

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Drumahoe Playgroup,
Drumahoe, County Derry

Voluntary pre school playgroup

Report of an inspection in
January 2017



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
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INTRODUCTION

1. Context

Drumahoe Pre-school Playgroup is located in the grounds of Drumahoe Primary School and provides both indoor and outdoor play areas. The children attending the centre come from the local areas of Drumahoe and Altnagelvin. At the time of inspection sixteen children were attending the centre.

Number of children:	Class 1
Attending full-time	16
Attending part-time	6
Under 3 years of age*	0
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	0
At CoP stages 3 or 4**	0
At CoP stages 1 or 2**	6
With English as an additional language	0
Who left in previous school year to attend reception provision within a primary school	0

Percentage qualifying under DE admission criteria 1 or 2.	0
Average attendance for the previous year.	76%
Number of days open in previous school year	188

Source: data provided by the setting.

2. Views of parents and staff

A significant minority of parents and all of the staff responded to the confidential questionnaire. The responses were highly positive and parents commented in particular on how settled the children are and the positive relationships existing in the setting.

3. Focus of the inspection

In order to promote improvement in the interest of all children, the inspection linked internal and external approaches to evaluate the:

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

KEY FINDINGS

4. Overall findings of the inspection

Overall effectiveness	Important areas for improvement
Outcomes for learners	Good
Provision for learning	Important area for improvement
Leadership and management	Important area for improvement

5. Outcomes for learners

- The children are well settled and the majority display good levels of independence; most can put on their own coats and aprons and are familiar with the routines of the day and manage the transitions with ease. They engage in sustained play in the playroom and interact positively with staff and their peers. The children display a sense of social responsibility; they help tidy up, share resources and assist peers in play.
- Almost all of the children are making good progress in most areas of the pre-school curriculum. They display an understanding of early number, can sort and match and use language of capacity and measure. The children enjoy and are attentive in the group story sessions; however, they have a limited interest in early mark-making. They assume roles easily in the play areas and are developing well their fine and gross motor skills; they can run, jump, hop and engage in pedalling, riding and pushing and pulling toys. They can produce creative artwork; however, this is over-directed by the adults.

6. Quality of provision

- The staff provide insufficient opportunities for the children to develop their interest in and understanding of the World Around Us. The children are provided with daily opportunities to engage in outdoor play; however, the area is dominated by ride on trucks and a track. The elongated layout of the outdoor play area results in staff undertaking a supervisory role rather than engaging with the children and modelling play. A review of the arrangements for outdoor play is required; the staff have identified appropriately the need for this improvement. The playroom is well-organised and the staff make good use of the space and resources available; a greater selection of authentic resources and real items is required to enhance interest and learning.
- The planning covers all areas of pre-school curriculum and there is evidence of some progression in the planned learning; however, the observations conducted by the staff are not undertaken regularly enough in order to assess the children's learning and meet their specific needs.
- Overall, there are good interactions between the staff and the children. The adults use effective questioning to develop thinking skills and encourage children's engagement. Positive behaviour is promoted and the children respond well to consistently-applied positive behaviour strategies.
- The quality of care and welfare benefits the learning. A welcoming, caring ethos influences the work of the playgroup and working relationships between the staff and the children are good.

7. Leadership and management

- Work on the current development plan has not begun and clear priorities for improvement in the pre-school are not identified. Staff, with the support of the committee and the early years specialist, need to develop further their understanding of self evaluation in order to bring about continuous improvement.
- The current early years specialist has been supporting the staff from September 2016 and the staff have availed of recent staff development opportunities; the information gleaned from these inputs now needs to be incorporated into the work of the playgroup.
- Parents are kept informed about the life and work of the pre-school through the bi-monthly newsletter. Further information on how they could support their child at home should also be included.
- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect the guidance issued by the relevant Departments.

CONCLUSION

8. Overall effectiveness

Drumahoe Community Playgroup needs to address important areas for improvement in the interest of all the learners.

The areas for improvement are for the leader and staff to:

- develop, with the support of the management committee and early years specialist, the self-evaluation and development planning processes, in order to bring about continuous improvement in the pre school; and,
- develop the planning and assessment methods to ensure that the children's individual needs are met more effectively and that they have appropriate challenge and progression across the year.

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 in 12 to 18 months.

Information on sessions and staff

Duration of sessions

Full-time
2 hours 45 minutes

Details of staff

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

Number of: *	
Students	0
Trainees	0

Source: data provided by the setting.

* Total placements since September of current year

N/A not available

Inspection method and evidence base

The effective practice and self-evaluation questions which guide inspection and self-evaluation of pre-school settings, which were applied to this inspection, are available in the ETI publication *The Pre-school Inspection and Self-Evaluation Framework* at: <https://www.eti.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 management group; and
- the opportunity for the parents and staff to complete a confidential questionnaire.

Reporting 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 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 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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