An Roinn Oideachais agus Scileanna
Department of Education and Skills

Early-Years Education-focused Inspection
Report

Glentrasna Community Preschool Ltd.
09CY0039
1a Glentrasna Drive
The Glen
Cork City
County Cork

Date of Inspection: 25th October 2017
Glentrasna Community Preschool is an urban, purpose-built pre-school. Three practitioners offer early childhood education to sixteen children in a morning group and fourteen children in an afternoon group. All three practitioners attended the post-inspection feedback meeting. The inspection took place during the morning session. The setting was given an opportunity to comment in writing on the findings and actions advised in this 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 excellent.
- The highly skilled and motivated practitioners create a warm, welcoming and affirming atmosphere for both the children and their families. The entrance hall displays children’s work in a very respectful and meaningful way for all visitors to enjoy.
- Routines and procedures consistently promote children’s physical, social and emotional security, together with their learning and development.
- A fruit snack is offered throughout the free play time for children to help themselves. The meal time is utilised very well as a social occasion, where children and practitioners sit, eat and communicate together in a very relaxed, family type atmosphere.
- Transitions are kept to a minimum and are announced a few minutes ahead of time. The very confident and competent children get eagerly involved in sorting, pairing, sweeping, washing the tables and tidying the room.
- Relationships are responsive, highly respectful and reciprocal. Practitioners are good role models worthy of imitation, as they teach children good habits and skills for life.
- It is commendable how well the children’s sense of identity and belonging is nurtured. Very close relationships are established with the families as well as with the local community. A meaningful, very individualised family wall is in place.
- Diversity is respected, valued and affirmed within a very inclusive environment through the displays, the materials and the interactions. Practitioners recognise and accommodate diversity in the style, pace and focus of children’s learning and development. A speech and language therapist spends time with the children once a week for four weeks at a time at different intervals during the year.

**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 excellent.
- The curriculum in the service is underpinned by *Aistear: the Early Childhood Curriculum Framework*. The service has developed an annual plan, which is divided into monthly plans, and a weekly plan which is underpinned by the children's emergent interests.
- Excellent detailed records about the children’s learning are gathered. An individual learner journal is compiled for each child. These are shared formally with parents and sent home monthly. A group learning journal is shared in the lobby; it contains links to the themes of *Aistear*.
- The practitioners clearly view the child as a competent and confident learner. This is reflected in the suitable range of pedagogical approaches used to ensure children’s learning experiences are closely aligned to their individual needs and interests.
- Interactions between the practitioners and the children are exemplary as they encourage and enable the children to be independent and make choices. The practitioners regularly use prompts to help children recall past events, make predictions and use judgement. This was evident during a series of effective interactions which scaffolded the children’s learning on the topic of the dark evenings prepared them for the clocks changing time.
• Play is clearly highly valued in this service and the practitioners facilitate children to be playful in their interactions with the environment and with each other.
• The practitioners model mathematical language very well during the session, using everyday play experiences such as cutting and preparing fruit during snack times.
• The indoor environment is very well prepared and highly aesthetically pleasing. The different, designated play areas are equipped with a wide range of natural materials, which are inspiringly presented.
• The environments offer children the opportunity to engage in a broad variety of types of play, such as small world play, construction and imaginary play. The children have free access to an equally richly equipped outdoor area which offers a wide range of activities for children to develop their physical fitness together with their motor skills and their sense of balance.
• The book area has soft cushions and a very good selection of high quality books to suit the interests of all the children. Books are used as visual prompts at tables set up for free play. A book depicting the seasons was propped up at a table, together with crayons and paper, prompting open ended discovery and questioning.
• An excellent range of mark-making materials such as different sizes and types of paper, chalk, pencils, paint and crayons are freely accessible to the children throughout the day.

AREA 3
QUALITY OF CHILDREN’S LEARNING EXPERIENCES AND ACHIEVEMENTS
• The quality of the children’s learning experiences and achievements is excellent.
• The highly motivated, engaged and interested children demonstrate great enjoyment during their activities.
• Positive learning dispositions such as initiative, self-competence, resourcefulness, persistence and resilience are being developed.
• The naturally curious children are inquisitive and confident in exploring and thinking about their learning experiences. They openly and skilfully communicate these in a range of creative ways.
• The very rich play opportunities and activities, together with the pedagogical approaches practised, give the children ongoing and varied opportunities to develop personal and social skills such as problem-solving, co-operating, negotiating and building relationships throughout the day.
• The children engage, explore and experiment in their environment and use their developing physical skills to manipulate objects and materials.

AREA 4
QUALITY OF MANAGEMENT AND LEADERSHIP FOR LEARNING
• The quality of management and leadership for learning is excellent.
• Management and staff engage in daily informal collaborative reflections and conduct more formal team meetings every Friday. The outcomes of these meetings are documented in order to be shared, acted upon and reviewed.
• A great ethos of professionalism, teamwork, collaboration and partnership is evident.
• The setting participates in network meetings every six weeks, co-operating with other services from the area, which they find very beneficial.
• Both manager and staff members are equally committed to promoting high standards and fostering a clear vision and direction for the work of the setting.
• Highly effective, well utilised and clear two-way channels of communication between the service and the families exist. The setting is taking part in the ‘Happy Talk’ initiative, which is welcome by the parents who participate in it.
• Transitions into and from the setting are managed effectively and sensitively to ensure continuity of experiences for the children.
• Very strong connections have been established with the local primary schools. The children and practitioners visit the schools at different occasions throughout the year, thereby becoming familiar with the school environment and the people there.
CAPACITY TO IMPLEMENT THE ACTIONS ADVISED ABOVE

The capacity of the service to keep working at this exemplary standard of practice is excellent.
## Summary of Overall Inspection Findings

<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>Excellent</td>
</tr>
<tr>
<td>Quality of children’s learning experiences and achievements</td>
<td>Excellent</td>
</tr>
<tr>
<td>Quality of management and leadership for learning</td>
<td>Excellent</td>
</tr>
</tbody>
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### Language used in Early-Years Education-focused Inspection reports

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<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>
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<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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