

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Washingford Playgroup,  
Dungannon, County Tyrone

Private Day Nursery

Report of an Inspection in  
February 2018



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments

CUSTOMER  
SERVICE  
EXCELLENCE



CSE



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## 1. Context

Washingford is a private day care facility in Dungannon which operates a part-time playgroup. A new pre-school leader was appointed in December 2017. The playgroup previously operated the Highscope methodology and approach to their pre-school programme, and are currently transitioning to an alternative method.

<b>Number of children:</b>	Class 1
Attending part-time	16
Funded by Department of Education	16
Without a statement but receiving therapy or support from other professionals for special educational needs	N/A
At CoP stages 3 or 4**	N/A
Who left in previous school year to attend reception provision within a primary school	N/A

Average percentage attendance for the previous year.	95
Number of days open in previous school year	186

**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

None of parents or staff responded to the confidential questionnaires.

## 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>	Important areas for improvement
<b>Outcomes for learners</b>	Important areas for improvement
<b>Quality of provision</b>	Important areas for improvement
<b>Leadership and management</b>	Important areas for improvement

## **5. Outcomes for learners**

- While the children are making progress in a few areas of the pre-school curriculum, overall they are not making sufficient progress across all of the areas of learning.
- There is limited evidence of the children exploring, observing, investigating and developing their curiosity for sustained periods. For the time of year, the majority of the children have difficulty settling and responding in the large group session. The children's language and listening skills are not developed sufficiently.
- At times the children engage in purposeful play and are developing their independence, for example, when they self-register on arrival and choose freely their area of play. They are developing well their self-help skills and can attend to their own needs during snack routine and access additional resources to add to their play.

## **6. Quality of provision**

- The staff are not consistent in setting high expectations of the children's behaviour. They need to review and implement, more consistently, appropriate behaviour management strategies.
- The current written planning lacks sufficient detail to guide the staff in their work with the children. The learning potential of the planned activities is not outlined clearly to ensure progression in all areas of the pre-school curriculum. More account needs to be taken of the needs and interests of individual children and a more holistic approach to evaluation developed.
- On occasions, the quality of the interactions between the staff and the children is of a good standard however, too often, their questioning does not develop and extend the children's language and thinking skills.
- The staff have created an attractive learning environment with accessible resources within the playroom; it is enhanced with a range of books, displays of the children's art work and distinct areas for different types of play. The activities on offer provide an interesting range of play experiences for the children and opportunities for learning in all areas of the preschool curriculum.
- The staff record appropriate observations of the children's responses to the activities; they review well aspects of their learning and are beginning to use the information well to identify the needs of particular children. The children who require additional support are well cared for and fully integrated into the group.
- Based on the evidence available at the time of the inspection, the pre-school's approach to care and welfare impacts positively on the children's well-being. There is a very caring ethos in the pre-school based on good relationships at all levels. The staff are sensitive; the children are at ease with them and turn to them confidently for support.

## **7. Leadership and management**

- The process of self-evaluation and development planning is not sufficiently developed. The proprietor, and staff need to work collaboratively with the early years' specialist (EYS) to prioritise the areas for improvement identified within the report. It will be important for the staff together with the EYS to draft action plans with a clear focus on the specific actions to bring about improvement and monitor the impact of this work on the provision and outcomes for the children.
- The pre-school has established effective links with the parents, 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**

Washingford Playgroup needs to address important areas for improvement in the interest of all learners.

The areas for improvement are to:

- develop the process of self-evaluation and development planning to identify and bring about ongoing improvement in the playgroup's work;
- develop and implement consistent behaviour management strategies to encourage more settled and concentrated play; and
- develop further the planning to improve the quality of the interaction between the staff and the children to develop further the children's language and thinking skills.

The ETI will monitor and report on the playgroup's progress in addressing the areas for improvement. There will be a formal follow-up inspection in 12 to 18 months.

**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 proprietor; 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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