An Roinn Oideachais agus Scileanna
Department of Education and Skills

EARLY YEARS EDUCATION INSPECTION

REPORT

<table>
<thead>
<tr>
<th>Setting Name</th>
<th>Glenfields Community Childcare</th>
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<tbody>
<tr>
<td>Setting Address</td>
<td>1 A Glenfields Park</td>
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<tr>
<td></td>
<td>Ballyvolan</td>
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<tr>
<td></td>
<td>Cork City</td>
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<tr>
<td>DCYA number</td>
<td>09CY0028</td>
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Date of Inspection: 21-03-2019
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                  21-03-2019

Inspection activities undertaken
- Meeting with setting manager
- Meeting with practitioners
- Meeting with board of directors (including parent representatives on the board)
- Observation of interactions during a number of sessions
- Interaction with children
- Review of relevant documents
- Feedback to setting manager and practitioners

CONTEXT OF SETTING

Glenfields Community Childcare is an urban early years setting. Nine practitioners provide early years education for a total of forty-seven children in two morning and two afternoon sessions. Three practitioners are employed under the Access and Inclusion model (AIM) and three are on a community employment scheme. Three practitioners, the manager and the chairperson of the board of management attended the post-inspection feedback meeting. The early years setting was given an opportunity to comment in writing on the findings and actions advised of the report; the setting chose to accept the report without response.

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.
- The ethos of the setting is warm and caring with an affirming atmosphere. Practitioners show great sensitivity and respect and clearly have a positive regard for the children and their families.
- The daily routine is displayed in writing and in picture sequence and is meaningfully and informatively linked to contemporary educational research and learning goals. The daily routine and procedures promote children’s well-being, learning and development. It currently consists of too many transitions.
- Snack time is utilised as a social occasion and an opportunity to promote well-being and a healthy lifestyle. The children pour their own water and each child gets served the food they request from the choice available on the day.
- Times of transitions are fluid and children are happily involved in organising, cleaning and tidying the room after play times.
- Practitioners are role models worthy of imitation. They provide meaningful guidance and encouragement towards positive behaviour, giving affirmative feedback.
- The children’s sense of identity and belonging is nurtured highly effectively. Practice is child-centred and respect for and recognition of the uniqueness and individuality of each child is evident in the interactions.
- The setting is remarkably well established within the local community. Regular walks in the neighbourhood provide opportunities for the children to get familiar with places and people within their community. On the day of inspection we met the shop keeper on the corner, the man who always sings a song for the children on their walk, the secondary school children and their teachers going to church to practise for their confirmation.
- A broad range of opportunities is provided to bring together the families, community members and the children. These include the Saint Patrick’s day parade, the Chinese New Year Celebration, and family and community members sharing their interests and expertise with the children. In addition, the children work with the widows and the elderly groups in the locality to create and maintain a planting area in the entrance to the centre.
Actions advised
- Practitioners are advised to alleviate transitions by incorporating small group activities as choice during free-play. This will ensure that the children can avail of long, un-interrupted blocks of child-initiated/led free play times, both indoors and outdoors.
- Practitioners are advised to review snack time, with a view to creating a really relaxed, family type meal-time where the children are active agents and have even more autonomy by laying the tables, serving their own food and drink and tidying up and cleaning up after the meal.

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 long-term, medium-term and short-term curriculum is documented and utilised to support children’s learning and development. It is evident that children’s emergent interests and dispositions are recognised and followed in daily practice. They are not clearly evident in curriculum planning.
- Meaningful assessment approaches are utilised to gather information about children’s learning and development. These include individual learning journals, containing developmental checklists, settling-in learning stories and art collections as well as very informative group learning journals which are on display in the foyer area. It is not clearly evident how the outcomes of assessment inform the individual and group curriculum.
- High quality interactions between the practitioners and the children are facilitated. A range of appropriate interaction strategies, such as active listening and observing, prompting, asking open-ended questions, sustained shared thinking, and co-constructing knowledge are used to effectively facilitate a broad range of learning experiences.
- The children’s ideas and achievements are creatively displayed and accessible to the children and their families.
- The environments are well maintained and inviting and are structured to ensure that the children learn in a variety of contexts throughout the day. They are well resourced and offer high play value. The children have daily access to an outdoor environment and go for a walk in the community regularly. At least one of the rooms could operate a free-flow system, to enable the children to choose between playing indoors or outside.
- Play is recognised and well utilised as an important medium through which the children learn and develop.
- The children’s language, literacy and numeracy skills are fostered well. A broad variety of mark-making opportunities is utilised, as are opportunities to engage with activities that build positive dispositions towards science, arts and mathematics. There is some evidence of the occasional use of work-sheets and colouring-in sheets. These are not age and developmentally appropriate.
- The children learn in an inclusive environment. Practitioners recognise and accommodate diversity in the style, pace and focus of children’s learning and development. Some focus is put on supporting modern foreign languages, using books from different languages and displaying important words and phrases. Some Irish is used for everyday items and situations in the setting.

