**EARLY YEARS EDUCATION INSPECTION**

**REPORT**

<table>
<thead>
<tr>
<th>Setting Name</th>
<th>Deansrath Family Centre</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Setting Address</strong></td>
<td>Deansrath Health Centre</td>
</tr>
<tr>
<td></td>
<td>St. Catherbert’s</td>
</tr>
<tr>
<td></td>
<td>Clondalkin</td>
</tr>
<tr>
<td></td>
<td>Dublin</td>
</tr>
<tr>
<td><strong>DCYA number</strong></td>
<td>09DS0113</td>
</tr>
</tbody>
</table>

**Date of Inspection: 14-02-2019**
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 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>14-04-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inspection activities undertaken</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**

Deansrath Family Centre is a community operated setting. The facility is located in the Deansrath Health Centre. The close working relationships between the setting and the health centre is a key contextual feature. A morning and an afternoon session are provided four days a week to children participating in the Early Childhood Care and Education (ECCE) Programme. On the day of the inspection, only the afternoon session was observed due to the fact that a family morning is held in the Health Centre each Thursday morning. On the day of the inspection, there were eleven children and six practitioners, one of whom was made available through the Access and Inclusion Model (AIM), in attendance. Three of the practitioners included a participant from the Community Employment (CE) scheme, a participant from the Tús scheme and a student from Dublin Institute of Technology (DIT). 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 excellent.
- An extremely warm and welcoming atmosphere is evident throughout the setting. Practitioners consciously make time for each child and parent at arrival and collection times. Children are greeted individually and invited into the environment where they immediately become involved in play areas of interest to them.
- A variety of visual and auditory strategies are used intentionally by practitioners to inform children of a change in the daily routine. The use of these strategies supports positive learning experiences for children and effectively prepares them for times of movement between experiences and learning areas.
- Relationships between the practitioners and the children are consistently kind and caring. Interactions with children are genuine and considerate. A priority for the practitioners is the overall wellbeing of each child and his/her family. The setting is currently participating in the Demonstration project which involves practitioners, Speech and Language Therapists, Occupational Therapists and families working together to support the learning of all children, including children with additional needs.
- Representations of the children are very visible throughout the learning environment. Many efforts have been made by practitioners to create an environment that reflects each child and his/her learning experiences in the setting.
- Practitioners model and give clear messages to the children about appropriate behaviour. They provide positive feedback, reinforcing the children’s actions and use of words. On the day of the inspection, the facilitation of ‘Dino School’ with the use of a puppet, visual, music and rhymes was particularly praiseworthy. During this experience the manager skilfully used the strategies which are adopted in the Incredible Years Preschool/Early Childhood BASIC Series to effectively support children’s social, emotional and problem-solving skills.
- Practitioners and children enjoy regular opportunities to be involved in the local community. For example, children, practitioners and the local park ranger work together each Tuesday morning where they attend to their allotment in the local park.
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.
- Provision for children’s learning and development is underpinned by a play-based approach and is informed by Aistear; the Early Childhood Curriculum Framework. A number of children’s emerging interests are recognised in the curriculum plans and are used to inform planned activities and experiences.
- Practitioners prepare a variety of assessment methods to gather information about children’s learning experiences and achievements. They observe and record the children’s engagement in their various learning experiences. Less emphasis is placed on the analysis of the children’s learning and how practitioners intend to support and extend this in the learning programme.
- The practitioners use many very effective interaction strategies with children. They are attentive and actively listen and support children during their learning experiences. The practitioners are positive and motivating as they engage each child in his/her learning. They used few open-ended questions and statements resulting in missed opportunities to elicit and extend the children’s thoughts and feelings.
- The indoor environments are inviting and carefully organised. They consist of one large learning environment with two connecting rooms. The main learning environment offers a variety of play types, including socio-dramatic play, manipulative play and construction play. One of the adjoining rooms offers rich creative experiences while the other room, referred to as the Dino School, is a quiet and peaceful space where children are encouraged to relax, read a book and/or listen to music.
- The outdoor environment is easily accessible. The children spend a large proportion of their time outdoors often moving seamlessly between the indoor and outdoor spaces.
- Play is the central medium through which the children learn and develop in the setting. Practitioners are play-partners, playing alongside the children. They recognise their role in effectively facilitating, leading and extending children’s play in order to effectively support their learning and development.
- There is an emphasis on promoting inclusive practices in the setting. The setting liaises with parents, support services from the adjoining health centre and external professionals on an ongoing basis to ensure appropriate provision for all children in the setting.

