

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Rascals Community Playgroup,  
Gortin, County Tyrone

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

Rascals Community Playgroup is located in purpose-built accommodation with an outdoor play area and is attached to Owenkillow Community Centre, Gortin. Almost all of the staff are in post since the last inspection in May 2012.

<b>Number of children:</b>	Class 1
Attending part-time	15
Funded by Department of Education	15
Without a statement but receiving therapy or support from other professionals for special educational needs	#
At CoP stages 1 or 2**	#

Average percentage attendance for the previous year.	93
Number of days open in previous school year	185

**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

## 2. Views of parents and staff

A small number of the parents and all of the staff responded to the confidential questionnaire. All of the parental responses were highly positive about the work of the approachable and reliable staff. The staff questionnaires indicated that the staff work well as a team to support one another and to provide information to the management committee.

## 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

<b>Overall effectiveness</b>	High level of capacity for sustained improvement
<b>Outcomes for learners</b>	Very good
<b>Quality of provision</b>	Very good
<b>Leadership and management</b>	Very good

## **5. Outcomes for learners**

- The children are very well settled and sustain concentrated, productive play across all areas of the pre-school curriculum. The children's behaviour is exemplary; they are familiar with the routines of the day and take responsibility for the care of the materials. The children are caring towards one another and have very good levels of independence; often initiating ideas for play and sustaining concentration to complete activities.
- The children have a natural curiosity and readily turn to the adults to answer their questions or to ask for additional resources to enhance their investigative play. They are confident in choosing and making imaginative use of the resources and can talk about their learning or recall previous learning.
- Most of the children show understanding of early mathematical language related to position, size and shape. They use early counting during construction play and incidentally make comparisons throughout activities.
- The children enjoy listening to stories, handle books with care and have well-developed role-play skills. They have an awareness of print and are able to self-register on arrival and at the snack using their printed name cards. The children's fine motor skills are developing appropriately according to their individual stages of development.
- The children who require support with aspects of their development are well integrated into the group and are making very good progress in line with expectations.

## **6. Quality of provision**

- The staff are reflective about the needs and interests of the children and carefully prepare a stimulating learning environment with well-resourced areas of play. The children's learning is celebrated through a variety of displays of their artwork and photographs of their learning experiences. The outdoor area provides for a range of learning experiences including the planting and care of bulbs. Provision and planning for more challenging energetic play is an area of ongoing development which the inspection endorses as appropriate.
- The planning and assessment methods are effective in ensuring progression in learning across all areas of the pre-school programme. The staff review the activities and assess the children's responses and their learning. They make very good use of the information to inform the provision of meaningful learning experiences which are well-matched to the children's needs and interests. The staff effectively integrate the children with additional needs. They ensure that early identification and referral to support services is initiated promptly, following detailed discussions with the parents.
- The quality of the staff interaction is very good. The children benefit from interactions that encourage them to share their ideas. The staff actively listen and skilfully extend the children's language and thinking by promoting imaginative play and modelling vocabulary.

- Based on the evidence available at the time of the inspection, the playgroup's approach to the care and welfare of the children impacts very positively on learning, teaching and outcomes. The staff have a very respectful and nurturing approach; they value the children's contributions and consistently promote independent participation in all activities.

## **7. Leadership and management**

- The playgroup is well-organised with very good leadership and management at all levels. The staff work collegially with a clear understanding of their roles and responsibilities. Capacity building for leadership is an effective part of the staff training programme. All of the staff have, or are enhancing, their professional qualifications and have a very good understanding of child development.
- The playgroup's approach to development planning and self-evaluation is focused on providing a quality child-centred learning environment. Recently, the early years specialist from the Early Years Organisation and the staff have begun to use a new audit tool to promote greater rigor in self-evaluation. The three year development plan and the action plans identify many relevant priorities. However, the action plans do not outline clearly enough the baseline and the actions that impact on the learning to support the staff in their monitoring and evaluation of the progress and improvement achieved.
- The playgroup 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 broadly the guidance issued by the relevant Departments. The staff are developing the format for risk assessments which needs to be finalised and ratified by the management committee.

## **9. Overall effectiveness**

Rascals 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.

### 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, including a representative the management group; 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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