

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Bosco Community Playgroup,  
Cookstown, County Tyrone

Voluntary playgroup

Report of an Inspection in  
October 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



# CONTENTS

<b>Section</b>	<b>Page</b>
1. Context	1
2. Views of parents and staff	1
3. Focus of the inspection	1
4. Overall findings of the inspection	1
5. Outcomes for learners	1
6. Quality of provision	2
7. Leadership and management	3
8. Safeguarding	3
9. Overall effectiveness	3

## **Appendices**

- A. Inspection methodology and evidence base
- B. Reporting terms used by the Education and Training Inspectorate

## 1. Context

Bosco Community Playgroup is located within the grounds of Holy Trinity Church, Cookstown. Since the time of the last inspection in 2012, there is one less member of staff and the staff's hours have been reduced owing to the decrease in numbers. The playgroup is engaged with a shared education programme with another local playgroup.

<b>Number of children:</b>	Class 1
Attending part-time	15
Funded by Department of Education	15
Without a statement but receiving therapy or support from other professionals for special educational needs	#

Percentage qualifying under DE admission criteria 1 or 2.	100%
Average percentage attendance for the previous year.	97
Number of days open in previous school year	185

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

# fewer than 5

## 2. Views of parents and staff

A small number of the parents and all of the staff responded to the confidential questionnaire. All of the responses were positive. The questionnaire responses were 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>	Capacity to identify and bring about improvement
<b>Outcomes for learners</b>	Good
<b>Quality of provision</b>	Good
<b>Leadership and management</b>	Good

## 5. Outcomes for learners

- Almost all of the children are well-settled and are developing their confidence and social skills as they engage with each other and with the adults. They have very good levels of independence as they: choose and access freely materials for play; follow well the established routines, including break; and self-label their own work.

- The children are achieving good and very good standards across almost all areas of the pre-school curriculum. They sustain purposeful, investigative play, in particular in the indoor environment, in The Arts and The World Around Us and use independently a range of stimulating resources to develop their own imaginative ideas.
- The children produce good quality representational artwork, enjoy reading independently and engage in a range of purposeful mark-making opportunities during play. They have a very good understanding of key mathematical concepts associated with number, shape, and measures.
- Almost all of the children have well-developed fine motor skills as they use small items of play equipment and manipulate with ease a range of tools at the dough and creative areas.
- A small number of the children did not sustain play in the outdoor area and most did not engage in physical, energetic play.

## **6. Quality of provision**

- The staff have created an attractive and well-organised indoor learning environment which provides good and very good opportunities for learning across almost all areas of the curriculum. There is a wide range of recyclable, natural and commercial resources available to the children, which stimulates the development of their independence, imagination and creativity.
- The well-embedded routines promote effectively the development of the children's independence, language and mathematical learning. The transitions around the playroom and from indoor to outdoor play are smooth; however, the time between the free-play session and story time is not managed effectively enough and the children spend too long at structured, seated activities.
- The interactions between the staff and the children are mostly very good. During indoor play in particular, the skilful responses of the staff encourage the children to extend their own play, problem solve and think creatively. In the outdoor area however the adults' role is mostly of a supervisory nature which impacts on the quality of their interactions. The staff and management have identified appropriately the need to improve the outdoor area in order to provide further opportunities for the children to develop their learning and engage in energetic play.
- The cycle of planning, evaluations and assessment is good and guides well the daily learning and teaching. On most occasions, the staff record relevant observations of the children across all areas of learning and make relevant evaluations of their learning. The observations do not record sufficiently the progress in learning of those children identified with additional learning needs.
- Based on the evidence available at the time of the inspection, the playgroup's approach to care and welfare impacts positively on learning and teaching, and outcomes. The welcoming ethos and effective working relationships create a nurturing environment which promotes creativity and independence.

## **7. Leadership and management**

- There is a collegial approach at all levels to the life and work of the playgroup. The staff are professional and enthusiastic and work effectively as a team; they are supported well by the pro-active management committee.
- The staff are reflective practitioners and have engaged in a process of self-evaluation and action planning for a number of years. There has been a high turnover of early years' specialists during this period however and this has impacted on the consistency and pace of the strategic planning for improvement. It will be important that the staff and management committee develop effective working relationships with the newly appointed early years' specialist in order to address this.
- There are effective links with the parents who have been involved in a number of initiatives in the playgroup as part of the 'Getting Ready to Learn' strategy, including 'The Big Bedtime Read' and 'Happy Healthy Kids'. They are kept informed of the life and work of the playgroup through an informative monthly newsletter and parent noticeboard.

## **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**

Bosco Community Playgroup demonstrates the capacity to identify and bring about improvement in the interest of all the children.

There are areas for improvement that the playgroup has demonstrated the capacity to address. The areas for improvement are:

- to develop further the provision for learning in the outdoor environment; and
- to develop a more shared and strategic approach to planning for improvement.

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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