Actions advised
- Practitioners are advised to work on the development of an emergent, enquiry-based curriculum and to make this visible in the curriculum plans. Outcomes of assessments need to evidently inform curriculum planning. Engagement with the ‘Planning and Assessing’ pillar of the online Aistear, Siolta Practice Guide is advised.
- Practitioners are advised to refrain from formal teaching methods and from using work-sheets. Instead it would be beneficial to focus on utilising teachable moments during play; on promoting mathematical learning through every-day situations, resources and games; on the extensive use of songs, rhymes, whole-body movement games; and on the daily interactive exploration of a high-quality story.
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 are confident and they show positive learning dispositions, such as self-reliance, positive self-esteem, resilience and resourcefulness. It is clear that they are having fun in the setting.
- In particular, during the walk in the community, the children confidently and eagerly use their verbal and non-verbal communication skills to share their knowledge and achievements, their family backgrounds, their ideas, feelings and experiences. They show pride in their community, with which they are very familiar.
- While walking, skipping and jumping the steps during the community walk, the children show confidence and co-ordination over their gross and fine motor skills. Opportunities for similar activities could be provided.
- The children understand the rules and boundaries of acceptable behaviour and show an understanding of the rights and views of others. They are developing and refining their personal and social skills, such as self-regulation, problem solving, negotiating and co-operating. Opportunities for the children to engage in conflict resolution are slightly restricted through the systematic use of timers and rules around how many children can play in an area.
- Through the daily outdoor play and the regular walks, the children have opportunities to make sense of the world around them, by interacting with others and the environments.

Action advised
- Practitioners are advised to avoid the use of external conflict resolution strategies, such as number restrictions to play areas and timers for the use of materials. They are encouraged instead to explore a range of other conflict resolution strategies with the children, so that the children gain confidence and independence in resolving minor, everyday conflicts which may arise.

AREA 4
QUALITY OF MANAGEMENT AND LEADERSHIP FOR LEARNING

- The quality of management and leadership for learning is excellent.
- Effective strategies for professional reflection and review of practice are established. Formal whole-team meetings are carried out once a month. The outcomes of meetings are documented, so they can be shared, acted upon and reviewed. Daily informal meetings are further utilised.
- As part of a quality review of the whole setting, individual management and staff meetings are currently held, as well as supervision meetings and team building meetings.
- It is evident that practice is informed by evidence-based theory and contemporary research.
- The setting avails of a broad range of external mentoring and advisory supports, such as ‘Better Start’, ‘Marte-Meo’, the ECCERS programme, the Leadership in Inclusion programme (LINC) and the Healthy Ireland Smart Start Programme. Management and staff are clearly committed to continuous professional development, having attended courses on Aistear, the Early Childhood Curriculum Framework and Síolta, the National Quality Framework for Early Childhood Education language courses, sign-language courses, and community building courses.
- Very effective, clear two-way channels of communication between the setting and the families have been established, ensuring that information is shared in a spirit of openness, mutual respect and transparency.
- Gradual settling-in procedures are in place; the majority of children in attendance have already availed of the in-house crèche facility and accordingly they are familiar with the setting from an early age. Very good working connections with the local primary schools are established. The children and practitioners visit the schools and teachers and principals visit the setting.

CAPACITY TO IMPLEMENT THE ACTIONS ADVISED ABOVE

The capacity of the setting to continue 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>Very Good</td>
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<tr>
<td>Quality of processes to support children’s learning and development</td>
<td>Very Good</td>
</tr>
<tr>
<td>Quality of children’s learning experiences and achievements</td>
<td>Very Good</td>
</tr>
<tr>
<td>Quality of management and leadership for learning</td>
<td>Excellent</td>
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## Language used in Early-Years Education-focused Inspection reports

<table>
<thead>
<tr>
<th>Quality</th>
<th>Description</th>
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<tbody>
<tr>
<td>Excellent</td>
<td>Provision that is excellent is exemplary in meeting the needs of children.</td>
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<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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