

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Dervock Community  
Playgroup, Ballymoney,  
County Antrim

Report of an inspection in  
December 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.

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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 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.

All of the staff and most of the parents completed questionnaires and were wholly positive about the life and work of the playgroup.

## 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

Dervock Community Playgroup is located in a classroom in the William Pinkerton Memorial Primary School in Dervock. There has been no change in staffing since the last inspection in 2007.

## 4. Overall findings of the inspection

Overall effectiveness	A Important areas for improvement
Achievements and standards	Very good
Provision for learning	Good
Leadership and management	Important areas for improvement

## **5. Achievements and standards**

- The children settle very quickly on arrival in the playgroup and spend lengthy periods in self chosen, purposeful and concentrated play. Almost all demonstrate independence, are at ease with the staff and show a good regard for the views and opinions of others in the group. The quality of the children's work is of a high standard and shows good attention to detail.
- The indoor learning environment provides very good opportunities for the children to develop their pre-reading and writing skills. They enjoy listening to stories, browsing through the books and can make good attempts at early mark-making.
- The children are keen to explore and investigate the activities available and can talk confidently about their work and experiences. In the imaginative role play area they have valuable opportunities to engage with their peers and to act out real-life scenarios.

## **6. Provision for learning**

- The quality of pastoral care is very good. The staff are very committed to the children and work hard to create a friendly and caring ethos in the playgroup. The indoor learning environment is presented attractively and the staff promote learning and teaching effectively across almost all areas of the pre-school curriculum. The staff need to develop further aspects of the World Around Us and the physical play programmes.
- The staff join readily with the children in their play and build on their responses to enhance learning. The children's ideas, interests and responses are noted regularly by the staff and the information gained is shared with the parents throughout the year. The staff need to focus on linking effectively the observations of the children's responses to the planning in order to demonstrate clearly the progression in the children's learning and development. The planning for outdoor learning and physical activity needs to be developed further by the staff.
- The organisation of the day is managed well to provide variety in the experiences for the children and to promote their independence and social skills. There is a good balance between free play and activities organised by the staff.
- Currently, there are no children in the group who require additional support with aspects of their learning.
- The playgroup gives very good attention to promoting healthy eating and the daily programme includes a healthy snack and the opportunity to engage in active outdoor play.

## **7. Leadership and management**

- The staff have identified appropriate areas for development including the process of self-evaluation and development planning and recognise the need for assistance in bringing about the necessary improvements.

- Effective links have been established with the parents and the local primary school for the benefit of the children.
- The playgroup has comprehensive arrangements in place for safeguarding children. These arrangements reflect broadly the guidance issued by the relevant Department.
- The playgroup has had several changes in early years specialist from the Early Years Organisation in recent years and, as a result, progress in certain areas of the provision has been slow. The areas for improvement identified in this report should now be a priority for support.

## **8. Overall Effectiveness**

The playgroup needs to address important areas for improvement in the interest of all the children. The ETI will monitor and report on the playgroup's progress in addressing the areas for improvement which include the need to:

- develop further the planning for outdoor play and physical activity; and
- develop the processes of self-evaluation and development planning.

There will be a formal follow-up inspection.

## STATISTICAL INFORMATION ON DERVOCK COMMUNITY PLAYGROUP

### 1. Details of children

<b>Number of children:</b>	Class 1	Class 2	Class 3
Attending full-time	10		
Attending part-time	7		
Under 3 years of age*	0		
Funded by Department of Education	10		
With statement of special educational needs	0		
Without a statement but receiving therapy or support from other professionals for special educational needs	0		
At CoP stages 3 or 4**	0		
At CoP stages 1 or 2**	0		
With English as an additional language	1		
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.	0
Average attendance for the previous year.	92%
Number of days open in previous school year	188

### 2. Duration of sessions

<b>Full-time</b>	<b>Part-time: am</b>	<b>Part-time: pm</b>
2.5 hours		

### 3. Details of staff

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

<b>Number of: ***</b>	
Students	1
Trainees	

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

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