

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Watt Fun Community
Playgroup, Coleraine,
County Londonderry

Report of an Inspection in
May 2016



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
Department for Communities



Quantitative terms used by the Education and Training Inspectorate

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 when reporting on Achievement and standards, on Provision for learning and on 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 nursery school / playgroup has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the nursery school / playgroup sustains improvement.
The nursery school /playgroup demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the nursery school/ playgroup sustains improvement.
The nursery school/ playgroup needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the nursery school's/ playgroup's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.
The nursery school / playgroup needs to address urgently the significant areas for improvement identified in the interest of all learners. It requires external support to do so. The ETI will monitor and report on the nursery school's / playgroup's progress in addressing the areas for improvement. There will be a formal follow-up inspection.

Contents

Section	Page
1. Inspection method and evidence base	1
2. Focus of inspection	1
3. Context	1
4. Overall findings of the inspection	1
5. Achievements and standards	2
6. Provision for learning	2
7. Leadership and management	2
8. Overall effectiveness	3
Appendix	

1. Inspection method and evidence base

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

Inspectors observed learning and teaching 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 meeting with those involved with leadership and management including the management group; and
- the opportunity for the parents and staff to complete confidential questionnaires.

A majority of the parents and all of the staff responded to the confidential questionnaire. The parental responses included positive written comments praising the staff for the pastoral approach to their work and the high quality of the provision for their children. The staff responses were also wholly positive.

2. Focus of inspection

In order to promote improvement in the interest of all children, the purpose of inspection is, through effective linking of internal and external approaches, to evaluate the:

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

3. Context

Watt Fun Community Playgroup is located in a rural setting in a Church Hall in the grounds of Ballywatt Presbyterian Church. Since the last inspection, there has been a change in management.

4. Overall findings of the inspection

Overall effectiveness	High level of capacity for sustained improvement
Achievements and standards	Outstanding
Provision for learning	Outstanding
Leadership and management	Outstanding

5. Achievements and standards

- The children are very well settled and engage enthusiastically in sustained purposeful and concentrated play. They demonstrate very well their independence and self-management skills and respond positively to the well established routines of the playgroup. The children engage well with each other and with the staff and visitors, and take pride in their work and achievements. They enjoy books, access them independently and listen attentively to stories.
- The children demonstrate a keen interest in the well planned activities; they can produce detailed representational work that is age and stage appropriate and they take part in sustained role play, and make very good use of the available resources. They are developing well their fine motor skills through the use of a wide variety of tools and equipment available throughout the playroom and engage enthusiastically in physical, energetic play outdoors. The children have a very good understanding of key mathematical concepts, such as number, measures and positional language and use confidently mathematical language during play. Their ideas are valued by the staff and are used to inform the play topics, for example, currently, the children have an interest in the Balmoral Show and the North West Road Race and this is reflected in the provision of resources.

6. Provision for learning

- The staff work very hard to create a stimulating and child-centred learning environment. All of the available space is used very effectively to encourage the children's independence and their self-management skills and to promote learning in all areas of the curriculum.
- The quality of the interactions between the staff and the children is consistently of a very high quality. The staff model play and use effectively open-ended questions to extend the children's thinking and to develop their language and problem solving skills.
- The play programme is well planned to ensure it provides high quality learning experiences across all areas of the pre-school curriculum. The comprehensive planning is informed effectively by the rigorous system of observation and assessment of the children's responses and indicates progression and challenge in their learning.
- The daily programme includes a healthy snack for the children and an appropriate period for energetic physical play.
- The quality of pastoral care is outstanding. There is a welcoming, respectful ethos which impacts on the work of the playgroup. The staff know the children very well, and respond with care to their needs and interests.

7. Leadership and management

- There is a collaborative team approach within the playgroup and a commitment by all the staff to provide high quality learning experiences for the children. The leader is supported very well by the skilful staff and management committee in all areas of the life and work of the playgroup. The staff's well-developed culture of self-evaluation has led to improvements in all areas of the playgroup's provision.

- Very effective links have been established with the parents who are highly supportive of the work of the playgroup. Valuable links have also been established with feeder primary schools, other early years' practitioners and support agencies for the benefit of the children.
- The playgroup employs the services of an early years specialist from the Early Years Organisation to support the staff in their work. Both parties reported excellent working relationships.
- 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 Departments.

8. Overall effectiveness

Watt Fun Community 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.

STATISTICAL INFORMATION ON WATT FUN COMMUNITY PLAYGROUP, COLERAINE

1. Details of children

Number of children:	Class 1
Attending full-time	
Attending part-time	16
Under 3 years of age*	0
Funded by Department of Education	16
With statement of special educational needs	
Without a statement but receiving therapy or support from other professionals for special educational needs	4
At CoP stages 3 or 4**	3
At CoP stages 1 or 2**	1
With English as an additional language	0
Who left in previous school year to attend reception provision within a primary school	0

* On 1 July.

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

Percentage qualifying under DE admission criteria 1 or 2.	7.69%
Average attendance for the previous year.	83%
Number of days open in previous school year	188

2. Duration of sessions

Full-time	Part-time: am	Part-time: pm
	09.30 – 12.00	

3. Details of staff

Number of:	Full-time	Part-time
Staff including, Teachers/Leaders	5	
Number of staff holding a recognised child care qualification	4	
Number of staff holding a recognised teaching qualification	0	
New appointments within the previous 12 months	0	

Number of: ***	
Students	1
Trainees	

*** Total placements since September of current year

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