

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Rainbow Community  
Childcare, Eglish, Dungannon,  
County Tyrone

Report of an Inspection in  
January 2016

*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 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 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.

Fifteen percent of the parents responded to the confidential questionnaire; all of the responses were highly positive. In their additional written comments, the parents expressed high levels of satisfaction with all aspects of the playgroup. All of the staff responded to the questionnaire; their responses were wholly positive.

## 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:

- the children's achievements and standards;
- the quality of provision for learning; and
- the quality of leadership and management.

## 3. Context

Rainbow Community Childcare Playgroup is situated in the former community school in the village of Eglish, County Tyrone. Currently, twenty six pre-school education programme funded children attend the part-time session in the playgroup. Since the last inspection, a new leader has been appointed and the playgroup has relocated to the current premises. The playgroup uses the HighScope approach.

## 4. Overall findings of the inspection

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

## **5. Achievements and standards**

- All of the children are very well settled and engage enthusiastically in sustained purposeful, concentrated play. They are developing very well their independence and self-management skills and respond positively to the well established routines of the playgroup. The children display a natural curiosity for the world around them and are beginning to ask questions and solve problems naturally through play.
- The children communicate well with each other and with the staff and visitors; they talk confidently about their learning using appropriate vocabulary. All of the children participate fully in the well-focused planning and review sessions. They enjoy books, access them independently and listen attentively to stories read on demand and in the large group story sessions. The children make very good use of the opportunities for early mark- making.
- The children demonstrate a keen interest in the arts; they take part in sustained role play, interacting well with each other and making very good use of the available resources. They work creatively with a range of media to make high quality representations and take great pride in their work.
- The children are developing well their fine motor skills as they use a range of tools in the playroom for example, during snack, at the dough table and in the home corner. They are developing appropriately their gross motor skills as they engage enthusiastically in physical, energetic play outdoors.
- The children have a very good understanding of key mathematical concepts, such as number, measures and positional language; they use mathematical language confidently during play, both indoors and outdoors.

## **6. Provision for learning**

- The staff have created stimulating and child-centred learning environments, in the playroom and outdoors, which reflect well the children's interests. All of the available space for learning is used effectively to encourage the children's independence and self-management skills.
- The quality of the interactions between the staff and the children is consistently of a very high quality. The staff model play and use effectively open-ended questions to extend the children's thinking and to develop their problem solving skills. A particular strength of the interactions is the staff's use of a rich vocabulary and appropriate topic related language in conversation with the children.
- The quality of the arrangements for pastoral care is outstanding. There is a welcoming, positive, respectful ethos which impacts on the work of the playgroup. The staff know the children well, and respond with care to their needs and interests.
- The play programme is broad and well-balanced and provides high quality learning experiences across all areas of the pre-school curriculum. The planning is informed effectively by the rigorous system of observation and assessment of the children's progress in their learning.

- The playgroup gives very good attention to healthy eating and physical activity; the children learn how to make healthy food choices, enjoy healthy snacks and participate in a varied range of energetic physical activities.

## **7. Leadership and management**

- There is a collaborative team approach within the playgroup and a commitment by staff to provide an exciting learning environment for the children. The leader is an outstanding role model and is supported well by her skilful staff and management committee in all areas of the life and work of the playgroup.
- There is a well-developed culture of self-evaluation which has led to significant improvements in the playgroup's provision, for example, in the development of the World Around Us curriculum and the outdoor play provision. A particular strength of the leadership is the well-embedded system of staff appraisal which identifies and meets appropriately the continual professional development needs of all the staff.
- The staff have developed effective links with the parents through, for example, regular informative newsletters and information sessions. There are also very good pastoral and curricular links with the local primary schools which help the children's transition from the playgroup to the foundation stage.
- The early years specialist, from the Early Years Organisation, has recently been appointed to the playgroup. She has worked closely with the leader to identify appropriately the support required to develop further the provision.
- 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**

Rainbow Childcare 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 RAINBOW COMMUNITY CHILDCARE

### 1. Details of children

<b>Number of children:</b>	Class 1
Attending full-time	
Attending part-time	26
Under 3 years of age*	0
Funded by Department of Education	26
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**	0
At CoP stages 1 or 2**	0
With English as an additional language	*
Who left in previous school year to attend reception provision within a primary school	0

\* 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.	87.5%
Number of days open in previous school year	189

### 2. Duration of sessions

<b>Full-time</b>	<b>Part-time: am</b>	<b>Part-time: pm</b>
	9.15 am-12.15 pm	

### 3. Details of staff

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

<b>Number of: ***</b>	
Students	0
Trainees	0

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

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