

**An Roinn Oideachais agus Scileanna**  
**Department of Education and Skills**

**EARLY YEARS EDUCATION INSPECTION**

**REPORT**

<b>Setting Name</b>	Brooklodge Community Playschool
<b>Setting Address</b>	Brooklodge Community Centre Glanmire County Cork
<b>DCYA number</b>	09CC0134

**Date of Inspection: 10-12-2019**



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agus Scileanna  
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## **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

<b>Date of inspection</b>	10-12-2019
<b>Inspection activities undertaken</b>	<ul style="list-style-type: none"><li>• Observation of interactions during a number of sessions</li><li>• Interaction with children</li><li>• Review of relevant documents</li><li>• Feedback to setting manager and practitioners</li></ul>

### CONTEXT OF SETTING

Brooklodge Community Playschool is an urban, community early years setting. Three practitioners provide early years education for thirteen children four mornings a week. One practitioner is employed under the Community Employment Scheme. On the day of the inspection, eight children were present. The setting was established thirty-two years ago. 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 very good.
- A very caring ethos is evident. The practitioners are welcoming, friendly and sensitive, they create a warm atmosphere and show a positive regard for the children and their families.
- The well-balanced daily routine consistently promotes the children's physical, social and emotional development. The daily routine plan is displayed in writing on the parental notice board, but is not displayed for the children.
- The children are very much active agents in choosing and organising their learning activities.
- Snack time is utilised very well as a social occasion, where all the children and the practitioners sit, eat and communicate with each other. This time is used to establish good habits for life and supports well-being.
- Times of transition are fluid and organised well. They support positive learning experiences and ensure continuity in learning throughout the day. Tidy-up time is announced ahead of time and the children are very actively engaged in sorting, pairing, matching, cleaning and organising.
- The relationships between the practitioners and the children are responsive, highly respectful and reciprocal. The practitioners are role models worthy of imitation and provide good guidance and encouragement towards positive behaviour. Overall the HighScope conflict resolution strategies are used effectively to support the children to become self-efficient in solving their conflicts. On some occasions the practitioners tend to solve conflicts or problems for the children.
- The children's identity and belonging is nurtured effectively. Practice is highly child-centred. Respect for and recognition of the uniqueness of each child is very evident. There are meaningful opportunities provided for each child to develop an appreciation of themselves as individuals and as members of a group. These include a birthday chart, a handprint tree, art work displays and a child drawn family picture in the individual scrapbooks. Family and community members are encouraged to visit the preschool and share their interests and expertise with the children.

#### *Actions advised*

- Practitioners are advised to display the daily routine plan in picture sequence at child height in the main playroom for the children to follow.
- The practitioners are advised to consistently use agreed conflict resolution strategies, to support the children to resolve minor conflicts or problems that arise.

## 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, informed and linked to *Aistear, the Early Childhood Curriculum Framework* is documented and implemented. The practitioners are skilled in the development and implementation of an emergent, enquiry-based curriculum.
- A variety of assessment approaches is used to gather information about the children's learning and development. These include individual art collection and learning stories scrapbooks and the Montessori flower checklist. A very informative and aesthetically pleasing group learning journal is also created. Clear, meaningful, succinct links to learning and development are very well made in all documentation.
- Very high-quality interactions between the practitioners and the children are facilitated. The practitioners know the children very well. They actively extend the children's thinking and language learning and they use appropriate interaction strategies, such as asking open-ended questions, prompting and scaffolding to co-construct knowledge with the children.
- The indoor environment is purposefully structured and very richly and meaningfully resourced, to inspire and support the children's curiosity, creativity, imagination and desire to explore. The vast outdoor environment offers a broad range of versatile, manipulative, sense-rich and open-ended play resources and spaces. The practitioners are striving to raise the play value of the outdoor area even more, by possibly creating a big sand play area. They are also organising full raingear for the children and the adults to make outdoor play even more enjoyable all year round.
- The children's art work is displayed on a big art board, with each child's name printed in big letters on coloured card. Under this, each child's individual work is displayed in an aesthetically pleasing manner.
- Child-initiated/led and practitioner supported play is recognised and effectively utilised as the main medium through which the children learn and develop.
- The children's emergent language, literacy and numeracy skills are fostered well through the use of songs and rhymes and movement games; the interactive exploration of high-quality stories; and rich opportunities for mark-making. There is some evidence of the use of didactic teaching methods to practice letters and numbers. This is not age and developmentally appropriate.

