

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Sunshine Community Playgroup,  
Lisburn

Report of an Inspection in  
November 2014

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*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

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 in reports:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

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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 centres, which were applied to this inspection, are available in the ETI's publication *Together Towards Improvement: a process for self evaluation* at: [Together Towards Improvement Pre-school | Education and Training Inspectorate](#)

Inspectors observed teaching and learning through play, the children's achievements and standards, scrutinised relevant documentation, and held 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; and
- the opportunity for the parents and staff to complete a confidential questionnaire.

Almost all of the parents and all of the staff who responded to the questionnaire were wholly positive about all aspects of the life and work of the playgroup. They praised the support and care all of the staff give to their children and the progress their children are making in their learning. Any issues raised were shared with the leader and the chairperson of the management committee.

## 2. Context

Sunshine Community Playgroup is situated in Killultagh Orange Hall on the Legaterriff Road, Upper Ballinderry, Lisburn. All of the staff have been in post since the last inspection in 2007.

## 3. Focus of the inspection

The inspection focused on:

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

## 4. Overall findings

<b>Overall Performance Level</b>	<b>Very Good</b>
<b>Achievements and Standards</b>	<b>Very Good</b>
<b>Provision</b>	<b>Very Good</b>
<b>Leadership and Management</b>	<b>Good</b>

### Key findings of the inspection

## **5. Achievements and standards**

- The children are very well settled and respond well to the established routines during the day, such as snack, story time and during transitions. They are well-behaved and engage in purposeful play for sustained periods of time. Almost all of the children are developing positive attitudes to their learning and effective social skills as they play together with each other and form friendships.
- Most of the children have very good language and communication skills and engage willingly in conversations with their peers and with adults. They concentrate during story time, listening attentively and participating enthusiastically. The children's early mark making and writing are developing at an appropriate pace and most of the children can express their ideas well through representational drawings and paintings.
- The children use mathematical language with confidence and have a very good understanding of key mathematical concepts such as size, shape and time. They use their mathematical knowledge and understanding during play, both indoors and outdoors, and during their snack routine.
- The children are developing well their physical fine motor skills through activities such as threading, cutting, moulding and shaping. During the inspection, a number of children engaged in energetic physical play outdoors.

## **6. Provision**

- The staff have created a stimulating and attractive learning environment, both indoors and outdoors, with a range of interesting resources and materials that meet very well the needs of the children. They have created a well-organised learning environment and make effective use of all of the available space. The children's work is valued and celebrated in attractive displays around the playroom.
- The daily routine is well organised and provides a good balance between free play and the more adult-led activities. The snack routine provides very good opportunities for the children to use their mathematical language and to continue to develop their independence and their social and conversational skills.
- The quality of the interactions between the staff and the children is of a consistently high standard. The staff model good play and develop the children's vocabulary, communication and thinking skills through sustained discussions and skilful questioning. The staff are caring in their approach and respond sensitively to the individual needs of all of the children.
- The quality of the arrangements for pastoral care in the playgroup is very good. There is a positive, warm and inclusive ethos and the staff treat the children with care and respect.
- The pre-school programme is well balanced and provides good or very good opportunities for learning across all areas of the pre-school curriculum. The staff plan together and evaluate the quality of the provision and the children's achievements regularly. They know their children well and carry out regular observations and record relevant information on the children's development across all areas of the pre-school curriculum.

- The quality of the provision for children who require additional support with aspects of their learning is very good. The children are identified early, effective partnerships have been developed with the parents and outside agencies and effective intervention strategies are in place to support the children.
- The playgroup gives very good attention to healthy eating and good attention to physical activity.

## **7. Leadership and management**

- There is a collaborative team approach and sharing of professional learning and staff development. The leader is an effective role model and is supported well by the management committee and her staff in all areas of the life and work of the playgroup. The staff have made a good start to the process of self-evaluation and development planning; it will be important for the staff to develop further their shared understanding of the impact of self-evaluation on the children's learning experiences.
- There are good links with the parents, local primary schools and with other agencies. The parents are kept informed about the life and work of the playgroup through an informative monthly newsletter.
- The early years specialist (EYS) from the early years organisation (EYO) provides effective support to develop the provision in the playgroup. The EYS cluster support is building effectively the capacity of the staff to sustain ongoing improvement. The staff have benefitted from the Early Years Special Educational Needs Capacity Building Pilot and incorporate effectively, into their daily practice, many of the strategies and techniques they received during their training.
- 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. Conclusion**

In the areas inspected, the quality of education provided by this playgroup is very good. The playgroup is meeting very effectively the educational and pastoral needs of the children; and has demonstrated its capacity for sustained self-improvement.

## STATISTICAL INFORMATION

1. Details of Children

<b>Total number of children:</b>	<b>am session</b>	<b>pm session</b>
attending the pre-school setting	26	-
in their immediate pre-school year	26	-
funded by Department of Education (DE)	26	-
qualifying under DE admission criteria 1 & 2	-	-
with a statement of special educational needs	0	-
without a statement but receiving therapy or support from other professionals for special educational needs	*	-
with English as an additional language	0	-
who left in previous school year to attend reception provision within a primary school	0	-
<b>Attendance:</b>		
attendance** of funded children for the previous school year	92%	-

\* Special Educational Needs = fewer than five

\*\* Calculated from the date when the intake was complete

2. Details of Staff

<b>Number of:</b>	<b>Full-time</b>	<b>Part-time</b>
Staff, including leader	0	5
Number of staff holding a recognised child care qualification	0	5
Number of staff holding a recognised teaching qualification	0	0
New appointments within previous 12 months	0	0

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

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

3. Details of Sessions

<b>Duration of morning session</b>	<b>Duration of afternoon session</b>	<b>Number of days open in previous year</b>
2½ hours	-	185

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