EARLY YEARS EDUCATION INSPECTION

REPORT

<table>
<thead>
<tr>
<th>Setting Name</th>
<th>Muintir Bháire Community Playschool</th>
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<tbody>
<tr>
<td>Setting Address</td>
<td>The Pavillion</td>
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<tr>
<td></td>
<td>Dromreagh</td>
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<td></td>
<td>Durrus</td>
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<td>County Cork</td>
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<tr>
<td>DCYA number</td>
<td>09CC0002</td>
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Date of Inspection: 14-02-2019
WHAT IS AN EARLY YEARS EDUCATION INSPECTION?

The Early Years Education Inspection (EYEI) model is used to provide evaluative information, advice and support in relation to education provision in a pre-school setting participating in the Early Childhood Care and Education (ECCE) Programme. These inspections affirm good practice and advise actions, where appropriate, to aid the further development of education provision in the setting.

HOW TO READ THIS REPORT

During this inspection, the inspector(s) evaluated and reported under the following headings or areas of enquiry:

1. Quality of the context to support children’s learning and development
2. Quality of processes to support children’s learning and development
3. Quality of children’s learning experiences and achievements
4. Quality of management and leadership for learning

Inspectors describe the quality of each of these areas using the Inspectorate’s quality continuum which is shown on the final page of this report. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the setting’s provision in each area.
Early Years Education Inspection

Date of inspection | 14-02-2019
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Inspection activities undertaken
- Meeting with practitioners
- Observation of interactions one sessions
- Interaction with children
- Review of relevant documents
- Feedback to setting practitioners

CONTEXT OF SETTING

Muintir Bháire Community Playschool is a community run setting located in the rural village of Durrus in County Cork. The setting has been in operation since 1995. It offers a morning session for children availing of the Early Childhood Care and Education (ECCE) Programme. The two lead practitioners work in the setting alongside one practitioner who is supporting a child through the Access and Inclusion Model. On the day of the inspection, there were fifteen children present. The early years setting was given an opportunity to comment in writing on the findings and actions advised of the report, and the response of the setting will be found in the appendix of this report.

AREA 1

QUALITY OF CONTEXT TO SUPPORT CHILDREN’S LEARNING AND DEVELOPMENT

- The quality of the context to support the children’s learning and development is excellent.
- A warm, homely and welcoming atmosphere has been established in the setting. This is created by the sincere and affirming exchanges between practitioners and children.
- The well-established daily routine begins with a welcoming circle where children engage in social discussion. This very effectively supports children’s sense of well-being and belonging to the group.
- The daily routine provides children with opportunities to engage in long periods of active free-play. The routine supports a balance between large and small group learning experiences.
- Snack time is seen as an enjoyable and relaxed social occasion where children and practitioners eat together. Practitioners use this opportunity to engage in recall discussions with the children about the morning events.
- The ethos for learning in the setting sees the children as active agents capable of leading their own learning.
- Times of transition within the routine are seen as opportunities for learning. Children take the lead in notifying their peers about the transitions, using auditory and visual cues.
- All practitioners model positive, gentle and polite manners when engaging with the children. Encouragement for children’s engagement in the daily routine is frequently heard in the morning session. ‘Such kind thoughts’ could be heard regularly as an affirming comment, throughout the morning dialogue between the children and the practitioners.
- The children’s developing sense of identity and belonging is very effectively supported. The environment features beautifully created displays depicting children, their families and the local community. Strong connections have been made between the local community and the setting.

AREA 2

QUALITY OF PROCESSES TO SUPPORT CHILDREN’S LEARNING AND DEVELOPMENT

- The quality of the processes to support the children’s learning and development is very good.
- A broad-based curriculum, featuring strong elements of the High Scope Pedagogical approach informed by Aistear: the Early Childhood Curriculum Framework, is documented and implemented. Practitioners demonstrate the knowledge and skill to plan and implement an emergent, enquiry-based curriculum.
• The curriculum is organised on long and medium term bases. Planned activities derive mostly from pre-arranged themes with links to the children’s emerging interests responded to by practitioners in play. Currently no short-term planning is documented.

• Assessment techniques are varied and when combined they paint a rich picture of children’s individual interests, motivations and learning dispositions. Anecdotal notes are gathered on sticky notes and many feature the child’s voice. These are then reflected on by the practitioner and used to support the development of provision for children’s learning.

• The indoor environment is bright and spacious. It is arranged into clearly defined and inviting interest areas that promote peer interactions. Play resources are plentiful and provide for multi-sensory learning experiences such as paint and playdough.

• At the time of the inspection the outdoor environment was being updated and refurbished. It is beautifully designed and will offer great potential to support the development of the children’s physical skills and to stimulate their interest in the natural environment.

• Play is recognised and utilised as the main medium through which the children learn and develop. Practitioners effectively facilitate play and co-construct knowledge with the children as they engage with them as play partners.

• The adult-child interactions are highly effective. Practitioners are consistent in their respectful approach with children. At all times, they sit at the children’s level, listen attentively to them and speak in a calm manner.

• Practitioners foster independence using interaction strategies such as modelling and scaffolding to support children to become autonomous. Practitioners use open-ended questions during play to extend the children’s vocabulary and cognition.

Action advised
• Practitioners are advised to develop short term plans that will guide the development and implementation of an emergent curriculum aligned with children’s interests. Practitioners are advised to share these plans with parents.

AREA 3

QUALITY OF CHILDREN’S LEARNING EXPERIENCES AND ACHIEVEMENTS

• The quality of the children’s learning experiences and achievements is very good.

• The children arrive eagerly to the pre-school and enter into the routine with confidence. They work very well together as a group and a strong sense of group identity has been established.

