

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Peter Pan Playgroup, Trillick,
County Tyrone

Voluntary playgroup

Report of an inspection in
October 2016

eti

The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments

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 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.

Contents

Section	Page
1. Inspection method and evidence base	1
2. Focus of inspection	1
3. Context	1
4. Overall findings of the inspection	1
5. Achievements and standards	2
6. Provision for learning	2
7. Leadership and management	2
8. Overall effectiveness	3
Appendix	

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.

Eighty percent of the parents and fifty percent 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 supportive staff.

2. Focus of inspection

In order to promote improvement in the interest of all children¹, 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

Peter Pan Playgroup is located in purpose-built accommodation in Main Street, Trillick. The play facilities include registration of an outdoor area. The children attending the playgroup come from the surrounding area and transfer to the local primary schools. The staff are in post since the last inspection in 2008.

4. Overall findings of the inspection

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

5. Achievements and standards

- The children enjoy play, are secure in the routines of the day and very well settled. They make confident choices of resources and activities, and turn readily to the staff for support. The children sustain collaborative, purposeful and concentrated play and are motivated to experiment. They are well-behaved, take very good care of the sensory learning environment and are proud of their work. The children who require support with aspects of their learning are very well integrated into the group and are making very good progress.
- The children are achieving well across all areas of learning. They are confident and adventurous, keen to explore, to climb and are resilient in managing obstacles and challenges in energetic play. They have very well-developed fine motor skills and produce creative representational work that is age- and stage-appropriate. They are absorbed in finding out how microscopes work and are curious about the effects of light and colour. The children have a keen interest in stories and understand early mathematical ideas about time, shape, number and measures. The children's personal and social skills are very well developed and they respond to one another in a caring and friendly manner.

6. Provision for learning

- The staff create a well-organised and stimulating learning environment with a calm flow of purposeful activities throughout the day; there is very effective use of all time for learning.
- The quality of the interactions between the staff and the children is consistently of a very high quality. The staff effectively extend the children's language through sustained high quality conversation and effective open-ended questions to promote learning.
- There are well informed links between planning and assessment methods which guide the day-to-day work of the staff. The staff plan comprehensively for progression in learning across the year and have a shared understanding of the effective promotion of all areas of the pre-school curriculum.
- The children with additional needs are identified early with the support of the parents and other professionals in liaison with the staff. The staff use and apply a range of effective strategies which they gain through the special educational needs capacity building programme to promote an inclusive learning environment for all the children.
- The quality of pastoral care is outstanding; the parental partnership is strong and their views are respected. The needs of the children are paramount and there is a deep sense of care and willingness to provide the best possible learning experience for each child.

7. Leadership and management

- The staff have an in-depth understanding of the pre-school curriculum, take responsibility for training and professional development, and work effectively with the supportive management committee to provide a high quality learning experience for the children.

- The playgroup employs an independent early years' specialist who supports the staff well in sustaining development work and collaborates well with the management committee in building the capacity of the staff to self-evaluate. The staff's reflective and constructive approach to self-evaluation leads to consistent improvement in all areas of their provision.
- There is excellent communication and effective links with the parents which contribute to the provision of a stimulating programme to meet the children's individual needs and interests. Their financial support ensures viability. Valuable links with feeder primary schools and support agencies benefit the children through well-managed transitions, shared expertise and effective use of extended services funding.
- On the basis of the evidence available at the time of the inspection, the playgroup has satisfactory arrangements in place for safeguarding children which reflect the guidance issued by the relevant Departments. The staff need to maintain the risk assessment records.

8. Overall effectiveness

Peter Pan Playgroup has a high level of capacity for sustained improvement in the interest of all the children. The ETI will monitor how the playgroup sustains improvement.

STATISTICAL INFORMATION ON PETER PAN PLAYGROUP

1. Details of children

Number of children:	Class 1
Attending full-time	20
Attending part-time	0
Under 3 years of age*	0
Funded by Department of Education	20
With statement of special educational needs	#

* 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.	96%
Number of days open in previous school year	185

2. Duration of sessions

Full-time	Part-time: am
N/A	2.5 hours

3. Details of staff

Number of:	Full-time
Staff including, Teachers/Leaders	#
Number of staff holding a recognised child care qualification	#

Source: data provided by the nursery school / playgroup.

fewer than 5

N/A not available

Health and safety/Accommodation

1. The playroom was cold during the afternoon meeting with the staff; the staff report that the electric heating system is very costly to run and the temperature is difficult to control.

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