Early-Years Education-focused Inspection

REPORT

Bee Happy Playschool
09DY0001

Claremont Crescent
Glasnevin
Dublin 11

Date of inspection: 04 May 2016
CONTEXT OF SETTING

The Bee Happy play school, situated in Glasnevin, in North Dublin city, is privately owned and managed by the lead practitioner. It provides a morning service of 3.5 hours for four days each week. 8 out of the 10 children in attendance on the day of the inspection, participate in the Early Childhood Care and Education (ECCE) Programme. The setting was given an opportunity to comment in writing on the findings and actions advised in this report, and the response submitted on behalf of the setting will be found in the appendix of this report.

AREA 1
QUALITY OF CONTEXT TO SUPPORT CHILDREN’S LEARNING AND DEVELOPMENT

- The quality of the context to support children’s learning and development is very good.
- A very child-centred, holistic ethos is evident in both the practices and in the policies.
- Children and their families are warmly welcomed into the setting and the children are supported and encouraged throughout the morning.
- Mutually respectful relationships are evident and children present as secure and very settled.
- Children are familiar with the daily routine which is structured to maximise play opportunities. It includes a well organised snack-time that fosters independence, social interaction and healthy eating.
- While the individuality of the children is recognised, affirmed and celebrated there could be more representation of the diversity of the families in the setting.
- Decision making, self-confidence and self-efficacy are consciously and effectively fostered throughout the session. Children take responsibility for their lunches and their toileting and are able to choose play activities and materials for themselves.

Actions advised
More representation of the diversity among the children in the setting would enhance their sense of belonging and connectedness to their families while in the playschool.

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.
- The short-term planning is broadly linked to the emerging interests of the children and to Aistear: The Early Childhood Curriculum Framework.
- Play, in its many forms, is the central medium through which the children develop, explore, interact with each other and learn to solve problems. The play opportunities were very effectively facilitated and supported by the practitioners.
- A range of assessment processes are in use, including checklists and photographs, and these provide partial guidance to the practitioners when planning the next steps in learning for the children.
- A very good balance between adult-led and child-led activities was evident with practitioners facilitating the active engagement of the children at all times.
- Both the indoor and outdoor environments have a very good range of resources including swings, dressing-up-clothes, small world materials and books that are used to support learning and development.

Actions advised
- It is advised that the practitioners base their planning primarily on what they observe and record about children’s play, interactions and emerging interests.
• The learning potential of the outdoor and indoor environments could be significantly enhanced by including regular access to a wide range of sensory and natural materials such as sand, water, wood, plants, and textiles.

AREA 3
QUALITY OF CHILDREN’S LEARNING EXPERIENCES AND ACHIEVEMENTS

• The quality of the children’s learning experiences and achievements is very good.
• Children engage fully in play in a sustained way and can play individually, in pairs and in small groups. The time afforded to play on the daily timetable has supported very good emergent language and numeracy skills, decision-making and creative thinking.
• The children share ideas and problem-solve readily with each other.
• Information is recorded that reflects some of the children’s learning and development.
• The children are confident, resourceful learners who are motivated and interested and who eagerly participate in the activities. Their social and emotional development is very effectively supported, particularly through the use of a visual chart where they are encouraged to name and talk about their feelings using the appropriate vocabulary.
• Inquisitiveness, curiosity and exploration are fostered and, as the outdoor and indoor environments are further developed, this aspect of the learning will be extended.

Actions advised
• Practitioners are advised to broaden the scope of what they record about children’s learning to include children’s own interpretations of their work. This type of information gives a richer picture of the children’s learning and achievements.

AREA 4
QUALITY OF MANAGEMENT AND LEADERSHIP FOR LEARNING

• The quality of management and leadership for learning is very good.
• The manager and the practitioner work very well together and they informally review practice on a regular basis.
• A calm and organised atmosphere prevails and the structures and systems in place ensure that the play-school operates very smoothly.
• Some good home links have been established. These include sharing children’s work with parents, providing social occasions in the setting where parents get to meet each other, and supporting a reading-at-home initiative.

Actions advised
• A more formal review of practices will enable practitioners to plan, to adapt and to continue to develop the service.
• To further enhance communication with parents, it is advised that some new strategies be put in place such as arranging a time for children to share their scrapbooks or sending home children’s observations on their interests for parents to view and comment.

CAPACITY TO IMPLEMENT THE ACTIONS ADVISED ABOVE

The capacity of the practitioners to implement the actions advised above and to continually improve their service is very good.
### 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>Very good</td>
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### Language used in Early-Years Education-focused Inspection reports

<table>
<thead>
<tr>
<th>Quality Level</th>
<th>Provision</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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APPENDIX

SETTING RESPONSE TO THE REPORT
SUBMITTED ON BEHALF OF THE SETTING

Part A: Observations on the content of the inspection report

Part B: Follow-up actions planned or undertaken since the completion of the inspection activity to address the actions advised in the inspection report

1. Since the inspection we have worked on a family tree which is now hanging in the Playschool. This gave each child (and adult) the opportunity to talk about their family members and they placed a leaf (with all their family members' names on it) on a big tree which the children made together. To improve this we hope to get photos of each family member to place them on the tree also. Another idea we have is to get the children to draw a picture or bring in a photo of where they live. I hope also that parents will come to playschool and maybe share a talent or their culture with us. These and other ideas we are working on will help bring a sense of belonging and connectedness to the children's families while in playschool.

2. We are working on planning around what the children like to do and their emerging interests. The children seem to really like to see the trains go by and so as a group activity we made 'The Bee Happy Express Train' which the children get great fun out of. We have also incorporated a muddy/digging and sand area in the garden and we are in the process of clearing an area to incorporate a wider range of sensory and natural materials.

3. Here at Playschool when children draw a picture and name what they have drawn we write it on the picture so that everyone knows what it is. We will continue to do this and encourage the children to give their own interpretation of all their work and we will acknowledge and record this great work.

4. Here at Playschool we have informal staff meetings. We will now have a more formal arrangement which will be in the form of a meeting every two weeks along with the informal day-to-day discussions. We have also decided to invite parents into Playschool on a regular basis (possibly once a month) to see all the work that is being done. For parents who cannot make it to Playschool we will send home the scrap books, some photos and the observations to give them the chance to see how their child is getting on and to give them the chance to comment. We will also remind parents that they are welcome to meet us at any time or day that suits them.

These are just some of the ideas we have to improve the service we provide here at Playschool and we look forward to implementing them and more in the coming months.

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