

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Paddington Playgroup,
Galbally, County Tyrone

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.

Fifty-eight percent of the parents and 100% of staff responded to the confidential questionnaires. All of their responses were wholly positive about all aspects of the life and work of the playgroup. In their additional written comments, the parents expressed their appreciation of the regular communication between the staff and parents and the caring, stimulating learning environment that has been created in the playgroup. They praised also the enthusiasm of the staff and the excellent rapport they have with the children.

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

Paddington Playgroup is situated in newly purpose-built accommodation in Galbally Community Centre, County Tyrone. There are currently 40 children attending the playgroup; 24 children in the morning session and 16 children in the afternoon session. The leader has been in post from September 2015.

4. Overall findings of the inspection

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

5. Achievements and standards

- The children are well settled and are secure in the well-established routines of the day. Almost all of the children sustain concentrated, purposeful play, of both a solitary and collaborative nature, and are well-behaved. They are developing effective social skills and are forming friendships as they play with their peers.
- The quality of the children's mathematical language and their understanding of associated mathematical concepts are very well-developed. They are developing effectively their understanding of measures, shape, positional language and number through a range of play opportunities both in the playroom and during energetic play in the hall.
- There is variation in the children's use of language and their communication skills. A small number of the children are delayed in their acquisition of language skills and require specific programmes to meet their language development needs. All of the children are attentive and engage fully during the highly effective large group story session and participate enthusiastically during the enjoyable rhyme session. The children's early mark making, writing and representational drawing are of a very high standard and their work is mounted on attractive displays around the playroom.
- The children's fine motor skills are very well developed through the many opportunities available to them to use a range of tools, equipment and materials in the playroom. The children engage enthusiastically in a range of energetic, physical activities, such as, running, jumping and balancing, during the physical session in the hall.

6. Provision for learning

- The staff have created attractive and stimulating learning environments for the children, both indoors in the playroom and in the recently completed outdoor learning environment. The playgroup is very well resourced and the ease of access to materials promotes independence as the children engage in a play activity of their choice.
- The daily routine is well organised and provides a good balance between free play and the more adult-led activities. The snack routine and all transitions between the activities are developed effectively to provide very good learning opportunities across the curriculum. All time is used effectively throughout the session to maximise the learning potential for all children.
- The quality of the interactions between the staff and the children is consistently of a high standard. The staff engage skilfully with the children during play; they listen and respond to the children's ideas and extend their thinking and vocabulary through effective questioning.
- The quality of the arrangements for pastoral care in the playgroup is outstanding. The staff treat the children and each other with care and respect and have created an inclusive, welcoming environment in which everyone is safe and supported. This welcoming ethos is further enhanced by the 'open-door' practice at the end of each session where parents are free to come into the playroom to collect their children and observe them while they are engaged in table-top play activities with their key workers.

- The staff plan together and evaluate the quality of the provision on a weekly basis. They collate informative observations of individual children using a key-worker system and use the assessments based on their observations to inform future planning. The pre-school programme is well balanced and provides very good opportunities for learning across all areas of the pre-school curriculum. The staff have identified appropriately the need to develop further the planning for learning in the recently completed and stimulating outdoor environment.
- The staff have identified a small number of the children who require additional support with aspects of their learning, in particular with language and communication. Effective partnerships have been developed with the parents and outside agencies, and appropriate intervention strategies are in place to support the children.
- The playgroup gives very good attention to healthy eating and physical activity.

7. Leadership and management

- The leader of the playgroup has established an effective system of planning for improvement and has articulated a vision for providing high quality care and education, which is shared by all staff and the supportive management committee. She is a very effective role model and is supported well by her staff in all areas of the life and work of the playgroup.
- The playgroup is an integral part of the local community in Galbally. There are excellent links with the parents and they are kept informed about their children's learning and about the life and work of the playgroup through, for example, a mobile phone text service, an informative monthly newsletter, the attractive parents' notice board and regular informal and formal meetings. Parents and grandparents contribute also to the children's learning experiences through visiting the playgroup to share their skills and expertise with them. There are productive links with the local primary school, to which most of the children transfer, and relevant information about the children's progress is provided to the year one teacher to support effective transitional arrangements from pre-school to year one.
- 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 PADDINGTON PLAYGROUP

1. Details of children

Number of children:	Class 1	Class 2	Class 3
Attending full-time			
Attending part-time	24	16	
Under 3 years of age*			
Funded by Department of Education	24	16	
With statement of special educational needs			
Without a statement but receiving therapy or support from other professionals for special educational needs	1	2	
At CoP stages 3 or 4**			
At CoP stages 1 or 2**			
With English as an additional language		1	
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.	100
Average attendance for the previous year.	92.75
Number of days open in previous school year	190

2. Duration of sessions

Full-time	Part-time: am	Part-time: pm
	2.5 hrs	2.5 hrs

3. Details of staff

Number of:	Full-time	Part-time
Staff including, Teachers/Leaders	3	2
Number of staff holding a recognised child care qualification	4	
Number of staff holding a recognised teaching qualification	1	
New appointments within the previous 12 months	1	

Number of: ***	
Students	
Trainees	

*** Total placements since September of current year

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