and well-being. The staff model well positive behaviours and use constructively the six steps of conflict resolution to develop the children's personal, social and emotional understanding. As a result most of the children are developing their awareness of how to share their feelings and take account of the needs of others.

7. Leadership and management

- The staff have put in place a range of approaches to support self-evaluation and development planning and have identified appropriate priorities for improvement. The processes do not always link together systematically enough to enable the staff to measure the impact of their actions on the quality of provision and the outcomes for the children.
- The staff operate well as a practical team in responding to the children's needs and interests. Their day-to-day work focuses on building the children's learning, personal and emotional well-being and development. They continue to identify and complete relevant training opportunities to extend their professional practice in supporting the parents and extending the work carried out in speech and language.
- The work of the playgroup is supported by an early years specialist who reports that the staff respond positively to the guidance given to bring about further improvement in the provision for the children.
- There are effective working links and communication with the parents, local early years cluster groups and the nearby primary school. The staff make good use of visitors to extend the children's learning and the children have access to the primary school hall for energetic physical play.

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

Brockagh 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 area for improvement is the need to:

- make more effective use of the self-evaluation and development planning processes to evaluate the impact of the actions to promote improvement on the quality of the provision and the children's outcomes.

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 playgroup leader and staff and the early years specialist; 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 management¹:

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

The ETI use the following levels when reporting on governance:

High degree of confidence
Confidence
Limited confidence

The ETI use the following levels when reporting on safeguarding:

Reflects the guidance
Reflects broadly the guidance
Unsatisfactory

The ETI use the following levels when reporting on care and welfare:

Impacts positively on learning, teaching and outcomes for learners
Does not impact positively enough on learning, teaching and outcomes for learners

¹ And the overall provision in a subject area or unit, as applicable.

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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