

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Kindertee Playgroup, Derrylin,  
County Fermanagh

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.

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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.

Forty-two percent of the parents and staff responded to the online questionnaires and another nine parents handed in paper questionnaires to the inspectors on the day of the inspection. The responses from the questionnaires were highly positive and were shared with the staff and the management committee. The staff questionnaire responses were all positive.

## 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;
- the quality of provision for learning; and
- the quality of leadership and management.

## 3. Context

Kindertee Playgroup is situated in purpose-built accommodation in Main Street, Derrylin, eight miles from Enniskillen. The leader and one of the staff were in post at the time of the last inspection in 2007. The deputy leader is on leave and a member of staff is in the post of acting deputy leader.

## 4. Overall findings of the inspection

Overall effectiveness	High level of capacity for sustained improvement
Achievements and standards	Outstanding
Provision for learning	Outstanding
Leadership and management	Outstanding

## **5. Achievements and standards**

- The children are very well-settled and secure in the daily routines for play and activities organised by the staff. They have high levels of independence and self-help skills, they are freely choosing activities and planning and organising their play throughout the sessions. They are confident to address adults by their name and ask for support when required. Their behaviour is excellent and they show a very good understanding of the need to care for the environment and to consider the needs of one another through sharing and turn-taking. The children are curious and confident to explore and experiment at play and their co-operative play is well-developed for this time of year.
- The children's language skills are at various stages of development and the staff provide information relating to their progress which indicates that the children with additional needs are making very good progress, in line with expectations in their individual plans. The children's understanding of mathematical language is well-developed and they display understanding of early concepts about time, shape and space and numbers. During the inspection, the children were attentive and demonstrated very good listening skills during the group story and showed a keen interest in books.
- The children enjoy the farm and the dental surgery role play activities and they have a very good awareness of people who live and work in the local rural area. During role play, the children had very good language skills and understanding of dental x-rays, care of teeth routines and were motivated to discuss a planned visit to the dentist. The farming play was realistic and the children have a very good awareness of the care of the animals and of fuel for machinery. The play with natural materials enabled them to problem-solve, predict what might happen next and to strengthen their fine motor skills and hand-eye co-ordination skills. The children are confident to run, balance and jump and most display appropriate gross motor skills during outdoor energetic play, while indoors, the staff have incorporated climbing challenges into the organisation of the day.

## **6. Provision for learning**

- The staff interaction is skilful in promoting learning across all areas of the curriculum. The staff respond sensitively to the children's ideas and interests and model effectively the use of appropriate language. The children enjoy individual and group stories, sing during play, paint pictures and mark make at levels appropriate to their individual stages of development. The attractive indoor and outdoor learning environment provides a breadth of learning opportunities across the curriculum.
- The organisation of the day provides a lengthy period of freely chosen play and energetic outdoor learning. The snack routine is incorporated well in the daily routines and the children learn a range of skills across the curriculum. The staff appropriately identify long, medium and short-term planning for a range of connected areas of the curriculum. Progression in the learning is evident in the planned programme. Planning for the pre-school curriculum is effectively linked to the detailed assessments of the children's progress.

- The children with additional needs have individualised plans and detailed assessment records, which take account of advice from a range of professionals; the staff closely plan for and monitor the children's progress. The high quality provision, which is underpinned by the professional knowledge and expertise of the staff, enables the children to settle and enjoy learning in a challenging inclusive environment. There is effective use of verbal and visual prompts to promote positive behaviours and dispositions to learning. The children are secure in their routines and are beginning to form friendships or to show awareness of others.
- The quality of the arrangements for pastoral care is outstanding. The staff actively plan for the individual needs of the children. They model respect through their interactions with the children and one another. The working relationships at all levels effectively promote a caring and welcoming learning environment.
- The staff give outstanding attention to the promotion of healthy eating through the provision of healthy snacks. The children can independently access drinks of water throughout the sessions and enjoy a range of fruits from a snack menu which changes throughout the year. The children have regular opportunities, weather permitting, for energetic play outdoors, which includes digging in the garden area.

## **7. Leadership and management**

- The leader displays a high level of specialist knowledge and expertise about the needs of children and has an understanding of effective strategies to engage the children in accessing purposeful learning experiences. There is a continuous agenda for improvement and the staff have acquired the Eco Schools Bronze and Silver awards and maintain a strong emphasis on recycling, growing and taking care of the environment. The staff have completed Investors in People training to promote team-building and they work effectively as a well-developed team who are passionate about and committed to the development of the playgroup. There is an effective cycle of review and evaluation and good use is made of the information to inform the development planning process.
- The ethos of the playgroup is one of respect and care. There are very good links with the parents and local community. The partnership with the parents was exemplified by the very positive responses in the centre's own consultation processes; clearly the views of the parents are valued and inform the life and work of the playgroup. Useful links are established with the local primary schools.
- The independent early years specialist promotes self-reflection, evaluation and action-planning and supports the staff by sharing best practice in science and strategies to help meet the individual needs of the children.
- 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 has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will continue to monitor how the playgroup sustains improvement.

## STATISTICAL INFORMATION ON KINDERTEE PLAYGROUP

### 1. Details of children

<b>Number of children:</b>	Class 1	Class 2	Class 3
Attending full-time	21	17	
Attending part-time	*	*	
Under 3 years of age*	0	0	
Funded by Department of Education	20	16	
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	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.	8%
Average attendance for the previous year.	94%
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>
	9.00-11.30	12.00-2.30

### 3. Details of staff

<b>Number of:</b>	<b>Full-time</b>	<b>Part-time</b>
Staff including Teachers/Leaders	4	1
Number of staff holding a recognised child care qualification	4	1
Number of staff holding a recognised teaching qualification	0	0
New appointments within the previous 12 months	0	0

<b>Number of: ***</b>	
Students	0
Trainees	0



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