

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Little Treasures Playgroup,  
Kinawley, County Fermanagh

Voluntary playgroup

Report of an inspection in  
November 2016



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments



## 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 playgroup has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the playgroup sustains improvement.
The playgroup demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the playgroup sustains improvement.
The 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 playgroup's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.
The 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 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, 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.

Sixty three percent of the parents and all of the staff responded to the confidential questionnaire. All of the responses were highly positive about the children's high quality learning experiences and the approachable and friendly staff.

## 2. Focus of inspection

In order to promote improvement in the interest 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 Treasures Playgroup is located in purpose built accommodation in Killawley. The children attending come from the surrounding area and at the time of inspection 17 children were attending the setting. All staff members were in post at the time of the last inspection in 2009.

## 4. Overall findings of the inspection

<b>Overall effectiveness</b>	High level of capacity for sustained improvement
<b>Achievements and standards</b>	Outstanding
<b>Provision for learning</b>	Very good
<b>Leadership and management</b>	Very good

## **5. Achievements and standards**

- The children are familiar with the daily routines and the transition between activities is smooth. The children's behaviour is exemplary and they interact very well with each other; sharing and turn taking with their peers during purposeful and concentrated play. They manage the resources and their belongings through the day, make their own choices for play, serve drinks and food during snack time and assist in tidying the playroom.
- Almost all of the children, including those who are experiencing difficulties with aspects of their learning, are making progress across the six areas of learning. They enjoy climbing, running and jumping activities during outdoor play and are developing well physically. The children's very good representational drawings make use of a wide range of materials and are celebrated in displays within the playroom. All children are interested in, and care for the environment; planting and tending the flowers and vegetables in the outdoor area. The children attend and respond well to the quiet story and song time and understand mathematical ideas about number, shape and space and measure.

## **6. Provision for learning**

- The playroom is stimulating and inviting and the staff use the indoors and outside spaces creatively to support learning particularly for physical development and enhancing the children's curiosity in their outdoor environment.
- The quality of the interactions between the staff and the children is consistently of a very high quality. The staff listen carefully to the children, respond to their interests and extend their thinking and learning through the effective use of open-ended questioning and by modelling language.
- The detailed planning guides effectively the progression in activities throughout the year. The staff make detailed records of the children's learning that include samples and photographs of the children's work.
- The staff are proactive and determined in meeting the needs of those children who have difficulties with their learning. Through effective links with parents and professionals they access help and use a variety of effective strategies to support individuals.
- The quality of pastoral care is outstanding. The children are very well behaved, work very well with each other and respond positively to the adults. A caring, supportive and inclusive environment is evident within the pre-school.

## **7. Leadership and management**

- The staff understand the pre-school curriculum and a focussed development plan guides well their work to enhance the learning experiences. The dedicated management committee and staff support both parents and community by providing the highest possible quality provision for the children in their care.
- An independent early years' specialist provides very good support and responds well to the professional development needs of the staff, which have been identified through reflective self evaluation of their practice.

- The playgroup has strong parental and community links. Parents are kept up to date with the life and work of the playgroup through the very informative newsletter; they contribute to evaluations of the playgroup through questionnaires and avail of workshops and other support from community agencies. The children transfer to primary schools in the area through carefully planned transition programmes.
- On the basis of the evidence available at the time of the inspection, the playgroup has comprehensive arrangements in place for safeguarding children which reflect the guidance issued by the relevant Departments.

## **8. Overall effectiveness**

Little Treasures Playgroup has a high level of capacity for sustained improvement in the interest of all the learners.

The ETI will monitor how the playgroup sustains improvement.

## STATISTICAL INFORMATION ON LITTLE TREASURES PLAYGROUP

1. Details of children

<b>Number of children:</b>	<b>Class 1</b>
Attending full-time	17
Attending part-time	0
Under 3 years of age*	0
Funded by Department of Education	16
With statement of special educational needs	#
At CoP stages 3 or 4**	#
With English as an additional language	#

\* 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.	100%
Average attendance for the previous year.	95%
Number of days open in previous school year	185

2. Duration of sessions

<b>Full-time</b>	<b>Part-time: am</b>
-	3 hours

3. Details of staff

<b>Number of:</b>	<b>Part-time</b>
Staff including, Teachers/Leaders	#
Number of staff holding a recognised child care qualification	#

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

**Source:** data provided by the nursery school / playgroup.

# fewer than 5

N/A not available

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