

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Cabbage Patch Playgroup,  
Bangor, County Down

Report of an Inspection in  
May 2016



The Education and Training Inspectorate  
Promoting Improvement

**Providing Inspection Services for:**

Department of Education  
Department for the Economy  
Department for Communities

CUSTOMER  
SERVICE  
EXCELLENCE



## Quantitative terms used by the Education and Training Inspectorate

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 when reporting on Achievement and standards, on Provision for learning and on 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 nursery school / playgroup has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the nursery school / playgroup sustains improvement.
The nursery school /playgroup demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the nursery school/ playgroup sustains improvement.
The nursery school/ playgroup needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the nursery school's/ playgroup's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.
The nursery school / playgroup needs to address urgently the significant areas for improvement identified in the interest of all learners. It requires external support to do so. The ETI will monitor and report on the nursery school's / playgroup's progress in addressing the areas for improvement. There will be a formal follow-up inspection.

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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 settings, which were applied to this inspection, are available in the ETI publication *Together Towards Improvement: a process for self-evaluation* at: [Together Towards Improvement Pre-school | Education and Training Inspectorate](#)

Inspectors observed learning and teaching 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 meeting with those involved with leadership and management including the management group; and
- the opportunity for the parents and staff to complete confidential questionnaires.

A minority of the parents and all of the staff responded to the confidential questionnaires. The parental responses included positive written comments praising the staff and the quality of the provision for their children. The staff responses were also positive. The ETI has reported to the management the small number of issues emerging from the questionnaires.

## 2. Focus of inspection

In order to promote improvement in the interest of all children, the purpose of inspection is, through effective linking of internal and external approaches, to evaluate the:

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

## 3. Context

Cabbage Patch Playgroup operates within Cabbage Patch Day Nursery on the outskirts of Bangor.

## 4. Overall findings of the inspection

<b>Overall effectiveness</b>	<b>Capacity to identify and bring about improvement.</b>
<b>Achievements and standards</b>	Good
<b>Provision for learning</b>	Good
<b>Leadership and management</b>	Good

## **5. Achievements and standards**

- The children are well settled and demonstrate good levels of independence. They work well in pairs and in groups and spend lengthy periods at purposeful and concentrated play. The children produce representational work that is age and stage appropriate and can talk confidently about their work and experiences. They are well behaved and respectful towards the staff, their peers and the environment.
- Almost all of the children demonstrate good talking and listening skills. They can follow instructions, listen attentively to stories and refer to books located in areas of the room. In the imaginative role-play areas, they use the available resources to act out real-life scenarios that build on their own personal experiences and learning.

## **6. Provision for learning**

- The staff support the children well in their play and the quality of the interaction is consistently of a high quality. The planning guides the staff in their work and often reflects the children's own ideas and interests. The staff know the children very well and keep regular observations and assessments of their responses to the activities.
- Although the indoor and outdoor learning environments provide opportunities for the children to develop a range of learning across the curriculum there is a need to enhance further the resources for play to ensure more choice and variety, particularly for the more able children. Currently, there is no planning for outdoor play; the staff need to plan the outdoor provision to ensure progression and challenge in the children's learning throughout the year.
- The daily timetable provides variety in the experiences for the children and a balance between free play and activities organised by the staff. The organisation of the snack routine provides very good opportunities to develop the children's independence and social skills.
- The children in the group who require additional support with aspects of their learning are identified at an early stage. The individual education plans drawn up for particular children show good progress in their area of need.
- The quality of pastoral care is very good. There is a caring ethos in the playgroup and working relationships between the staff and the children are very good.
- The daily programme includes a healthy snack for the children and an appropriate period is allocated for energetic physical play.

## **7. Leadership and management**

- The staff work well as a team and have made a useful start to the process of self-evaluation and development planning. They have identified appropriate areas for improvement including the further development of the outdoor provision.

- Effective links have been established with the parents for the benefit of the children.
- The playgroup employs the services of an early years specialist from the Early Years Organisation to support the staff in their work. Both parties reported good working relationships.
- 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 reflect the guidance issued by the relevant Departments.

## **8. Overall effectiveness**

Cabbage Patch Playgroup demonstrates the capacity to identify and bring about improvement in the interest of all the children. The ETI will continue to monitor how the playgroup sustains improvement, in particular, there is a need to:

- develop planning for outdoor play provision and continue to enhance the resources for all areas of play to ensure more variety, challenge and progression in all of the children's learning.

## STATISTICAL INFORMATION ON CABBAGE PATCH PLAYGROUP, BANGOR

### 1. Details of children

<b>Number of children:</b>	Class 1
Attending full-time	
Attending part-time	16
Under 3 years of age*	
Funded by Department of Education	15
With statement of special educational needs	0
Without a statement but receiving therapy or support from other professionals for special educational needs	1
At CoP stages 3 or 4**	0
At CoP stages 1 or 2**	2
With English as an additional language	0
Who left in previous school year to attend reception provision within a primary school	0

\* On 1 July.

\*\* The stages refer to those set out in the Code of Practice for the Identification and Assessment of Special Educational Needs.

Percentage qualifying under DE admission criteria 1 or 2.	100
Average attendance for the previous year.	86.4%
Number of days open in previous school year	185

### 2. Duration of sessions

<b>Full-time</b>	<b>Part-time: am</b>	<b>Part-time: pm</b>
	09.15 am-11.45 am	

### 3. Details of staff

<b>Number of:</b>	<b>Full-time</b>	<b>Part-time</b>
Staff including, Teachers/Leaders	2	3
Number of staff holding a recognised child care qualification	1	3
Number of staff holding a recognised teaching qualification	0	
New appointments within the previous 12 months	1	

<b>Number of: ***</b>	
Students	
Trainees	

\*\*\* Total placements since September of current year

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