

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Tiny Tots Pre-school Education
Centre, Cookstown, County Tyrone

Voluntary pre-school playgroup

Report of an Inspection in
April 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 Pre-school Education Centre is located on the Dunamore Road in Cookstown. Since the last inspection, a new leader has been appointed, and the outdoor area has been further developed.

Number of children:	Class 1
Attending part-time	26
Funded by Department of Education	26
At CoP stages 3 or 4**	#
At CoP stages 1 or 2**	#

Average percentage attendance for the previous year.	91%
Number of days open in previous school year	184

Source: data provided by the setting.

** The stages refer to those set out in the Code of Practice for the Identification and Assessment of Special Educational Needs.

fewer than 5

2. Views of parents and staff

A significant minority of the parents and all of the staff responded to the confidential questionnaire. All of the responses were very positive and the additional written comments were highly complementary about all aspects of the life and work of the playgroup. In particular, the parents appreciate the commitment of the staff to the care and well-being of all the children, the child-friendly atmosphere and the wide range of interesting and stimulating experiences provided for the children.

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	Capacity to identify and bring about improvement
Outcomes for learners	Very good
Provision for learning	Very good
Leadership and management	Good

5. Outcomes for learners

- The children are well-settled and engage in purposeful, collaborative play for sustained periods. They are at ease with the adults and approach them confidently to ask for assistance or to show them their work. The children choose independently where they wish to play and select the resources of their choice. They respond positively to the established routines of the playroom and almost all contribute meaningfully to tidy-up time. The children's behaviour is very good.
- The children are achieving good and very good standards across all areas of the pre-school curriculum. They produce high quality representational artwork, enjoy independently reading and sharing books and engage in a range of meaningful mark-making opportunities during play. The children have well-developed fine motor skills and use a wide range of resources, materials and tools in all areas of play.
- The children approach the staff with ease and are confident when talking about their work and play. They display a very good interest in early mark-making; most of their representational work is very detailed and of a very good standard. Almost all of the children have a very good understanding of key mathematical concepts associated with number, shape, and measures.
- The children who require support with aspects of their learning are integrated fully into the group and are making very good progress.

6. Quality of provision

- Both indoors and outdoors, the staff provide a high quality stimulating learning environment. Effective use is made of all the available space and well-chosen authentic and natural resources to extend the children's learning experiences and foster their growing self-reliance.
- The staff are highly skilled, collaborate effectively and share a good understanding of the pre-school curriculum. They are sensitive and affirmative in their approach; they take time to listen, support, and build on the children's own ideas. They frequently extend the children's thinking, model the use of mathematical language, read books throughout the session and encourage close observation and investigation.
- The well-resourced outdoor play areas are used well to extend the children's language and learning. The activities provide additional challenge to develop the children's physical skills. For example, the children are supported to use authentic small hammers and tools in the construction area and to develop their skills of jumping, climbing and balancing on and from the range of natural resources including wooden logs.
- The children who require additional support with aspects of their learning are supported sensitively and included fully in all of the learning activities. There is effective communication with the parents in relation to the children's individual needs and the progress they are making.

- Based on the evidence available at the time of the inspection, the pre-school's approach to the care and welfare of the children impacts positively on all aspects of the learning, teaching and outcomes. The nurturing ethos and excellent working relationships at all levels foster a positive climate for young children to learn and develop.

7. Leadership and management

- The new leader is developing well her role and is a very good role model in her own work with the children. The staff are professional, enthusiastic and work very well as a team.
- A culture of self-evaluation has been established by the staff; the development plan outlines some appropriate areas for improvement, for example, the need to review and update the group's policies and planning documents. The associated action plans do not focus specifically enough on the impact of the actions on the intended improvement on the children's learning.
- The playgroup's early years specialist, from the Early Years' Organisation, has made a very good contribution to the development of the provision in the playgroup. A new early years specialist has been appointed; it will be important that the staff receive continued support in developing the areas identified in the report. The supportive management committee also makes a valuable contribution to the playgroup.
- The playgroup has established excellent links with parents, relevant agencies and the main feeder primary schools for the benefit of the children.

8. Safeguarding

- On the basis of the evidence available at the time of the inspection, the arrangements for safeguarding reflect broadly the guidance issued by the relevant Departments. The staff need to ensure that more rigorous risk assessments are undertaken when taking the children on visits.

9. Overall effectiveness

Tiny Tots pre-school education centre demonstrates the capacity to identify and bring about improvement in the interest of all the children. There are areas for improvement that the playgroup has demonstrated the capacity to address. The areas for improvement are:

- review and update the playgroups policies and written planning to ensure that they reflect more fully the pre-school's practice.

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 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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