#### *Actions advised*

- The practitioners are advised to refrain from the use of didactic teaching methods and to trust that utilising teachable moments linked to real life situations throughout the day has a deeper and lasting learning effect.
- To promote the children's physical skills, there need to be additional whole-body physical activities throughout the day. These could include acting out songs and rhymes and finger-games, and role play; these will develop their sense of balance. Digging, manipulating and kneading will support the children's muscle tone and support them to develop a good pencil grip.

## AREA 3

### QUALITY OF CHILDREN'S LEARNING EXPERIENCES AND ACHIEVEMENTS

- The quality of the children's learning experiences and achievements is excellent.
- The children demonstrate great enjoyment in their learning. They are motivated, interested and engaged. They show positive learning dispositions such as initiative, confidence, resilience, resourcefulness and persistence. They exercise judgement and make good decisions about and during their learning activities.
- The children evidently experience success during their learning activities and regularly discuss and share their learning achievements with others.
- The children understand the rules and boundaries of acceptable behaviour and demonstrate an evolving capacity to self-regulate and resolve simple conflicts by themselves. They use their developing personal and social skills, such as problem solving, negotiating and co-operating to play in pairs and small groups.
- The children use verbal and non-verbal communication skills to communicate effectively. They give and receive information, ask questions and make requests and they negotiate play scenarios.

- The children learn through their interactions with others by listening, discussing, questioning and taking turns in conversations. One lovely example noted during the inspection, was a conversation about sticky tape, between a few children and a practitioner, what it looks like and what it is used for. The practitioner provided the children with sticky tape and they explored its uses together.
- The children eagerly utilise the many opportunities provided to them to engage with, explore and experiment in their environment, using their developing physical skills to manipulate objects and materials. This supports them in understanding their own abilities and helps them to make sense of the world around them.

## **AREA 4**

### **QUALITY OF MANAGEMENT AND LEADERSHIP FOR LEARNING**

- The quality of management and leadership for learning is excellent.
- Management and staff reflect on and plan their practice informally every day. Once a month, all the practitioners participate in a more formal team meeting, where practice is reviewed and forward planning happens. The outcomes of these meetings are documented, so they can be shared, acted upon and reviewed.
- An ethos of professionalism, teamwork, collaboration and partnership is evident.
- The manager provides an exemplary role model for her staff. She promotes high standards and fosters a clear vision and direction for the work of the setting.
- Effective strategies are in place for the smooth organisation of educational experiences and activities in the setting. There is clarity about the roles and responsibilities of practitioners with regard to educational activities and every staff member has the opportunity to take a leadership role in promoting quality learning.
- Management and staff are continuously striving to up-skill and they engage regularly in continuous professional development opportunities. They have recently completed the Leadership for Inclusion (LINC) in the Early Years programme, engaged in the 'Healthy Ireland Smart Start' initiative and completed the course on diversity, equality and inclusion.
- Clear two-way channels of communication between the setting and the families are established. These include an informative parent handbook and notice board, informal meetings with the families to look at the children's work, an active open-door policy and some information is shared using electronic media.
- Transitions into and from the setting are managed sensitively and effectively to ensure continuity of experiences and progression in learning. Settling-in procedures are family friendly and gradual. Good working relationships are established with some local primary schools.

### Summary of Overall Inspection

<b>Area</b>	<b>Quality Level</b>
Quality of context to support children's learning and development	<b>Very Good</b>
Quality of processes to support children's learning and development	<b>Very Good</b>
Quality of children's learning experiences and achievements	<b>Excellent</b>
Quality of management and leadership for learning	<b>Excellent</b>

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

<b>Excellent</b>	Provision that is excellent is exemplary in meeting the needs of children.
<b>Very good</b>	Provision that is very good is highly effective in meeting the needs of children.
<b>Good</b>	Provision that is good is effective in meeting the needs of children but with some aspects to be developed.
<b>Fair</b>	Provision that is fair requires practice to be improved to meet the needs of children.
<b>Poor</b>	Provision that is poor is inadequate and requires significant improvement to meet the needs of children.

# APPENDIX

## SETTING RESPONSE TO THE REPORT

### SUBMITTED ON BEHALF OF THE SETTING

#### Area 1 Observations on the content of the inspection report

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

Actions undertaken:

#### **Area 1**

- Daily Routine Plan is displayed in picture sequence and at child's height in main playschool room.
- All staff use the "High Scope" conflict resolutions strategies to support children to become self-efficient in solving their conflicts.

#### **Area 2**

- All staff will refrain from the use of didactic teaching methods.
- Staff supports and encourage whole-body physical activities throughout the day at Playschool.