

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Buddies Childtime Centre,  
Omagh, County Tyrone

Voluntary playgroup

Report of an Inspection in  
March 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

Buddies Childtime Centre is located in a pre-school setting within a private children's day care centre on the outskirts of Omagh town. The setting has its own pre-school outdoor area. The leader was appointed in January 2018 and the staff are new since the last inspection in May 2013.

<b>Number of children:</b>	<b>Class 1</b>
Attending part-time	24
Funded by Department of Education	16
Without a statement but receiving therapy or support from other professionals for special educational needs	#
At CoP stages 1 or 2**	6
With English as an additional language	#

Average percentage attendance for the previous year.	98
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

A small number of the parents and all of the staff responded to the confidential questionnaire. The parental responses were very positive about all aspects of the provision and a written comment praised the staff and the learning experiences provided. The staff responses were wholly positive about all aspects of the life and work of the playgroup. All of the responses have been shared with the leadership and management.

## 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>	<b>Capacity to identify and bring about improvement</b>
<b>Outcomes for learners</b>	Very good
<b>Quality of provision</b>	Good
<b>Leadership and management</b>	Good

## **5. Outcomes for learners**

- All the children are well settled, secure in their routines and enjoy playing and learning across all the areas of the pre-school curriculum. The children's curiosity and concentration is well developed and they choose readily materials to explore and investigate within the indoor and outdoor areas. They are confident to turn to the staff for help or support to develop their ideas during independent and collaborative play.
- The children have very good listening skills and can turn-take in conversations with one another and the adults at snack time and during role play. The children participate, enthusiastically in story, song and rhyme sessions and use very good language and memory skills to recall and respond to a range of songs and early counting rhymes.
- The children are making very good progress in using mathematical language to explain and show understanding of early mathematical concepts related to number, shape and measurement. Sorting and matching concepts are well-developed and applied when the children use their self-help skills to organise themselves for the snack routine. The children's fine and gross motor skills are appropriately developed for their stages of development.
- The children have a very good awareness of the world around them. During the inspection, when in the outdoor area, the children explored and observed the force of the wind on different materials. The children are interested in the bird area with the pictures of native birds, and are developing an understanding of different breeds of birds.
- The children with additional needs are making the expected progress, particularly in listening and understanding language, and are able to access all areas of play with increasing confidence and independence.

## **6. Quality of provision**

- The staff have created well defined, spacious and interesting areas for play which include an attractive outdoor play area for growing, recycling and the promotion of energetic play. While, the outdoor area is designed to support the world around us area of learning, utilising the full potential of this area for the children's learning across the pre-school curriculum is an area for development which the staff have identified and the inspection endorses. The children's work is valued and celebrated in many interesting displays within the playroom.
- The staff have begun to use an appropriate method of planning and assessment which supports the development of a broad and balanced pre-school programme. The staff observe and record the children's progress and development and use the information to inform the planned programme.
- The organisation of the day provides for lengthy periods of play. Outdoor play is provided, in nearly all weathers, and the children understand and independently follow the established routines. The arrangements for coat hanging and transition from outdoor play to the story session are less effective and the staff need to review how to promote the learning inherent in this routine. All other transitions and routines are smooth and unobtrusive. The snack routine effectively promoted the children's sense of responsibility, self-help and social skills; hygiene was very carefully monitored and rigorous in ensuring that hand washing occurred and food was handled with care.

- All the staff listen attentively to the children and offer good to very good ideas to extend the learning. The interactions between the staff and the children are sensitive, reassuring and nurturing. The staff are softly spoken, yet consistently affirmative, and unobtrusively invite and engage children in learning. The children have appropriate time to process information and to carry out instructions or answer questions. During the song session, the children made suggestions for actions in the songs and were encouraged to use language creatively to think and express their own ideas about people that work in the local community.
- The provision and procedures for children who have additional learning needs are underpinned by an agreed process to identify the children. While the individual plans include the children's strengths, more detailed identification and use of information about the specific nature of the children's difficulties needs to be used to inform the individual plans. The positive strategies for the children with behavioural needs have a very good impact on enabling the children to engage in productive collaborative play.
- 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 very good personal and social skills.

## **7. Leadership and management**

- The leadership and management of the playgroup is good at all levels. The staff are a new, reflective, collegial team that have worked productively to develop a shared understanding and consistent approach to the development of the pre-school curriculum. They are currently using a self-evaluation tool to support the continuous development and have recently agreed a development plan. The development plan has appropriate priorities and the associated action plans have been adjusted to focus on the identified training needs of the staff. The evaluations of the improvement work do not identify sufficiently the impact it has had on the outcomes for the children.
- The early years specialist from the Early Years Organisation, the proprietor and the staff have brought about significant improvements in the learning environment and the development of the resources for the curriculum within the past year. The transitional arrangements for the new leader and the induction process were effectively managed by the leader, proprietor and early years specialist; considerable and relevant attention was given to the update of staff training, roles and responsibilities and a review of the centres policies and procedures to provide a child-centred and a quality pre-school programme.
- The playgroup made an application for shared education funding and was unable to participate due to a lack of an available partner in the Omagh area. The early years specialist, from the Early Years Organisation, is keeping this under review.
- The playgroup has established effective links with the parents, relevant agencies and the main feeder primary schools for the benefit of the children. Information about the children's progress and development is recorded and is shared with the parents at key times throughout the year. A recent parent and grandparent stay and play session was provided to promote the value of learning through play. The parents are kept informed about any additional needs the children may have and the newsletters include relevant educational focus on activities and songs for the parents to help their children to learn.

## **8. Safeguarding**

- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect broadly the guidance issued by the relevant Departments. There is a need to define the areas of abuse in the safeguarding policy and to develop further the risk assessments for outings in line with the Department of Education requirements.

## **9. Overall effectiveness**

Buddies Childtime Centre demonstrates the capacity to identify and bring about improvement in the interest of all children.

The playgroup has demonstrated the capacity to address the following area for improvement.

- The staff need to develop further their understanding and use of self-evaluation and development planning in order to ensure a more direct link to the evaluation of the learning outcomes for the children.

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 proprietor and senior member of 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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