

# Education and Training Inspectorate PRE-SCHOOL INSPECTION



## Roundabout Playgroup, Gortnaghy, County Londonderry

Voluntary playgroup DE Ref No: 2AB-0074

Report of an Inspection in October 2019



Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments



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## 1. Context

Roundabout Playgroup is situated in the area of Gortnaghy and comprises of a large playroom with access to a small outdoor area. The children attending the playgroup come from the surrounding rural area and all are in their pre-school year. There have been no changes in permanent staff since the last inspection; however an additional temporary post has been created to provide support for special educational needs.

<b>Number of children:</b>	Class 1
Attending part-time	16
Funded by Department of Education	16
With statement of special educational needs	#

Percentage qualifying under DE admission criteria 1 or 2.	100
Average percentage attendance for the previous year.	88
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

N/A not available

## 2. Views of parents and staff

A small number of the parents and all of the staff responded to the confidential questionnaire. A summary of the questionnaire responses were shared with the leader and a representative from 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>	Address urgently the significant areas for improvement
<b>Outcomes for learners</b>	Good
<b>Quality of provision</b>	Important areas for improvement
<b>Leadership and management</b>	Important areas for improvement

## **5. Outcomes for learners**

- Overall, the children's outcomes are good. All of the children are well-settled for the time of year and engage purposefully in their play. A majority of them engage in co-operative play and a small number are beginning to take part in role-play within the house, farm play and the block areas.
- The children are confident in approaching the adults for help and support. Almost all of the children are developing their independence; they self-register on arrival, are beginning to access resources for their play and are becoming familiar with some of the routines in the setting, such as the snack routine. The children are generally well-behaved and a small number were observed sharing resources and developing friendships.
- While most of the children have good oral language, a minority still require adult support in order to listen attentively during large group story time. During the inspection the children showed a limited interest in books. A small number of children created representative pictures of a good quality and engaged in mark making.
- The children are beginning to show an interest in the World Around Us; in particular the farm animals in the sand tray, the autumn display table and discussing the windy weather during outdoor play. They were observed counting, matching and naming shapes; however, their use of early mathematical language is underdeveloped.

## **6. Quality of provision**

- There are important areas for improvement across almost all areas of the pre-school curriculum. The long-term planning is insufficiently detailed and learning is too generic to guide the staff effectively in planning a programme which provides for progression in the development of the children's skills. Although there is regular short-term planning in place, the staff do not have a well-developed process and a set time to work together and use their observations of the children's learning to inform their planning. The staff recognise the need to develop their understanding of how to plan effectively for learning and have, with the assistance of their Early Years Specialist, identified a training opportunity to begin to address this area.
- The staff interactions with the children are variable in quality. While there were some examples of good interactions, there were many missed opportunities to model play for the children and use open-ended questioning to promote the children's problem-solving and develop their vocabulary, and in particular, their early mathematical language.
- The staff provide a bright and organised playroom and the recent development of the outdoor play area has ensured a wider range of experiences for the children. There is no specific planning for the outdoor sessions to guide the staff in how to promote more effectively the children's learning and progression in the outdoor area.

- Based on the evidence available at the time of the inspection, the pre-school's approach to care and welfare does not impact positively enough on learning teaching and outcomes. The staff are friendly and caring towards the children; however, the current approaches to promoting positive behaviour are not effective enough in helping the children to control the level of noise within the playroom.
- The staff have identified the need to access additional training to support children with additional learning needs. While they are developing links with relevant external agencies, the suggested strategies are not reflected within the Individual Educational Plans.

## **7. Leadership and management**

- There has been insufficient focus by the leadership and staff on curricular development over the last number of years and the improvement plans have focused on developing resources rather than learning. The staff understanding and use of self-evaluation is underdeveloped; consequently, they have not evaluated the impact of their improvement plans on the outcomes for the children. There is a development plan in place and the leadership and staff, with support from their early years specialist from the Early Years Organisation, have identified some areas for development. However, there are no supporting action plans to outline how these developments will be brought about and how the staff will monitor and evaluate the impact. The leadership has identified relevant staff development and training opportunities in line with the development plan priorities.
- The management committee are supportive of the leader and staff and some have expertise in education. They need to develop their challenge function of as part of the self-evaluation processes within the playgroup.
- There are good links with one of the primary schools to which a majority of the children transfer; this included a successful buddy system with children in the primary school. The staff are aware of the need to extend these links to the other local schools. The playgroup communicates regularly with the parents through the monthly newsletters; however, they do not yet promote sufficiently the role of the parent and home learning.

## **8. Safeguarding**

- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect broadly the guidance from the relevant Departments. However, Roundabout Playgroup needs to:
  - update the Child Protection Policy to reflect the current guidance from the Department of Education;
  - provide greater detail in the Risk Assessments for educational trips and visitors to the setting; and
  - continue to review and monitor the effectiveness of the routines at the start and end of the session.

## **9. Overall effectiveness**

Roundabout Playgroup 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 areas for improvement are to develop:

- the children's early mathematical language;
- the planning and assessment for all areas of the pre-school curriculum to guide better the staff and improve the quality of their interactions with the children;
- the use of self-evaluation to bring about improvement in the quality of the provision and the outcomes for the children; and
- the routines throughout the day, in particular, at the start and end of the session.

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 in 18 to 24 months.

### 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 chair of the management committee; 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<sup>1</sup>:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

The ETI use the following levels when reporting on governance:

High degree of confidence
Confidence
Limited confidence

The ETI use the following levels when reporting on safeguarding:

Reflects the guidance
Reflects broadly the guidance
Unsatisfactory

The ETI use the following levels when reporting on care and welfare:

Impacts positively on learning, teaching and outcomes for learners
Does not impact positively enough on learning, teaching and outcomes for learners

<sup>1</sup> And the overall provision in a subject area or unit, as applicable.



## 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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