

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Denamona Pre-School,
Fintona, County Tyrone

Report of an Inspection in
November 2015

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 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 continue to 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 continue to 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.

Contents

Section	Page
1. Inspection method and evidence base	1
2. Focus of inspection	1
3. Context	1
4. Overall findings of the inspection	1
5. Achievements and standards	2
6. Provision for learning	2
7. Leadership and management	3
8. Overall effectiveness	3
Appendix	

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 discussion with the staff;
- 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.

A small number of the parents and staff responded to the online questionnaires and almost all were positive about all aspects of the life and work of the playgroup. The responses from the questionnaires were shared with the staff and the management committee. The member of the management committee who met the inspection team praised highly the commitment and work of the staff.

2. Focus of inspection

In order to promote improvement in the interests 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

Denamona Pre-School is situated in a playroom attached to Denamona Primary School. Since the last inspection in 2006, two new members of staff have been appointed. One student was present on the day of the inspection.

4. Overall findings of the inspection

Overall effectiveness	Capacity to identify and bring about improvement
Achievements and standards	Good
Provision for learning	Good
Leadership and management	Good

5. Achievements and standards

- The children are able to concentrate when encouraged by the staff to choose from a range of purposeful activities. A small number of the children take time to settle into the routine of the day and all are beginning to share and take turns. Almost all of the children are independent in dressing and self-registering on arrival and for the snack. They are beginning to form friendships and most are engaging in productive collaborative play.
- The children have a wide range of ability regarding their communication skills and the staff are aware of their individual needs. Most of the children display appropriate attention and listening skills; these skills need to be developed further to encourage the children to retell stories, sing songs and rhymes through incidental and meaningful playful learning. They have a good understanding of mathematical language and know a range of positional and size-related words.
- The World Around Us area of learning is a key strength; in particular, the children's understanding of the need to care for the chickens and the growing of vegetables in the outdoor play area. Their fine motor skills develop effectively and the children's careful observations enable them to represent their own ideas through creative drawings and pictures.

6. Provision for learning

- The staff's interaction is sensitive and supports effectively the children in exploring the play activities. The children turn readily to the staff for support and engage in play which extends their learning across the curriculum. The staff celebrate the children's work in attractive displays which are used effectively to enhance the children's learning. During the inspection, the children showed a high level of interest in the whole group story session; they would benefit from more opportunities to handle books and to mark-make during play. The attractive indoor and outdoor learning environment provides a good breadth of learning opportunities across the curriculum.
- The planning for the pre-school curriculum provides variety in the activities and identifies the learning to be promoted which is linked increasingly to the assessments of the children's progress. The staff have developed a systematic approach to assessment using the key worker system and provide oral reports to the parents on the children's settling-in period. The profiles of the children's progress provide valuable information to inform the planned programme. The staff need to develop further the programme for energetic play in order to provide progression in the physical development programme.
- The staff have received professional development through the Special Needs Capacity Building Programme; they need to apply more rigorously the strategies from the programme to support a significant minority of the children identified with additional learning needs. A small number of the children have external support and the staff need to integrate more fully the support programmes into their day-to-day work with the children. The staff report that the children with additional needs are making progress and the staff work consistently to provide an inclusive learning environment.

- The quality of the arrangements for pastoral care is very good. The staff treat the children with respect and a high level of care. The working relationships at all levels are promoting effectively a supportive learning environment. The children appear happy and secure in the well-organised routines of the day. There is a lengthy period of play and the staff prepare carefully the authentic resources which stimulate the children's interest and imagination.
- The staff give good attention to the promotion of healthy eating through the provision of healthy snacks. The children play in the outdoors and use the school hall for physical movement activities.

7. Leadership and management

- The leader sets a positive tone for a calm and purposeful learning environment; she is well supported by the deputy leader and the student. The staff reflect on the children's learning and progress; they collate daily evaluations of the children's responses to the planned programme. It will be appropriate for the staff to use the evaluations to inform better the cycle of action- and development-planning for continuous improvement in the programme.
- The early years specialist from the Early Years Organisation provides effective support for the staff to develop: the planning and assessment methods; the room layout; and, the transitions in the daily timetable. The priorities for improvement in the three-year development plan need to be underpinned by more rigorous evaluations and to link more coherently to the action plans. The staff need to adjust the development plan to take account of the priority areas of development highlighted in the inspection report.
- There are effective links with the parents through information meetings and the availability of staff at the end of the session. The staff celebrate the children's work through displays and thereby encourage interest in what the children are learning. They have reflected appropriately on the need to return to the use of newsletters to provide the parents with information regarding the children's learning. Most of the children transfer to the local primary school; the principal maintains very supportive links with the children and the staff of the playgroup.
- 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

The playgroup demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will continue to monitor how the playgroup sustains improvement.

STATISTICAL INFORMATION ON DENAMONA PRE-SCHOOL PLAYGROUP

1. Details of children

Number of children:	Class 1
Attending full-time	14
Attending part-time	*
Under 3 years of age*	0
Funded by Department of Education	15
With statement of special educational needs	*
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**	*
With English as an additional language	*
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.	*
Average attendance for the previous year.	92%
Number of days open in previous school year	188

2. Duration of sessions

Full-time	Part-time: am	Part-time: pm
	09.00-12.00	

3. Details of staff

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

Number of: ***	
Students	1
Trainees	0

© CROWN COPYRIGHT 2016

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: www.etini.gov.uk