

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Kilmood Playgroup, Killinchy,  
County Down

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

CUSTOMER  
SERVICE  
EXCELLENCE



## 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.

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## 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; and
- the opportunity for the parents and staff to complete confidential questionnaires.

Fifteen percent of parents and all of the staff responded to the confidential questionnaires. Overall, the responses indicated very high levels of satisfaction with all aspects of the life and work of the playgroup. In particular, the parents praised the committed and dedicated staff and stated that their children are happy and enjoy their learning. The responses were shared with the management group.

## 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

Kilmood Playgroup is a well established playgroup accommodated in a Church Hall in Killinchy, County Down. Since the last inspection, the staff have attended a wide range of courses and undertaken considerable staff development. The small, enclosed outdoor area has been developed to a very high standard.

## 4. Overall findings of the inspection

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

## **5. Achievements and standards**

- All of the children are very well settled. They know the playroom routines, choose resources independently and make good use of all the space available for play.
- All of the children engage in lengthy periods of purposeful play, they co-operate well with one another and with the adults. The children are developing firm friendships and are growing in confidence. They demonstrate good self-management skills as they write their names on, and store, their own work.
- The children are confident to ask and respond to questions. Many of the children engage in early mark making and most identify their own name in print; a few are beginning to identify and write the letters of their own names. All of the children sit attentively during the story sessions; they enjoy clearly listening to stories. Rhymes and songs are used very well to introduce the children to number and other early mathematical ideas and, the children enjoy clearly taking part in the singing sessions. Many of the children often use appropriate mathematical language as a result of positive interaction with the staff; they are making very good progress in all aspects of their learning.
- The children are encouraged to observe closely resources which stimulate their thinking and, as a result, are developing their capabilities to use various techniques and tools to produce a very good range of representational pictures and models. They are provided with a wide range of materials which they are encouraged to explore freely; their paintings, drawings and model-making show close attention to detail and good control of tools.

## **6. Provision for learning**

- There is a welcoming ethos within the playgroup; all of the children are at ease with the staff. All areas of the pre-school programme are provided to the highest standards in the attractively presented and well organised playroom. The staff give attention to promoting the children's curiosity and observational skills. The children have access to a wide range of resources that they access with ease to extend their play and learning. The newly developed outdoor area is used very well to extend the children's learning and physical skills.
- The staff spend extended periods of time with groups of children and individuals promoting their language, reasoning and early mathematical concepts as they participate skilfully with the children in their activities. All of the staff's involvement with the children is of a very high standard.
- The staff plan regularly together; they observe systematically the children's responses to the activities. They know the children well and often use the information collated in the observations to inform future learning.
- The quality of the arrangements for pastoral care in the playgroup is outstanding. The staff are very caring and fully committed to the needs of the children and their families.
- There is evidence that the wide range of training undertaken by the staff is having a very positive impact on the overall provision in the group.

- Good links have been established with the parents, outside agencies and schools to which the children will transfer to year one.
- The playgroup gives very good attention to promoting healthy eating during the snack time and provides useful physical activity through the good opportunities for energetic play.

## **7. Leadership and management**

- The leaders of the playgroup are excellent role models for the staff and children; they promote a culture of continuous improvement. The working relationships are excellent and the staff work very effectively and collaboratively for the benefit of all the children. The early years specialist has provided the staff with good support and guidance.
- The staff evaluate regularly their provision and have demonstrated through the process of self-evaluation that they have brought about improvements in many aspects of their 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 Departments.

## **8. Overall effectiveness**

Kilmood Playgroup has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will continue to monitor how the playgroup sustains improvement.

## STATISTICAL INFORMATION ON KILMOOD PLAYGROUP, KILLINCHY

### 1. Details of children

<b>Number of children:</b>	Class 1
Attending full-time	0
Attending part-time	26
Under 3 years of age*	
Funded by Department of Education	26
With statement of special educational needs	0
Without a statement but receiving therapy or support from other professionals for special educational needs	2
At CoP stages 3 or 4**	2
At CoP stages 1 or 2**	2
With English as an additional language	1
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.	26
Average attendance for the previous year.	98%
Number of days open in previous school year	185

### 2. Duration of sessions

<b>Full-time</b>	<b>Part-time: am</b>	<b>Part-time: pm</b>
N/A	09.15 am-12.00 pm	

### 3. Details of staff

<b>Number of:</b>	<b>Full-Time</b>	<b>Part-Time</b>
Staff including, Leader	4	
Number of staff holding a recognised child care qualification	4	
Number of staff holding a recognised teaching qualification	0	0
New appointments within the previous 12 months	0	

<b>Number of: ***</b>	
Students	2
Trainees	0

\*\*\* Total placements since September of current year

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