An Roinn Oideachais agus Scileanna
Department of Education and Skills

EARLY YEARS EDUCATION INSPECTION

REPORT

<table>
<thead>
<tr>
<th>Setting Name</th>
<th>Newbury House Family Centre CLG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting Address</td>
<td>Old Youghal Road</td>
</tr>
<tr>
<td></td>
<td>Mayfield</td>
</tr>
<tr>
<td></td>
<td>Cork City</td>
</tr>
<tr>
<td>DCYA number</td>
<td>09CY0071</td>
</tr>
</tbody>
</table>

Date of Inspection: 20-02-2019
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

<table>
<thead>
<tr>
<th>Date of inspection</th>
<th>20-02-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inspection activities undertaken</td>
<td>Observation of interactions during a number of sessions</td>
</tr>
<tr>
<td></td>
<td>Interaction with children</td>
</tr>
<tr>
<td></td>
<td>Review of relevant documents</td>
</tr>
<tr>
<td></td>
<td>Feedback to setting manager and practitioners</td>
</tr>
</tbody>
</table>

**CONTEXT OF SETTING**

Newbury House pre-school is an urban community setting. Five practitioners provide early years education for a maximum of forty-four children in two Early Childhood Care and Education (ECCE) sessions, one in the morning and one in the afternoon. The inspection took place during the morning session with seventeen children present. The staff team consists of three early years practitioners, and two practitioners employed under a Community Employment scheme. The centre manager, two practitioners and a member 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.
- A very caring ethos is prevalent. The atmosphere is warm, welcoming and affirming. Practitioners show sensitivity and have a positive regard for the children and their families.
- The daily routine currently consists of too many transitions and adult-initiated/led activities. This routine does not allow the children to have sufficient agency, and it does not provide enough time for child-initiated/led free play time.
- Snack time is utilised very well as a social occasion, with all the children and the practitioners sitting, eating and chatting together. Well-being, a healthy lifestyle and good habits for life are fostered as the children prepare the tables for the meal and serve themselves.
- Relationships are responsive, respectful and reciprocal. Practitioners model and provide guidance and encouragement towards positive behaviour, by giving affirmative feedback.
- The setting is very embedded in the local community. The children and the practitioners go for regular walks in the neighbourhood, they visit the local library, play football, and take part in the art festival and in science week. Several people from the parent body and the local community come to visit the preschool, sharing their expertise and interests with the children, such as the Garda, the dental hygienist, and personnel from the Navy.
- A praiseworthy focus is put on the representation of different languages and cultures within the setting. Flags from all the different countries, where family members of children and staff are from are displayed beside a world map. At the time of the inspection, the word of the week was ‘friend’; this word was displayed in six different languages. Everyday phrases, such as ‘hello’, ‘thank you’, and ‘how are you?’ are displayed with a picture and the word in four different languages.

*Action advised*

- Practitioners are advised to adjust the daily routine slightly, in order to provide a long uninterrupted free play period indoors, during which the children choose and organise their activities autonomously. This necessitates that all areas, materials and resources, including arts and crafts materials, are freely available and accessible to the children. Access could be provided to the second room and the outdoor area; this would enable the children to choose to be even more active during this time. Another daily, long free play period outside is further advised.
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 by Aistear: the Early Childhood Curriculum Framework is documented and utilised to support children’s learning and development. An emergent, enquiry-based curriculum is implemented.
- Information documented about children’s learning reflects their achievements and development in a range of connected learning experiences, with due regard for their individual interests, needs, learning dispositions and cultural backgrounds. Assessment approaches include individual learning folders containing learning stories, strength-based developmental checklists and art collections. These are frequently shared with the families.
- High quality interactions between the practitioners and the children are evident. The practitioners know the children well and use a range of interaction strategies to actively extend their thinking and learning.
- A broad variety of play options is available during indoor free play, such as messy play with water and sand, arts and crafts, table top work, books, construction play and socio-dramatic play. The outdoor area equally offers a broad variety of activities. The play value of all the environments and areas needs to be further enhanced.
- It is evident that the children are provided with a broad range of opportunities to engage in mark-making. High-quality books are provided and the children have opportunities to listen to and explore stories.

Action advised
- To raise the play value of all the environments, the practitioners are advised to work with the ‘Learning Environment’ and the ‘Play’ pillars of the online Aistear, Síolta Practice Guide and to engage with the environmental audits provided in the guide. Practitioners are encouraged to review all the environments and individual play areas, with a focus on functionality, and to consider what is needed for in-depth, meaningful active and interactive play to develop. More loose, versatile, open-ended, natural, sense-rich, manipulative materials and resources need to be added to both the indoor and outdoor areas.

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 demonstrate engagement and enjoyment in their learning and show a positive sense of well-being. They are motivated and display positive learning dispositions, such as initiative, self-reliance, resourcefulness and persistence.
- The children show an understanding of and regard for the identity, rights and views of others in the way they organise their activities during free play.
- Particularly during the free play periods, the children utilise the opportunities to develop and refine their personal and social skills, such as self-regulation, problem-solving, conflict resolution, negotiation and co-operation.
- The children use verbal and non-verbal communication skills throughout the day to communicate effectively. The children and practitioners sing along to and act out songs following the instructions from a CD.
- In particular, the outdoor area offers some opportunities to the children to become aware of the natural environment and its features, materials and plants.

Action advised
- Practitioners are advised to involve the children even more in songs, rhymes, finger-games and whole-body movement games. To this end, it would be more meaningful to sing and play without a CD, as the children can regulate the tempo and use their own ideas and imagination. This approach will also provide further scope for the children to use their capacity to remember and predict and express their individual ideas, thoughts and feelings in a creative way.
AREA 4
QUALITY OF MANAGEMENT AND LEADERSHIP FOR LEARNING

- The quality of management and leadership for learning is excellent.
- Management and staff avail of monthly formal meetings to reflect and review practice and to plan. The outcomes of these meeting are recorded, so they can be shared, acted-upon and reviewed again. Informal daily chats are further utilised.
- The setting completed the ‘Better Start’ Programme in recent years. The manager attends regular local network meetings.
- It is clearly evident that management and staff regularly avail of continuous professional development opportunities, such as the Leadership for Inclusion in Early Years Programme (LINC), the ‘Healthy Ireland’ Smart Start Programme and a course on Equality and Diversity.
- Clear two-way channels of communication between the setting and the families are established. These include an informative parental handbook, newsletters, information meetings, and offering the ‘Happy Talk’ programme to families. There are also a number of services available to families within the centre.
- Transitions into and from the setting are managed very effectively. Gradual settling-in procedures are established, as are good working relationships with the neighbouring schools.

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>
</tr>
</thead>
<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>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>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Quality</th>
<th>Description</th>
</tr>
</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>
</tr>
</tbody>
</table>

Published June 2019