

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Sunshine Playgroup, Coleraine,
County Londonderry

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.

Contents

Section	Page
1. Inspection method and evidence base	1
2. Focus of inspection	1
3. Context	1
4. Overall findings of the inspection	1
5. Achievements and standards	2
6. Provision for learning	2
7. Leadership and management	3
8. Overall effectiveness	3
Appendix	

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; and
- the opportunity for the parents and staff to complete a confidential questionnaire.

The responses to the confidential questionnaire by the parents were highly positive about the work of the staff and the high quality of their children's experiences. The staff responses to the questionnaire were also positive about all aspects of the provision.

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:

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

3. Context

Sunshine Playgroup is part of the Harpur's Hill Family Centre which provides a range of early years services to families across Coleraine.

4. Overall findings of the inspection

Overall effectiveness	High level of capacity for sustained improvement
Achievements and standards	Outstanding
Provision for learning	Very good
Leadership and management	Very good

5. Achievements and standards

- The children are progressing very well across all areas of the pre-school curriculum.
- The children are developing very positive attitudes and dispositions for learning; they play productively for sustained periods throughout the session. They show respect and responsibility for their environment and for one another during their activities and the daily routines. Those children who have been identified by the staff as requiring additional support with their social skills are well integrated and make very good progress.
- There is a wide range of language and communication skills within the group which reflects the age and stage of development of the children. The children are developing excellent attention and listening skills and are confident to express their own ideas. There is a high level of interest in books and early experimental writing and they participate very well with group songs and rhymes. A majority of the children are beginning to use early mathematical language to count, sort, match and make comparisons during their play.
- The children make confident, imaginative and independent use of the creative materials provided for their play. They often work collaboratively to paint, make simple models and experiment with colour and pattern. The children's role play is very well developed in the home area, construction and mud kitchen. There is a high level of investigative and exploratory play both indoors and outdoors.
- The children use a range of tools such as brushes and smaller equipment with confidence and demonstrate good spatial awareness and co-ordination as they run, climb, dig and transport materials outdoors.

6. Provision for learning

- The playroom and outdoor areas are very well presented providing an attractive and stimulating learning environment for the children to explore. The daily timetable is well organised; there are smooth transitions between activities and well established routines which are used very well to support learning.
- The staff are skilful in supporting the children's language and learning during the play, daily routines and very well managed group sessions. They listen carefully to the children and engage in child-led, sustained conversations to build very effectively on the children's own ideas. The children identified with additional needs are very well supported to develop their social skills, integrate and access the curriculum.
- The detailed written planning is underpinned by a good, shared understanding of the pre-school curriculum. It is implemented consistently by all of the staff and is regularly evaluated. The staff are making good progress in developing their systems of observation and assessment to track the children's progress; they have identified this as an area of continued focus and development.
- The quality of the pastoral care is outstanding. The key strengths include: the inclusive and respectful ethos which is demonstrated by the staff, children and parents; the parental involvement in their children's learning; and, the children's excellent behaviour.

- There is very good attention given to promoting a healthy lifestyle; the children help to prepare a healthy snack, are learning about dental hygiene and have very good opportunities for energetic physical play outdoors.

7. Leadership and management

- The leadership and management at all levels have a clear vision and strategic view for high quality early years provision within the area. There are very effective links with the local primary school, nursery unit and Sure Start to promote continuity in the children's learning and development and support for their families. The playgroup's involvement in the Shared Education project promotes further the link between the learning in pre-school and the Foundation Stage in primary school.
- The staff work very well as a team and are reflective in their practice. The playgroup's development plan and associated action plans set out relevant priorities for continued development and there is clear evidence of ongoing improvement. The early years specialist from the Early Years Organisation provides relevant guidance which is valued by the staff. The processes for self-evaluation, cluster support and training need to link more closely to the key areas identified in the playgroup's development plan and identify the outcomes for the children.
- On the basis of the evidence available at the time of the inspection, the pre-school has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the relevant Departments.

8. Overall effectiveness

Sunshine Playgroup has a high level of capacity for sustained improvement in the interest of all learners. The ETI will continue to monitor how the playgroup sustains improvement.

STATISTICAL INFORMATION ON SUNSHINE PLAYGROUP, COLERAINE

1. Details of children

Number of children:	Class 1
Attending full-time	0
Attending part-time	24
Under 3 years of age*	6
Funded by Department of Education	19
With statement of special educational needs	2
Without a statement but receiving therapy or support from other professionals for special educational needs	1
At CoP stages 3 or 4**	2
At CoP stages 1 or 2**	1
With English as an additional language	4
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.	19
Number of days open in previous school year	185

2. Duration of sessions

Full-time	Part-time: am	Part-time: pm
	2.5 hours	

3. Details of staff

Number of:	Full-time	Part-time
Staff including, Teachers/Leaders		5
Number of staff holding a recognised child care qualification		5
Number of staff holding a recognised teaching qualification		0
New appointments within the previous 12 months		1

Number of: ***	
Volunteers	0
Trainees	1

*** Total placements since September of current year

© CROWN COPYRIGHT 2016

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: www.etini.gov.uk