

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Newtownbutler Cross-Community
Playgroup, County Fermanagh

Voluntary playgroup

Report of an Inspection in
February 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

Newtownbutler Cross-Community Playgroup is accommodated in the village of Newtownbutler, County Fermanagh. The children come from the surrounding rural area. At the time of the inspection the permanent deputy leader was in the position of acting leader and one of the permanent assistants was in the position of acting deputy leader. The leadership team, along with three further assistants oversee both morning and afternoon sessions.

Number of children:	Class 1	Class 2
Attending full-time	23	7
Attending part-time	#	1
Funded by Department of Education	23	7
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**	#	3
At CoP stages 1 or 2**	2	#

Average percentage attendance for the previous year.	84%
Number of days open in previous school year	188

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

All six members of staff responded to the confidential questionnaire and the responses were very positive. All of the responses were shared with the leadership and management. No parent questionnaires were completed.

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	Very good
Quality of provision	Good
Leadership and management	Good

5. Outcomes for learners

- The children attain very good standards across the six areas of the pre-school curriculum and are independent in making choices of resources and activities to develop their learning. The children settle quickly to play and are curious to explore and experiment and persevere during play to solve problems.
- The children are aware of early mathematical concepts; they investigate using number, shape and measurement and use positional language in the construction area and when using malleable materials. They engage in purposeful and sustained indoor and outdoor play and sort confidently during a very efficient snack time.
- The children's fine motor skills are developing appropriately. They use the wide range of art materials, dough and construction materials with independence to initiate and develop their own imaginative ideas. They make patterns, design simple models and paint and draw early representational pictures in response to the world around them. They engage in imaginative role play, re-enacting familiar family roles in the home area and mud kitchen.
- The children's behaviour and awareness of one another is very good; most collaborate and share during play and are confident to ask the staff questions or to initiate their own ideas. They have very positive attitudes to learning. All of the children listen and respond appropriately during the group story and rhyme session; those who require support with aspects of their learning are fully integrated into the group and are making good progress.

6. Quality of provision

- The planned programme indicates the intended progression across all of the areas of the pre-school curriculum; however, the staff's daily reflections on learning are not evaluative. The staff understanding of the stages of development in learning and how to match the planned experiences more closely to the pre-school curriculum and the children's needs and interests is not sufficiently developed. Staff observations of the children and assessment records of their achievements are good and are used appropriately to inform parents of their progress.
- The staff provide an attractive and well-organised learning environment. They focus on the establishment of routines and the personal, social and emotional development of the children. Through the use of external funding and careful planning, the staff have created a stimulating outdoor learning area to allow for a wide range of learning activities which includes investigating the world around them.
- The interactions between the staff and the children are of a consistently high quality. Very good and effective questioning by staff encourages, supports and challenges the children. The staff listen to and respond appropriately to the children's requests.
- The children who require additional support with their learning are identified early through information gathered from staff observations, parents and other professionals. Well-considered individual plans are developed to support their progress.

- Based on the evidence available at the time of the inspection, the pre-school's approach to care and welfare impacts positively on learning and teaching, and outcomes. A welcoming, caring ethos and excellent working relationships influence the work of the pre-school and provide an environment which promotes independence and active learning.

7. Leadership and management

- The staff are reflective in their work and with the effective support of the independent early year's specialist, have identified relevant priorities with associated action plans. However, the action plans do not provide a clear enough focus on the specific actions required to bring about improvement and how this improvement will be measured.
- The acting leader of the pre-school is gaining confidence in her role and promotes a sense of team work among the staff; she is a very good role model in her own work with the children. The acting leader is supported very well by the acting deputy leader, the staff and the management committee.
- The pre-school has established effective links with the parents, relevant agencies and the main feeder primary schools for the benefit of the children. Information about the children's progress and development is gathered regularly and is shared at key times throughout the year with the parents.

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.

9. Overall effectiveness

Newtownbutler Cross-community Playgroup pre-school demonstrates the capacity to identify and bring about improvement in the interest of all children.

The playgroup has demonstrated the capacity to address the following areas for improvement.

The areas for improvement are:

- to develop further the staffs' understanding of the stages of development in learning and how to match the planned experiences more closely to the pre-school curriculum and the children's needs and interests; and
- to develop further the action planning process with more specific actions to bring about improvement and clearer information on how this improvement will be measured.

The ETI will monitor how the pre-school 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,; 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 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 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.
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.
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.
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.

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