

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Little Bunnies Playgroup,
Holywood, County Down

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.

All of the staff completed questionnaires and were wholly positive about the life and work of the playgroup. There were no returns from the parents.

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

Little Bunnies Playgroup is located in The Guide Hall in the centre of Holywood. The staff have to set up and clear the playroom daily as it is shared with other groups throughout the week. The playgroup is due to close in June 2016.

4. Overall findings of the inspection

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

5. Achievements and standards

- The children settle 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 on offer 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. There is a high adult child ratio in the playgroup and all of the staff contribute to the friendly, caring atmosphere. The indoor learning environment is attractively presented and the staff promote learning and teaching effectively across almost all areas of the pre-school curriculum. The staff have appropriately identified the need to develop aspects of the physical play programme and outdoor leaning environment further.
- The quality of the staff interactions with the children are consistently of a high quality. The staff readily join with the children in their play and build on their responses to enhance learning. The children's ideas, interests and responses are regularly noted by the staff and linked to the planning of the pre-school programme. Information gained about the children's progress and development is shared with the parents throughout the year.
- The organisation of the day is managed well to provide variety in the experiences for the children. The staff need to plan for and provide more regular opportunities for the development of outdoor learning and physical activity.
- 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.

7. Leadership and management

- The staff are a very hard working and committed team and have identified appropriate areas for development.
- Effective links have been established with the parents and a local primary school for the benefit of the children.

- The playgroup has satisfactory arrangements in place for safeguarding children. These arrangements reflect broadly the guidance issued by the relevant Department. The centre needs to ensure that the children's outdoor play area is secure.
- The early years specialist from the Early Years Organisation provides good levels of support to the staff. She encourages a reflective approach to their work and, to date, has assisted them well in developing aspects of the provision. The development of the outdoor play provision and physical activity should now be a priority.

8. Overall Effectiveness

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

STATISTICAL INFORMATION ON LITTLE BUNNIES PLAYGROUP

1. Details of children

Number of children:	Class 1	Class 2	Class 3
Attending full-time			
Attending part-time	17		
Under 3 years of age*			
Funded by Department of Education			
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			

* 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.	
Number of days open in previous school year	

2. Duration of sessions

Full-time	Part-time: am	Part-time: pm
	9.00 - 11.30	

3. Details of staff

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

Number of: ***	
Students	
Trainees	

*** Total placements since September of current year

Health and safety

1. Uneven paving stones in the outdoor play area present a hazard to the children and the staff.
2. The security aspect of the exterior fence leading to the children's play area at the rear of the property needs to be reviewed.

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