

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Tober Tinys Community
Playgroup, Tobermore

Report of an Inspection in
March 2014



Providing Inspection Services for

Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure



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 Education and Training Inspectorate (ETI) use the following performance levels in reports:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

Contents

Section	Page
1. Inspection method and evidence base	1
2. Context	1
3. Focus of inspection	1
4. Overall finding	2
5. Achievements and standards	2
6. Provision	2
7. Leadership and management	3
8. Conclusion	3
Appendix	

1. Inspection method and evidence base

The key questions and quality indicators which guide inspection and self-evaluation of pre-school centres, which were applied to this inspection, are available in the ETI's publication *Together Towards Improvement: a process for self evaluation* at: [Together Towards Improvement Pre-school | Education and Training Inspectorate](#)

Inspectors observed teaching and learning 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, staff and members of the management group to complete a confidential questionnaire.

Questionnaire	Number issued	Number returned	Percentage returned	Number with comments
Parents	15	*	19 ¹	*
Staff	*	*	100	*

* fewer than 5

All of the responses to the questionnaires were positive, outlining the high regard held for the work of the playgroup by the local community, the excellent quality of the experiences provided by the staff for the children and the diligent and supportive staff team.

2. Context

Tober Tinys Community Playgroup is situated in a unit in Tobermore Business Park on the Desertmartin Road in the village of Tobermore. The children who attend the playgroup come from the local area.

3. Focus of inspection

The inspection focused on:

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

¹ The ETI is trialling a new range of methods to collect the views of parents/carers and, as a result, the percentage of questionnaires returned may be low.

4. Overall finding

Overall Performance Level	Very Good
Achievements and Standards	Very Good
Provision	Very Good
Leadership and Management	Very Good

Key findings of the inspection

5. Achievements and standards

- The children are confident, well motivated and have a positive attitude to their learning. They are making very good progress in all areas of the pre-school programme. The children show high levels of concentration and perseverance when engaging in their play activities and co-operate well with one another in purposeful and productive play. All of the children understand well the daily routines in the playgroup, and show increasing independence and a growing sense of responsibility.
- The children's oral language is developing well, and they engage confidently with the staff in conversations about their play experiences. They show a great interest in, and enjoy browsing through, the many books on display for their use; they all listen attentively during story time. The children enjoy mark making; the majority recognise, and are beginning to write their own names.
- Most of the children have a very good understanding of early mathematical concepts, and show an awareness of, for example, time, shape, capacity, position and number.

6. Provision

- The staff has a very good understanding of the pre-school curriculum and provides effective learning opportunities in all areas. The playroom is welcoming, with a wide range of appropriate and progressively challenging play activities to stimulate and enhance the children's learning. The daily routines are well-managed, and the staff is aware of the need to review a few minor areas, for example, regarding the organisation of the snack routine.
- The quality of the staff's interactions with the children is of a consistently high standard. The adults are skilled at using all of the opportunities during the play session to engage with the children; they are flexible in their approach in following the children's ideas and interests in order to develop their skills and meet all their varying needs. The children are encouraged to take turns and to share, and firm friendships are developing.

- Planning is comprehensive and child-centred and provides effective guidance on the learning to be promoted through play; the staff recognises the need to be less descriptive and more evaluative when reviewing the planning. The development of physical play continues to be a focus for the staff, and is improving the children's learning experiences, particularly in the outdoor play. Detailed and meaningful observations of the children's responses to the activities guide the future planning.
- The playgroup gives very good attention to promoting healthy eating and physical activity through the provision of a healthy snack and the opportunities for energetic play.

7. Leadership and management

- The leader of the playgroup is an excellent role model and is supported very ably by the other members of staff. She promotes a culture of reflection and of continuous improvement. Working relationships are excellent, and there is a strong sense of teamwork; the staff work very effectively and collaboratively for the benefit of all the children. The early years specialist has provided the staff with very good support and guidance.
- The playgroup has developed very good and effective links with the parents, seeking their views, welcoming them into the playroom and encouraging them to take pride in their children's work.
- On the basis of the evidence available at the time of the inspection, the playgroup has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the relevant Department.

8. Conclusion

In the areas inspected, the quality of education provided by this playgroup is very good. The pre-school is meeting very effectively the educational and pastoral needs of the children; and has demonstrated its capacity for sustained self-improvement.

STATISTICAL INFORMATION

Name of pre-school setting:	Tober Tinys Community Playgroup
Address:	Unit 2 Business Park 6 Desertmartin Road TOBERMORE BT45 55G
Management Type:	Voluntary Committee

Date of inspection:	24 March 2014
Date of previous inspection:	23 October 2007

1. Details of Children

Total number of children:	am session	pm session
attending the pre-school setting	15	17
in their immediate pre-school year	15	0
funded by Department of Education (DE)	15	0
qualifying under DE admission criteria 1 & 2	15	0
with a statement of special educational needs	*	*
without a statement but receiving therapy or support from other professionals for special educational needs	*	*
with English as an additional language	0	0
who left in previous school year to attend reception provision within a primary school	0	0
Attendance:		
attendance** of funded children for the previous school year	90%	N/A

* Special Educational Needs = fewer than five

** Calculated from the date when the intake was complete

2. Details of Staff

Number of:	Full-time	Part-time
Staff, including leader	3	0
Number of staff holding a recognised child care qualification	3	0
Number of staff holding a recognised teaching qualification	0	0
New appointments within previous 12 months	0	0

Number of: ***	
Students	0
Trainees	0

*** Total placements since September of current year

3. Details of Sessions

Duration of morning session	Duration of afternoon session	Number of days open in previous year
2½ hours	2 hours	188

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