

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Tempo Community Pre-School,  
Tempo, County Fermanagh

Report of an inspection in  
February 2016



The Education and Training Inspectorate  
Promoting Improvement

**Providing Inspection Services for:**

Department of Education  
Department for the Economy  
Department for Communities



## 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.

Thirty-five percent of the parents responded to the online questionnaire and sixteen percent included comments praising the approachable staff and the quality learning experiences provided for the children. The responses from the parental questionnaire were highly positive and have been shared with the staff and the management committee. All of the staff responses to the confidential questionnaire 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

Tempo Community Pre-School is situated in purpose-built accommodation in Main Street, Tempo, and eight miles from the county town of Enniskillen. The leader and the deputy leader are in post since the last inspection in 2007. There are two new members of staff.

## 4. Overall findings of the inspection

<b>Overall effectiveness</b>	High level of capacity for sustained improvement
<b>Achievements and standards</b>	Outstanding
<b>Provision for learning</b>	Outstanding
<b>Leadership and management</b>	Outstanding

## **5. Achievements and standards**

- The children are confident and engage readily in learning. They are secure in the daily routines for play and activities organised by the staff. The children have high levels of independence and self-help skills. They can organise themselves to play co-operatively and have very good levels of concentration. Their curiosity about the activities is well-developed and they explore and experiment with a wide range of natural materials. The children are creative in their artwork and representational drawing.
- The children's language and mathematical skills are at various stages of development and most of the children have developed very good conversational skills and understand early mathematical concepts related to counting, spatial awareness and shape. The children with additional learning needs are making very good progress in line with the expectations in their individual plans.
- The children are developing their scientific awareness of The World Around Us and they are curious about baking, explore vegetables using their senses and are interested in naming the parts of the body during play. They have acquired good health and hygiene routines and understand the importance of caring for their teeth. The children are confident to run, balance and jump and most display appropriate gross motor skills during outdoor energetic play.

## **6. Provision for learning**

- The close involvement of the staff in the children's play coupled with their high quality interaction promote skilfully learning across all areas of the curriculum. The staff respond promptly to the children's ideas and interests and promote sustained, shared interactions to develop effectively their language and thinking skills. The children enjoy individual and group stories, sing during play, paint pictures and mark make at levels appropriate to their individual stages of development.
- The staff prepare attractive indoor and outdoor learning environments which provide an outstanding breadth of learning opportunities across the curriculum. The staff plan effectively for a range of interests and needs which progress the children's learning and development. The key worker system is managed effectively and the staff collate and record relevant information about the children's progress and learning which is used to inform purposefully the planned programme. The organisation of the day provides a lengthy period of freely chosen play, story time, singing and energetic outdoor learning. The snack routine is incorporated well in the daily routines and the children learn a range of skills across the curriculum.
- The children with additional learning needs are provided with a range of effective strategies to promote their all-round development. All of the staff work effectively to provide inclusive and purposeful learning experiences for the children. They are engaging effectively with a range of external professionals and have due regard for the advice provided to meet the individual needs of the children.

- The quality of the arrangements for pastoral care is outstanding. There is a friendly, family atmosphere created by the staff which promotes the development of the children's social skills and confidence. The staff provide a safe and secure learning environment for the children. They are well-cared for and there are clear boundaries set for good behaviour. Through the effective promotion of respecting difference and increasing the children's self-management skills, the staff ensure that the needs and interests of all the children are addressed.
- The staff give outstanding attention to the promotion of healthy eating through the provision of healthy snacks and weekly cookery activities. The children experiment with cooking healthy foods and prepare vegetables for soup in the home corner. The children access independently drinks of water throughout the sessions. The children have regular opportunities, weather permitting, in the outdoors for energetic play.

## **7. Leadership and management**

- The leader and deputy leader are highly committed and well-supported by the staff to implement change within the third cycle of three- year development planning for improvement. There is a culture of staff reflection, parental consultation and clear identification of the priorities for improvement. The budget is well-managed and the recent successful bid for funding has made a significant difference to the provision of high quality resources for the playroom.
- 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 play sessions, questionnaires and meetings with the staff. Useful links are established with the local primary schools and the staff are working appropriately towards building on the arrangements to strengthen the curricular links.
- There is a new early years specialist from the early years organisation and she is continuing to provide effective direction for the staff building productively on the work of the previous early years specialist.
- 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**

Tempo Community Pre-school has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will continue to monitor how the playgroup sustains improvement.

## STATISTICAL INFORMATION ON TEMPO COMMUNITY PRE-SCHOOL

### 1. Details of children

<b>Number of children:</b>	Class 1	Class 2
Attending full-time		
Attending part-time	19	12
Under 3 years of age*	0	0
Funded by Department of Education	19	12
With statement of special educational needs	*	*
Without a statement but receiving therapy or support from other professionals for special educational needs	*	*
At CoP stages 3 or 4**		*
At CoP stages 1 or 2**	*	*
With English as an additional language	0	0
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.	31
Average attendance for the previous year.	98%
Number of days open in previous school year	188

### 2. Duration of sessions

<b>Full-time</b>	<b>Part-time: am</b>	<b>Part-time: pm</b>
	08.45-11.15	12.00-2.30

### 3. Details of staff

<b>Number of:</b>	<b>Full-time</b>	<b>Part-time</b>
Staff including Teachers/Leaders	3	1
Number of staff holding a recognised child care qualification	3	1
Number of staff holding a recognised teaching qualification	0	0
New appointments within the previous 12 months	0	1

<b>Number of: ***</b>	
Students	2
Trainees	0

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