

Education and Training Inspectorate PRE-SCHOOL INSPECTION



Carryduff Pre-school Playgroup, Carryduff, Belfast

Voluntary Playgroup DE Ref No: 4BB-0170

Report of an Inspection in December 2019



Providing inspection services for:

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1. Context

Carryduff Pre-school Playgroup operates within Carryduff Playcare and is accommodated within a modular building in the grounds of Carryduff Primary School. The setting also provides a wide range of day care facilities and a separate playgroup for children in their penultimate pre-school year. There have been a small number of changes in staffing since the last inspection.

Number of children:	Class 1	Class 2
Attending part-time	10	22
Funded by Department of Education	10	22
With statement of special educational needs	0	0
Without a statement but receiving therapy or support from other professionals for special educational needs	0	0
At CoP stages 3 or 4**	#	0
At CoP stages 1 or 2**	#	5
With English as an additional language	#	#

Percentage qualifying under DE admission criteria 1 or 2.	100
Average percentage attendance for the previous year.	95
Number of days open in previous school year	185

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

A majority of the parents and all of the staff responded to the confidential questionnaire. The responses were highly positive about all aspects of the life and work of the pre-school. In written comments the parents praised the dedication and teamwork of the staff, the warm and welcoming ethos and the positive impact of staff training on meeting well the children's individual needs. The staff comments endorsed the supportive and productive working relationships at all levels and the impact of the team's self-evaluation work on the continuous improvement of the provision and the children's outcomes. A summary of the questionnaire responses was shared with the chair of the management committee, the setting's manager and the playroom leaders.

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	High level of capacity for sustained improvement
Outcomes for learners	Very good
Quality of provision	Very good
Leadership and management	Very good

5. Outcomes for learners

- Almost all of the children, including those identified with additional learning needs, settle quickly and engage enthusiastically and purposefully in sustained productive play both indoors and outdoors. The children decide independently where they want to play and build on their own natural curiosity to explore, observe and use their senses through the engaging art and investigation activities.
- Most of the children are developing well their understanding of early mathematical concepts and vocabulary within their play and regular routines, including counting, measuring and comparing shapes. The children listen attentively and respond confidently to stories and action rhymes and recall enthusiastically specific details of their recent forest outing using sequenced photo prompts. A significant minority are developing very well their early-mark making with representational drawings. The children are very interested in learning about the natural and man-made environment which is developing their interest and knowledge about the world around them; for example, learning about the 'Living Neighbourhood' as part of their topic learning, through their ice investigations and through caring for their fish, hamsters and plants.
- The children's personal, social and emotional development is a key strength. Their self-management skills are well-established as they choose the resources they need to extend their play and manage responsibly their regular daily routines. For example, most label and put away their work independently, participate productively in the tidy up routine and put on their coats. The children approach the staff and visitors with confidence and show high levels of respect and care for one another and their equipment.
- All of the children, including those who require additional support with aspects of their learning, are making very good continuous progress across all aspects of the pre-school curriculum.

6. Quality of provision

- Both indoors and outdoors, the staff provide a well-organised and rich learning environment. There is a particular emphasis on authentic and natural resources which are easily accessed by the children to progress their self-reliance and to promote their active interest in looking after the natural world.
- The pre-school programme is developed through interesting topic-related themes and provides very good progression across the six areas of the pre-school curriculum within a well-connected and engaging blend of learning experiences. The detailed written planning does not always reflect accurately the high quality of the practice; it does not identify clearly enough the distinction between the learning potential and role of the adult.

- The staff's interactions with the children are mostly effective and nurturing. The learning conversations are positive and purposeful; focusing on extending the children's curiosity and developing their language and problem-solving skills in all aspects of the play. The staff model play and build on the children's interests to promote additional challenge and progression in their play.
- The staff use their regular observations of the children to inform the future planning and to tailor the learning experiences. The staff know the children very well and monitor and respond spontaneously to their individual needs. The children identified with additional learning needs are included fully in the various activities. The targets within the individual education plans are well-focused and the staff use specific intervention strategies skilfully and consistently to support individual children. The staff's active engagement with relevant training from a range of external agencies and their commitment to developing further their professional practice have extended the inclusive support strategies they provide for the children and their families.
- 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 learning and all round well-being. The staff nurture consistently the children's efforts within a child-centred learning environment and the children respond favourably to the positive rules and rewards.

7. Leadership and management

- The leadership shares a clear and strategic vision for continuous improvement. The very skilful staff team and the knowledgeable management committee support the leadership well in securing high quality learning experiences and outcomes for the children. There is a well-embedded culture of self-reflection and self-evaluation in all aspects of the pre-school.
- The detailed development plan contains appropriate strategic priorities. The rigorous approach to self-evaluation and the staff's commitment to ongoing professional development impact positively on all areas of the provision in the best interests of the children.
- The pre-school employs an early years specialist from the Early Years Organisation; the team's collaborative work with the skilled specialist has focused successfully on identifying key priorities for development and improving further the provision and the children's outcomes.
- There are effective working links and positive communication with the parents and others; for example, the pre-school's use of a digital recording and sharing programme provides helpful practical information and showcases the quality and range of the children's learning experiences. The parents have meaningful, regular opportunities to be involved in their children's learning through, for example, the 'Big Bedtime Read' as part of the Department of Education's 'Getting to learn Strategy' and the pre-school hosts collaborative training opportunities for other pre-school providers.

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

Carryduff Pre-school 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:

- meetings with those involved with leadership and management, including the setting manager, the playroom leaders and staff team and the chairperson of the management committee; 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 management¹:

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

¹ 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:

<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

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