• The children display very secure relationships with the practitioners and they call on them and seek them for support, information, guidance and as play partners.

• Children are provided with opportunities to utilise their growing communication skills through socio-dramatic play, group circle-time and during active hide and seek group play.

• Children are trusted to lead their own learning. They demonstrate the ability to play co-operatively, and to make judgements and they share their achievements with their peers.

• Children are aware of the feelings of others, and they take time to listen to the views of others. Their thoughtful engagement with their peers results in a calm and collaborative atmosphere.

• Many of the children demonstrate good mastery of early mathematical concepts. They count, estimate, measure and compare objects, using appropriate mathematical vocabulary.

• Children confidently recall previous learning and competently discuss it with the practitioners. Children use this previous learning to make links with current interests and ideas. On the day of the inspection, children reflected on previous experiences of building a road from blocks, and they reminded their peers to ‘make sure the foundations are stable’.

• Children have the opportunity to express themselves using song, rhyme and rhythm on a daily basis.

• The environment supports children to develop an understanding of themselves and others as capable learners. The photographic display prompts reflection and acknowledgement of the children’s previous learning.

Action advised
• Practitioners are advised to introduce a time for children to reflect on and review their own learning journals. In cooperation with key practitioners, a time for reflection will support the children to identify the changes in their abilities and the development of their thoughts.
AREA 4

QUALITY OF MANAGEMENT AND LEADERSHIP FOR LEARNING

- The quality of management and leadership for learning is very good.
- There is an ethos of dedication, teamwork and collaboration within the setting. Practitioners having worked together for over twenty years, and they demonstrate an awareness of their roles and responsibilities.
- The sharing of information on the children’s learning and development is seen as a two-way process. There are formal and informal meetings and parents are encouraged to share learning from home in their child’s journals.
- Practitioners engage in informal daily discussions to organise planned curriculum experiences. The practitioners create a vision for quality improvement by engaging in continuing professional development. Although reflections occur in discussion regularly, there is no formal system in place for them to reflect on their practice.
- Both practitioners demonstrate a strong commitment to continuously improve the quality of provision for children’s learning and development. An ethos of teamwork and partnership with parents and the community is clearly evident.
- Strong positive links have been successfully developed between the pre-school and the primary school to support the pre-school children in their transition. The practitioners have made conscious efforts to introduce some play resources which are the same as those provided in the local school; this promotes continuity in their experiences. There is open communication with the principal and the teacher with a focus on the learner.

Action advised

- Practitioners are advised to engage with the Aistear, Síolta Practice Guide, and to utilise its many tools to assist them in developing a systematic approach to reviewing and reflecting on practice, and to support it in developing action plans and ongoing quality development in the setting.

CAPACITY TO IMPLEMENT THE ACTIONS ADVISED ABOVE

The capacity of the setting to implement the actions advised above is excellent.
## Summary of Overall Inspection

<table>
<thead>
<tr>
<th>Area</th>
<th>Quality Level</th>
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<tbody>
<tr>
<td>Quality of context to support children’s learning and development</td>
<td>Excellent</td>
</tr>
<tr>
<td>Quality of processes to support children’s learning and development</td>
<td>Very good</td>
</tr>
<tr>
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<td>Quality of management and leadership for learning</td>
<td>Very good</td>
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</tbody>
</table>

## Language used in Early-Years Education-focused Inspection reports

<table>
<thead>
<tr>
<th>Quality Level</th>
<th>Provision that is exemplary in meeting the needs of children.</th>
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</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Provision that is excellent is exemplary in meeting the needs of children.</td>
</tr>
<tr>
<td>Very good</td>
<td>Provision that is very good is highly effective in meeting the needs of children.</td>
</tr>
<tr>
<td>Good</td>
<td>Provision that is good is effective in meeting the needs of children but with some aspects to be developed.</td>
</tr>
<tr>
<td>Fair</td>
<td>Provision that is fair requires practice to be improved to meet the needs of children.</td>
</tr>
<tr>
<td>Poor</td>
<td>Provision that is poor is inadequate and requires significant improvement to meet the needs of children.</td>
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Published June 2019
APPENDIX

SETTING RESPONSE TO THE REPORT

SUBMITTED ON BEHALF OF THE SETTING

Area 1 Observations on the content of the inspection report

The staff and B.O.M are very pleased with the Inspection Report. The staff were very happy with the Inspection process itself and found the Inspector to be very engaged in the Early Years Learning Process. We felt that she had a great understanding of the every-day issues that are faced by early years educators and it was very helpful and positive. We find the report very factual and the advice given to be a positive for the setting. As we follow and implement the actions advised, we believe it will benefit the children, the parents and the staff.

Area 2 Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.

Area 2

As advised, we have put a large whiteboard in place where it is accessible to the parents. The whiteboard will include our long, medium and short term plans to ensure our implementation of the emergent curriculum is aligned with the interests of the children. It will allow better engagement with the parents to ensure co-operation and knowledge sharing in a more focused way.

Area 3

The children’s learning journals are an important part of the children’s developmental and learning journey in the preschool. The action we will be taken to give the children time to reflect and review their own individual learning journals, also to involve the parents in reviewing them with their child. By discussing the report with the parents, we will plan together how this will be implemented to suit all children and their families. It will also engage the children in owning their journals and allow them to see their own progress and abilities while being supported by their key worker.

Area 4

Staff have started a reflection diary, which is used very day to plan for the emergent interests of the children. We are engaging more with the Aistear, Siolta Practice Guide to assist us in developing a more consistent and quality approach to reflecting our practice. Staff are becoming more focussed on this and are finding it very practical for team planning.