

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Rainbow Community Playgroup,
Omagh, County Tyrone

Report of an inspection in
February 2016

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The Education and Training Inspectorate
Promoting Improvement

Providing Inspection Services for:

Department of Education
Department for the Economy
Department for Communities

CUSTOMER
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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 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.

Twenty-two percent of the parents responded to the online questionnaires and a small number included comments praising the excellent staff and the children's positive learning experiences. The responses from the parental questionnaires were highly positive and shared with the staff and the management committee. All of the staff responses to the staff questionnaire responses were positive.

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

3. Context

Rainbow Community Playgroup is situated in a purpose-built accommodation within a community centre in Omagh town. The playgroup has no outdoor learning area. The leader is in post since the last inspection in 2008. There are two new members of staff appointed.

4. Overall findings of the inspection

Overall effectiveness	Capacity to identify and bring about improvement
Achievements and standards	Good
Provision for learning	Good
Leadership and management	Good

5. Achievements and standards

- The children settle quickly to play and readily engage in learning. They are able to self-register using their photograph and name symbols. The children are confident to make choices and respond well to invitations by the staff to engage in activities. They show increasingly levels of independence and self-help skills. The children can organise themselves to play co-operatively and can often sustain concentrated play for significant periods.
- While the children's language development is progressing well, there are wide variations in the children's stages of language development. The children are developing their language skills as a result of the excellent strategies used by the staff in modelling good vocabulary and are able to transfer the language during imaginative play. The newcomer children show ongoing improvement in their understanding of instructions and are beginning to use words and phrases during play to express their needs and ideas. The children with additional needs are making very good progress in line with expectations in their individual plans.
- The children are developing their mathematical language and concepts and show awareness of counting, shape and measurement. The children explore and experiment with blocks and problem-solve when building structures. They are curious about spaceship construction and engage in learning about design when handling information and pictures of spacemodels on the iPad. The children are confident to run, balance and jump and readily turn to the staff for support during physical activity.

6. Provision for learning

- The close involvement of the staff in the children's play coupled with their high quality interaction is skilful in promoting learning across all areas of the curriculum. The staff respond promptly to the children's ideas and interests and promote sustained shared interactions to effectively develop appropriate language and thinking skills.
- The staff plan for a broad range of learning opportunities and appropriately place a strong emphasis on planning for personal, social and emotional development and for language development. The key worker system is managed effectively and the staff record relevant information about the children's progress and learning; however, there is a need to ensure that there are records kept for all the areas of learning and the information used more rigorously, to inform the planning process.
- The children with additional needs have appropriate individual education plans which identify their strengths and needs. The strategies are supporting the children's progress and development. All the staff work effectively to provide inclusive and purposeful learning experiences for the children. The staff are engaging effectively with a range of external professionals and continue to seek advice and support for a small number of the children.
- The quality of the arrangements for pastoral care is outstanding. The caring family atmosphere created by the staff promotes the children's development of social and emotional well-being. The staff provide a safe and secure learning environment for the children. Through the effective promotion of respecting difference and increasing the children's awareness of others, the staff ensure that the needs and interests of all the children are addressed.

- The staff give very good attention to the promotion of healthy eating through the provision of healthy snacks and availability of drinking water throughout the session.

7. Leadership and management

- The leader has led and managed many improvements from the last inspection, and with the support of the staff and the management committee, created a very nurturing and stimulating indoor learning environment for the children. There is a culture of effective teamwork which the staff need to build on in order to develop further the action planning for improvement. The staff implement well their training from the Capacity Building Programme for special needs and their sensitive interaction with the children is a key strength.
- There are strong links with the parents and local community. The effective partnership with the parents is encouraged through newsletters, involvement at the start and end of the sessions, questionnaires and meetings with the staff. Useful links are established with the local primary schools and there are strong links with external agencies in the local community
- There early years specialist from the early years organisation provides clear advice, guidance and support for the staff to enable them to continuously improve the quality of the pre-school programme.
- On the basis of the evidence available at the time of the inspection, the pre-school has satisfactory arrangements in place for safeguarding children. These arrangements reflect broadly the guidance issued by the relevant departments. The following area needs to be addressed:
- The deputy leader, in her role as deputy designated safeguarding officer, needs to complete the two day introductory training in safeguarding.

8. Overall effectiveness

Rainbow Community 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 playgroup sustains improvement, in particular, the need to:

- develop further the physical play programme and the provision for outdoor learning; and
- complete the deputy designated officer safeguarding training.

STATISTICAL INFORMATION ON Rainbow Community Playgroup

1. Details of children

Number of children:	Class 1	Class 2	Class 3
Attending full-time			
Attending part-time	23	12	
Under 3 years of age*	0	0	
Funded by Department of Education	23	0	
With statement of special educational needs	*	*	
Without a statement but receiving therapy or support from other professionals for special educational needs	6	*	
At CoP stages 3 or 4**	*	*	
At CoP stages 1 or 2**	*	*	
With English as an additional language	6	*	
Who left in previous school year to attend reception provision within a primary school	0	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.	95%
Number of days open in previous school year	187

2. Duration of sessions

Full-time	Part-time: am	Part-time: pm
	8.45-11.45	12.30-3.00

3. Details of staff

Number of:	Full-time	Part-time
Staff including Teachers/Leaders	1	2
Number of staff holding a recognised child care qualification	1	2
Number of staff holding a recognised teaching qualification	0	0
New appointments within the previous 12 months	0	

Number of: ***	
Students	2
Trainees	0

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