

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Tiny Tots Corner Playgroup,
Killylea, County Armagh

Voluntary pre-school playgroup

Report of an Inspection in
May 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

Tiny Tots Corner Playgroup is a voluntary playgroup located in the centre of Killylea. Since the last inspection there has been a complete change of staff with a new leader and two assistants appointed. The children come mainly from the immediate and surrounding rural area.

Number of children:	Class 1
Attending full-time	18
Attending part-time	13
Under 3 years of age*	2
Funded by Department of Education	18
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**	#

Percentage qualifying under DE admission criteria 1 or 2.	? %
Average percentage attendance for the previous year.	89%
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

All of the staff completed the confidential questionnaire and all of the responses were very positive. None of the parents responded to the confidential online questionnaire.

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

Overall effectiveness	High level of capacity for sustained improvement
Outcomes for learners	Outstanding
Quality of provision	Outstanding
Leadership and management	Outstanding

5. Outcomes for learners

- All of the children are very well-settled and interact confidently with each other and with the staff. They engage for long periods in purposeful and productive play, follow routines, complete their tasks and show respect for their environment. They are independent in making choices for play and in meeting their own needs.
- The children are eager to engage in activities and join enthusiastically in the learning opportunities available to them both indoors and outdoors. They listen attentively during story sessions and enjoy joining in action rhymes and songs. Their imaginative role play is often linked to their personal experiences and notably, for many, their rural and agricultural background influences much of their creative play.
- The children's representational art work displayed around the playgroup is of a high standard, shows close attention to detail and is age and stage appropriate for the time of year.
- The children's written records and photographic evidence demonstrate very good progress in their learning and development to date including those children identified with additional learning needs.

6. Quality of provision

- The staff provide a varied programme for the children and the written planning and methods of observing, recording and assessing the children's progress are comprehensive and guide the staff very well in their work. The learning potential of the planned activities is clearly outlined and takes appropriate account of the individual needs, interests and responses of all the children to ensure progression in their learning. Information about the children's progress and development is shared with the parents on a regular basis throughout the year.
- The staff join willingly in the children's play and generate interest and a sense of fun in many of the activities. They build effectively on the children's personal interests and experiences, ask open-ended questions, recap on previous learning and promote an awareness of the world around them. All areas of the pre-school curriculum are very well catered for and are evident in both the indoor and outdoor provision.
- The organisation of the day provides variety in the daily programme with a very good balance between quality indoor and outdoor play. There are smooth transitions between routines in the programme with all time being used effectively to promote learning. The staff are currently reviewing the end of session pick up arrangements to ensure safe exit from the building. The ETI would endorse this as a priority.
- The staff present a very attractive, stimulating and highly organised learning environment for the children. There are excellent opportunities for the staff and children to participate in collaborative play and for the staff to ensure consistency in their approach to learning and teaching. The resources are of high quality and many areas are enhanced with the addition of natural and authentic items. The children have easy access to almost all of the resources to help with their independent choice of activity.

- Based on the evidence available at the time of the inspection, the playgroup's approach to care and welfare impacts positively on their learning and development. The children are forming positive relationships with the adults and one another which is evident in their personal and social skills.

7. Leadership and management

- The staff are developing very well their approach to self-evaluation and development planning. They have identified appropriate priorities for improvement and development and have collated relevant evidence to support these. The associated documentation guides the work of the staff in helping to ensure high quality preschool provision at all levels.
- The early years specialist (EYS) from the Early Years Organisation supports the staff very well in their work and both parties report a very good working partnership. The management group are highly supportive of the staff, parents and children.
- The playgroup has implemented several early years' initiatives and works in partnership with the parents to encourage them to play an active role in the education of their children. Effective links have been established with relevant agencies and the main feeder primary schools for the benefit of the children.

8. Safeguarding

- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect the guidance from the relevant Departments.

9. Overall effectiveness

Tiny Tots Corner 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 the early years specialist and chair of 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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