Actions advised

- Building on their written observations, practitioners are advised to analyse the learning and development of each child and to use this information to inform their planning and to guide the next steps in children’s learning experiences. In so doing, practitioners can outline how each child will be further supported in extending their interests, skills, strengths, learning dispositions and values.
- The practitioners are advised to build on their interaction strategies with a view to ensuring that there is consistent use of open-ended questions and statements. This will help to stimulate more language use by the children, affirm children’s ideas and encourage creative thinking.

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 autonomous in their playful explorations. They move freely between spaces in the environment. This freedom to choose and organise their own learning contributes to the children’s high level of interest and engagement.
- Many children demonstrate an awareness of their learning abilities and achievements. They regularly share and discuss these achievements with their peers and the practitioners.
- Children enjoy opportunities to develop their fine and gross motor skills between the indoor and outdoor learning environments. On the afternoon of the inspection, they particularly enjoyed opportunities to test their abilities in the outdoor environment where they engaged in climbing, swinging and balancing activities.
The children play co-operatively with their peers. They are respectful in their interactions and offer support to each other during their play.

Children are developing a sense of their own identity. On the afternoon of the inspection, they openly discussed themselves and their family members. There was some acknowledgement and celebration of the children’s home languages.

The facilitation of the Dino School experience is highly effective in supporting the promotion of the children’s emotional literacy, social and communication skills. Children are developing personal and social skills with regular support and guidance from practitioners.

**Action advised**

- The practitioners are advised to more regularly recognise, value and affirm the range of children’s cultures, languages and traditions in the setting. Consideration could be given to how the visuals, materials, songs and rhythms could reflect a range of cultural backgrounds in both indoor and outdoor learning environments.

**AREA 4
QUALITY OF MANAGEMENT AND LEADERSHIP FOR LEARNING**

- The quality of management and leadership for learning is excellent.
- Great value is placed on professional self-evaluation in this setting. A number of procedures have been established to facilitate professional dialogue at individual and team levels.
- The manager and practitioners demonstrate a strong commitment to remaining upskilled in line with current best practice. They are proactive in accessing professional learning opportunities. The setting is taking part in the Demonstration Project, a project that offers speech and language and occupational therapy within early years settings, and has also worked with the Access and Inclusion Model (AIM). The manager has also participated in the Leadership for Inclusion in Early Childhood (LINC) programme. The setting has been recognised as a Centre of Excellence for its work with the Incredible Years Programme.
- The manager and practitioners work well together. They demonstrate a strong sense of teamwork and a shared understanding around their roles and responsibilities. This results in the smooth organisation of the learning programme. An ethos of collaboration and professionalism is clearly evident amongst the team.
- A very strong partnership is evident between practitioners, the manager and parents. An open-door policy is in place and parents and families are welcome into the setting at any time. The manager has a strong presence in the setting which supports positive relationships and communication with parents. Parent surveys are distributed to parents to elicit their views on provision in the setting. The manager reports this is effective in identifying areas for improvement and in supporting and building on team morale.
- Prior to starting in the setting, new children are invited to attend the setting’s summer camp. This supports the children in becoming familiar with the environment before starting in the setting. In addition, a family morning is held in advance to support each child’s transition from home to the setting; this ensures it is a smooth and gradual experience for all children and parents.
- Strong connections have been established between the setting and the local primary school. The setting and school work closely together throughout the year to support and promote a positive pathway for children moving from the early years setting to primary school.

**CAPACITY TO IMPLEMENT THE ACTIONS ADVISED ABOVE**

The setting manager and six practitioners attended the post-evaluation feedback meeting. The capacity of the setting to implement the actions advised above is very good. This was illustrated by the setting manager’s and practitioners’ engagement in professional learning opportunities and their commitment to continuous improvement in the quality of provision for children’s learning and development.
## 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>Excellent</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 Inspection reports

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

Published June 2019