

# Education and Training Inspectorate PRE-SCHOOL INSPECTION



Tober Tinys Community Playgroup, Tobermore,  
County Londonderry

Voluntary Pre School DE Ref NO: 3AB-0482

Report of an Inspection in December 2019



Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments



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## 1. Context

Tober Tinys Community Playgroup is located in Tobermore, County Londonderry. The children attending the come from local and surrounding area. The group occupies a unit within the local business park and has created an attractive outdoor area adjacent to the setting.

<b>Number of children:</b>	Class 1
Attending full-time	23
Funded by Department of Education	22
With English as an additional language	1

Percentage qualifying under DE admission criteria 1 or 2.	100%
Average percentage attendance for the previous year.	98%
Number of days open in previous school year	185

**Source:** data provided by the setting.

## 2. Views of parents and staff

A small number of parents and all of the staff responded to the confidential online questionnaire. All of the responses were wholly positive. In the additional written responses the parents commented favourably on the children's educational and social development, the excellent communication with parents and the safe and secure learning environment. The written comments by staff indicate high levels of satisfaction and enjoyment in their work. A summary of the questionnaire responses was shared with the leader and a representative from the management committee.

## 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

<b>Overall effectiveness</b>	High level of capacity for sustained improvement
<b>Outcomes for learners</b>	Very good
<b>Quality of provision</b>	Very good
<b>Leadership and management</b>	Very good

## 5. Outcomes for learners

- The children are making very good progress across almost all areas of the pre-school curriculum. Their personal, social and emotional skills are a particular strength. The children are extremely well settled, engage in collaborative, purposeful play and have high levels of independence. They make independent choices for play, self-register on arrival, assist at tidy up time and interact positively with their peers and the adults.

- The children display a keen interest in mathematical activities; are able to rote count, recognise colour and are beginning to identify numbers and symbols. They are developing very well their understanding of early mathematical concepts through the daily routines and, in particular, through their experimenting, exploring and investigative play. The children have a natural curiosity and are developing an understanding of the wider world and take on various roles in imaginative play such as farmers and builders.
- All of the children listen attentively at the story session and many are beginning to show an interest in, and understanding of, how the books can support their learning. Almost all of the children can express their thoughts and ideas clearly and they engage confidently in conversations with adults and peers. Most of the children are developing an awareness that print has meaning, and control and manipulate the wide range of resources to engage meaningfully in early mark making.
- The children's fine motor skills are well-developed and they confidently use scissors and build and create models with a variety of construction and creative materials. During outdoor play, the children engage in a range of energetic physical activities and are developing very well their gross motor skills.

## **6. Quality of provision**

- The staff have created a welcoming, bright, well-organised environment which enables the children to can access easily the resources they require to support their learning across all areas of the pre-school curriculum. The organisation of the day provides for lengthy periods of freely chosen play. The transitions and routines are smooth and promote effectively the children's independence and social skills.
- The interactions of the staff are of a consistently high standard. They model specific language, participate actively in the learning and promote a positive learning environment for the children. The staff build effectively on the children's personal interests and experiences, ask open-ended questions and generate interest and a sense of fun in many of the learning opportunities.
- The long- and medium-term planning guides well the work of the staff. The short-term planning identifies clearly the learning across all areas of the pre-school curriculum; however, the planned progression across each area of learning is not sufficiently tracked and monitored. Regular observations are undertaken and are used to identify the children's key learning and inform the future planning. Staff are aware of specific requirements for individual children and modify their expectations and provide one-to-one support when required.
- Based on the evidence available at the time of the inspection, the pre-school's approach to care and welfare impacts positively on learning and teaching, and outcomes. The positive relationships between the adults, the modelled behaviour and high expectations support effectively the children's learning.

## **7. Leadership and management**

- The staff team work extremely well together in a cohesive, collaborative manner and engage readily in the range of opportunities for continuous professional development. They are supported effectively in their work by the management committee and, as a whole team, they engage actively in well-established processes for self-evaluation.
- An independent early years specialist provides very good support and works closely with the staff team in order to identify and progress areas of development. Staff have availed of the opportunity to engage in clusters; through sharing ideas and networking they have enhanced the learning opportunities for the children, particularly in the recent focus on music.
- Parents are well informed about the relevant policies and procedures through the induction booklet. Regular communication is provided via the monthly newsletters, progress meetings and informal daily contact which supports home-playgroup collaborative learning. Parents contribute to the variety of provision through, for example, contributing their musical skills and talents which enhance the learning opportunities.

## **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**

Tober Tinys 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 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<sup>1</sup>:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

The ETI use the following levels when reporting on governance:

High degree of confidence
Confidence
Limited confidence

The ETI use the following levels when reporting on safeguarding:

Reflects the guidance
Reflects broadly the guidance
Unsatisfactory

The ETI use the following levels when reporting on care and welfare:

Impacts positively on learning, teaching and outcomes for learners
Does not impact positively enough on learning, teaching and outcomes for learners

<sup>1</sup> And the overall provision in a subject area or unit, as applicable.

## 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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