

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Newmills Playgroup,
County Tyrone

Voluntary playgroup

Report of an Inspection in
December 2018



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments

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1. Context

Newmills Playgroup is located in the village of Newmills, County Tyrone and the children enrolled all come from the surrounding rural area. All of the staff, including the leader, who was appointed in September 2018, have been appointed since the last inspection. A new management committee has also been very recently established.

Number of children:	Class 1
Attending full-time	18
Funded by Department of Education	18
With statement of special educational needs	0
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**	#

Percentage qualifying under DE admission criteria 1 or 2.	6
Average percentage attendance for the previous year.	N/A
Number of days open in previous school year	185

Source: data provided by the setting.

* On 1 July.

** The stages refer to those set out in the Code of Practice for the Identification and Assessment of Special Educational Needs.

fewer than 5

N/A not available

2. Views of parents and staff

A minority of parents and all of the staff responded to the confidential questionnaire. All of the responses were very positive regarding the work and life of the playgroup. In written comments, the parents highlighted the warm, welcoming and supportive environment and their confidence in the setting. All of the responses were shared with the leadership and management.

3. Focus of the inspection

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

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

4. Overall findings of the inspection

Overall effectiveness	Capacity to identify and bring about improvement
Outcomes for learners	Good
Quality of provision	Good
Leadership and management	Very good

5. Outcomes for learners

- All of the children achieve good outcomes across most areas of the pre-school curriculum. The children are happy, motivated, and enthusiastic and they understand and respond well to the routines of the playgroup and are confident in exploring new experiences.
- The majority of children's engagement is concentrated, purposeful and productive. Most of the children can self-register at arrival and snack time, and chose appropriate resources for their play. They can also make patterns, design simple models and paint and draw early representational pictures in response to the world around them. A small number of children still require support from adults to make choices and develop their own ideas.
- The children's personal and social development is a strength; they show respect and consideration for one another. The children collaborate and share during play and are confident to ask the staff questions or to initiate their own ideas. All of the children listen and respond appropriately during the group story and rhyme session.
- At the time of inspection, the staff had identified no children as having additional learning needs.

6. Quality of provision

- The staff have a shared understanding of the pre-school curriculum and their interaction and engagement with the children promotes purposeful play, generates enjoyment and extends their language.
- The assessment information is drawn from a wide range of relevant sources, however it is not used effectively enough to identify the needs of individual children and to inform the planned programme. As a result, a small number of the planned activities lack challenge and the opportunity for more appropriate progression.
- The daily timetable is planned carefully and well-established routines are used to support learning; however, there is insufficient guidance for those children who still rely on the adults to make choices and extend their learning. The snack routine effectively promotes the children's mathematical understanding about measures, their sense of responsibility in organising the routine, and their self-help and social skills. The playroom and outdoor areas are organised to make good use of space and provide relevant resources and a stimulating learning environment for the children to explore. The playgroup is attractively presented and enhanced by relevant displays of the children's own work.
- Based on the evidence available at the time of the inspection, the pre-school's approach to the care and welfare of the children impacts positively on learning, teaching and outcomes. There is an inclusive ethos which respects and values difference and the staff take account of the children's own ideas, interests and opinions to inform their planning.

7. Leadership and management

- The playgroup is led, organised and managed very effectively. Following considerable consultation with staff and parents, recent changes have led to significant improvements within the setting. The leadership and staff are developing a collaborative approach with a shared vision to provide high quality child-centred provision. The staff are well-supported by the newly appointed management committee.
- The early years specialist, from the Early Years Organisation, also works effectively in partnership with the staff and provides very effective advice guidance, challenge and support.
- The staff employ a very good range of self-evaluation and action planning processes. The development plan is devised and informed by appropriate consultation with parents/carers, staff, the early years specialist and the management committee. The identified priorities within the development plan and associated action plans are appropriate and focus on effecting improvement in the children's learning experiences and the quality of the provision.
- There are very effective partnerships with parents and the wider community, most recently through the Big Bedtime Read as part of the Getting Ready to Learn Strategy. Parents are kept well informed about the playgroup and their child's progress. Parents also actively support the playgroup by contributing voluntarily to fundraising events. There are close links with local primary schools which help the children to make smooth transitions into their next stage of education.

8. Safeguarding

- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect the guidance from the relevant Departments. However, there is a need to review and update the school's child protection policy to ensure it includes all recent guidance from the Department of Education.

9. Overall effectiveness

Newmills Playgroup demonstrates the capacity to identify and bring about improvement in the interest of all the children.

There is an area for improvement that the playgroup has demonstrated the capacity to address. The area for improvement is:

- to make use of the observations of the children to assess their learning and plan future activities which provide appropriate levels of challenge and support.

The ETI will monitor how the playgroup sustains improvement.

Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework is available on the ETI website <https://www.etini.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

Quantitative terms

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 management¹:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

The ETI use the following levels when reporting on governance:

High degree of confidence
Confidence
Limited confidence

The ETI use the following levels when reporting on safeguarding:

Reflects the guidance
Reflects broadly the guidance
Unsatisfactory

The ETI use the following levels when reporting on care and welfare:

Impacts positively on learning, teaching and outcomes for learners
Does not impact positively enough on learning, teaching and outcomes for learners

¹ And the overall provision in a subject area or unit, as applicable.

Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the school:

<p>The school has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.</p>
<p>The school demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.</p>
<p>The school needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the school's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.</p>
<p>The school needs to address urgently the significant areas for improvement identified in the interest of all the learners. It requires external support to do so. 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.</p>

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