EARLY YEARS EDUCATION INSPECTION

REPORT

<table>
<thead>
<tr>
<th>Setting Name</th>
<th>Little Treasures Childcare</th>
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<tbody>
<tr>
<td>Setting Address</td>
<td>Boys Club</td>
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<tr>
<td></td>
<td>Glengarrif Road</td>
</tr>
<tr>
<td></td>
<td>Bantry</td>
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<tr>
<td></td>
<td>County Cork</td>
</tr>
<tr>
<td>DCYA number</td>
<td>09CC0303</td>
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Date of Inspection: 30-11-2018
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

<table>
<thead>
<tr>
<th>Date of inspection</th>
<th>30-11-2018</th>
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| Inspection activities undertaken | • Observation of interactions during one session  
• Interaction with children  
• Review of relevant documents  
• Feedback to setting lead practitioner |

• Meeting with lead practitioner  
• Meeting with practitioner

CONTEXT OF SETTING

Established in 2006, Little Treasures Childcare, is a community early-years setting which operates from adapted rooms in a community building in Bantry town. There are two rooms and two practitioners. In one room, care is provided for children from one year of age, and in the pre-school room, a morning session is provided for children availing of the Early Childhood Care and Education (ECCE) Programme. While the practitioners work with separate groups of children, they work collaboratively to promote and improve the quality of provision for children throughout the setting. Five children and one practitioner were present in the pre-school room on the day of the inspection, in addition to one work experience student. The early years setting was given an opportunity to comment in writing on the findings and actions advised of the report; a response was not received from the setting.

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.
• There is a caring and friendly atmosphere within the setting. This is created by the welcoming exchanges between the practitioner, children and families upon arrival.
• There is a consistent daily routine in place; the routine is flexible so that practitioner can take account of the children’s motivations. There is an appropriate balance between child-initiated play and adult-led activities such as story book exploration, songs and open-ended discussion. The practitioner is currently planning the development of a visual daily routine.
• The relationship between the practitioner and the children is kind and respectful. The practitioner is warm in her engagement with the children, showing sensitivity and consideration in all interactions.
• Verbal cues and a five-minute reminder are used to notify children of the transitions during the routine. Some children were not engaged during the tidy-up transition and when encouraged to wait in lines for outdoor time.
• Snack time is seen as a social occasion and children participate in laying the table with real plates and cups. The practitioner sits with the children and they engage in rich discussion about the morning events.
• The effective and regular use of very good imagery of the children and their families, and the facilitation of appropriate activities along with everyday discussions, support the children to develop a positive sense of identity and belonging. Increased visualisation of the local community would further support children’s knowledge of their local community.

Actions advised

• The practitioner is advised to introduce further strategies to prepare all children for up-coming changes to the routine and to minimise the waiting time experienced by the children when lining up. This will promote purposeful engagement at transition times. The visual daily routine which the setting is planning to introduce will be a useful tool at this time also.
• It is advised that the practitioner increase the visual photographic displays of the local community. Inclusion of such displays would further support opportunities for children to reflect on their learning at home, in the community and in 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 good.
- Curriculum planning is conducted on a monthly basis and is based on topics and themes selected by the practitioner. Planning does not yet explicitly record the children’s current emergent interests.
- The practitioner conducts some learning observations to capture the children’s experiences and achievements as they engage in activities. The observations are not linked to Aistear; and do not make reference to the next steps in the children’s learning.
- The indoor learning environment is well-maintained and attractive. There is provision for a wide variety of play and learning; the environment includes a home area, a book area, small construction toys, small world figures, puzzles and manipulatives and sensory boxes with a wide variety of materials to explore.
- The children access the outdoor area every day, where they have opportunities to be physically active. The practitioner reports that improvements to the outdoor environment are due to commence over the coming year, to enhance the children’s learning experiences.
- The practitioner supports the development of the children’s emergent language including mathematical language as they weave new and extended vocabulary into the everyday conversations that take place.
- During the inspection, play was effectively supported in the indoor environment. For example, during child-initiated play experiences the children were engaged and interested and they took on different roles linking to their current interest in doctors.

Actions advised
- The practitioner is advised to develop planning practices to include short-term planning that will guide the practice and ensure progress in the children’s learning. Children’s emergent interests and personal motivations need to be recorded and need to influence planning for progression in their learning. Using the pillar, ‘Planning and Assessment’, from the Aistear, Siolta Practice Guide, will guide this development.
- The practitioner is advised to record more regular observations on children’s learning and development. It would be beneficial to link these observations to the learning outcomes in Aistear. The use of these observations to influence the future planning for children’s learning and development is also advised.
- The setting is advised to pursue the plans to enhance the outdoor area to include provision for more multi-sensory play experiences and play that supports creativity, imagination and discovery.

AREA 3
QUALITY OF CHILDREN’S LEARNING EXPERIENCES AND ACHIEVEMENTS

- The quality of the children’s learning experiences and achievements is good.
- Children enjoy their learning, demonstrate motivation to learn and are eager to play with each other on arrival.
- The children are developing personal and social skills. The practitioner’s use of modelling to help the children negotiate and turn take with each other at play is commendable.
- Progression in children’s mark-making is promoted and a sample of their work is on display. The practitioner supports the children to explore and engage in mark-making. The children’s synopsis of their work could be recorded and used to inform future plans for their learning.
- Children choose resources independently and they play co-operatively and positively with one another in groups.
- During the inspection, some children engaged in complex and lengthy socio-dramatic play with detailed open-ended sensorial materials. To sustain this play, the children used their negotiation skills, they persisted and they demonstrated capacities to listen to each other’s ideas.
The children are confident and competent communicators. They display eagerness to converse and discuss their ideas and they do so at snack time during discussions with the practitioner. Children are keen to reflect on their experiences. On the day of the inspection, no time was planned for practitioner-facilitated discussion to consolidate and promote the children’s learning and enquiry.

**Actions advised**

- The practitioner is advised to extend the forms of assessment to include the children’s voice in order that a rich picture of each child’s individuality can be created. This information will guide the practitioner in identifying the next steps in the children’s learning and provide a broader profile of the children’s learning.
- To further support children to reflect on their learning experiences, it is advised that the practitioner facilitates group reflections on what children experience and learn; these discussions will also help to elicit what children know and what they would like to discover.

**AREA 4**

**QUALITY OF MANAGEMENT AND LEADERSHIP FOR LEARNING**

- The quality of management and leadership for learning is very good.
- The practitioner who provides care for children from one year of age, and the pre-school practitioner work as a pair, to review and reflect on practice in the setting. They recently availed of external quality mentoring support through Better Start.
- There is a highly professional ethos in this setting. The practitioners demonstrate a clear understanding of the importance of review, reflection and planning for quality improvement. Regular use of the Aistear, Síolta Practice Guide, will support the setting in guiding its own self-review and ongoing development when the mentoring support has been completed.
- The practitioners display confidence and competence in their practice. They both engage with parents and professional colleagues with openness and warmth. They are very committed and hardworking, they promote high standards and foster a clear vision for the work of the setting.
- There is a culture of consultation and communication between the staff and the parents regarding their children’s care. On a daily basis, information is shared with the children’s parents at arrival and collection time. There is potential to share additional information with parents to support connections in learning between the setting and the child’s home.
- Each year, the setting distributes information leaflets about the local school to the children’s families. The setting advises parents on how to support the children’s transition to primary school, and advice leaflets are available all year round at the setting’s entrance.

**Actions advised**

- The practitioners are advised to develop familiarity with the Aistear, Síolta Practice Guide, and to use this resource strategically to support them in building the skills needed to guide their own self-evaluation and self-review in the long term.
- To further promote parents as partners in their child’s education, it is advised that additional information regarding learning and development be shared with them. This could include the setting’s short-term planning, and the observations which relate to their child. The resources available in the Aistear, Síolta Practice Guide will support this.
## 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>Very good</td>
</tr>
<tr>
<td>Quality of processes to support children’s learning and development</td>
<td>Good</td>
</tr>
<tr>
<td>Quality of children’s learning experiences and achievements</td>
<td>Good</td>
</tr>
<tr>
<td>Quality of management and leadership for learning</td>
<td>Very good</td>
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### Language used in Early-Years Education Inspection reports

<table>
<thead>
<tr>
<th>Quality</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Excellent</strong></td>
<td>Provision that is excellent is exemplary in meeting the needs of children.</td>
</tr>
<tr>
<td><strong>Very good</strong></td>
<td>Provision that is very good is highly effective in meeting the needs of children.</td>
</tr>
<tr>
<td><strong>Good</strong></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><strong>Fair</strong></td>
<td>Provision that is fair requires practice to be improved to meet the needs of children.</td>
</tr>
<tr>
<td><strong>Poor</strong></td>
<td>Provision that is poor is inadequate and requires significant improvement to meet the needs of children.</td>
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