Early-Years Education-focused Inspection

REPORT

Kilkerrin Community Playschool Ltd
09GY0051

Kilkerrin, Ballinasloe
Co Galway

Date of inspection:  04 May 2016
CONTEXT OF SETTING

Kilkerrin Community Playschool Ltd is a community based service located in the community centre in Kilkerrin, close to Glenamaddy, Co. Galway. It offers a pre-school programme for eighteen children, fourteen of whom avail of the Early Childhood Care and Education (ECCE) Programme. There were three practitioners and fifteen children present in the setting on the day of the evaluation. 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 context to support children’s learning and development is good.
- A caring and affirming atmosphere is evident. Children are greeted warmly and are active agents in choosing their own activities.
- Practitioners demonstrate positive regard for parents and families.
- On the day of inspection there were no visible connections with the community displayed in the environment.
- Secure relationships are fostered between practitioners and children within an inclusive learning environment. Symbols are used to identify children's belongings.
- Children are supported commendably in managing their own hygiene and personal care needs.
- Some children were not involved in the tidy up routine which took place at the end of the day towards the end of three hours of play. Purposeful tasks, involving all children and music and song singing during this time, would add a sense of fun to the activity.

Actions advised
- To build on the good practices established on promoting children’s identity as members of groups, it is advised that the children’s community be visibly represented in the setting.
- It is advised that transition times be reviewed to enable all children become involved in the routine procedures which should promote greater responsibility and develop a sense of teamwork.

AREA 2
QUALITY OF PROCESSES TO SUPPORT CHILDREN’S LEARNING AND DEVELOPMENT

- The quality of processes to support children’s learning and development is good.
- Provision is informed by Aistear: the Early Childhood Curriculum Framework. A mind map in the corridor displaying the curriculum being taught is commendable.
- The practitioners write the children’s stories as they verbalise them. This is positive practice.
- The adults engage purposefully with the children during their play. The quality interactions observed were commendable.
- Practitioners need to develop a systematic approach for the observation of emerging interests and a plan to incorporate them into the programme of work.
- The setting provides a sustained period of free-play for children which lasts for three hours using both the indoors and outdoors.
- The use of visual cues would support children’s movement through their wide range of chosen activities and support them in monitoring progress and providing feedback on their work on a daily basis.
- A significant amount of time was spent resolving conflicts and negotiating with children. Rules and boundaries need to be revisited with all the children to develop self-regulation and support appropriate risk taking behaviour.
- Resources and interest areas are accessible and children are provided with varied opportunities to engage with a range of multi-sensory activities and types of play.

Actions advised
- It is advised that a key worker system be established and that key workers will have responsibility for the recording of emerging interests of the children in their care.
- It is advised that practitioners plan learning opportunities that build on the interests, previous learning experiences and achievements of the children.
It is advised that children be given opportunities to convene as a group during the day to talk about their play experiences, ideas and interests. Visual cues would support in this regard.

AREA 3
QUALITY OF CHILDREN’S LEARNING EXPERIENCES AND ACHIEVEMENTS
- The quality of children’s learning experiences and achievements is good.
- Children make decisions about their own learning and express their views, needs and feelings.
  It was observed that some children displayed disrespect for resources and materials. The children could be supported to develop a sense of ownership through the routine which will help them understand the rules around safety and the boundaries of acceptable behaviour.
- The children explore their environment confidently and demonstrate increasing confidence in their motor skill development.
- Children experience success during learning activities and are affirmed in their work. Further opportunities need to be provided where children can revisit previous learning.
- Children are motivated in their play and display a sense of creativity through their artwork. They are aware of their natural environment and regularly engage in planting activities outdoors.

Actions advised
- It is advised that additional opportunities be provided to allow children to make connections between new learning and what they already know.
- It is advised that children be supported further in respecting their environment.

AREA 4
QUALITY OF MANAGEMENT AND LEADERSHIP FOR LEARNING
- The quality of management and leadership for learning is good.
- There is a collaborative approach evident within the team. There is mutual respect and a recognition for each other’s abilities and skills.
- Practitioners engage in continuous professional development.
- The staff currently do not convene formal staff meetings to discuss children’s emerging interests and the implications for the curriculum.
- There is potential for greater use of resources to support systematic self-review and improvement initiatives.
- While parents are welcomed into the classroom, it is advised that regular opportunities be provided for parents to view their children’s achievements.
- Information is shared between the early-years setting and the primary school. The open day for both the pre-school and primary school occurs on the same day.

Actions advised
- It is advised that staff meetings be held to allow staff to discuss their observations of children’s learning and to plan for an emergent curriculum in a systematic manner in order to improve learning opportunities for children.
- It is advised that practitioners conduct an environmental audit using the Aistear, Síolta Practice Guide to review and reflect on how the children use resources, the environment and interest areas.
- It is advised that further opportunities be provided for a two-way communication system, to share children’s learning and achievements with parents.

CAPACITY TO IMPLEMENT THE ACTIONS ADVISED ABOVE
The manager and practitioners in the setting demonstrate good capacity for and commitment to implementing the actions advised above.
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>Good</td>
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<tr>
<td>Quality of processes to support children's learning and development</td>
<td>Good</td>
</tr>
<tr>
<td>Quality of children's learning experiences and achievements</td>
<td>Good</td>
</tr>
<tr>
<td>Quality of management and leadership for learning</td>
<td>Good</td>
</tr>
</tbody>
</table>

Language used in Early-Years Education-focused Inspection reports

<table>
<thead>
<tr>
<th>Level</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>
</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>
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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

Kilkerrin Community Playschool Ltd commit to the development of quality in our setting, to ensure the best possible learning environment, learning experiences and meaningful interactions for all children.

In light of the recommendations of the EYEI report we will follow a plan of action for the enhancement of the setting. Some changes will be prioritised, while others will be introduced incrementally throughout the next academic year so that the workload on staff will not be stressful.

Area 1
- A Community Involvement Policy and Procedure will be drawn up in line with the new DES quality standards, the TUSLA Pre-school Regulations and Garda Vetting best practice, to establish connections with the community and enhance children’s identity and belonging.
- Practice already established in relation to transition times such as tidy-up, will be built upon to make all transitions a fun learning experience which all children can get involved with.

Area 2
- This setting has already established an emergent curriculum which incorporates the emergent interests and needs of children into planning. We will create a more systematic approach to the emergent curriculum by linking it to a key worker system.
- This setting will research methods of displaying documentation as a learning experience that allows children to revisit their previous play and learning; this research will allow us to ascertain what methods will suit our practice.
- Group time in this setting is already provided through circle time and story time. This setting will research group times and will experiment with different types of group times to ascertain which methods suit our practice.

Area 3
- As stated above, we will establish a method whereby children can revisit their previous play and learning.
- This setting works on a daily basis to help develop children’s respect for their peers, adults in the setting and the environment. We will continue to do this. Strategies such as visual cues in relation to the routine and rules by the children will be established in collaboration with the children to further develop in this respect.

Area 4
- This setting will work with the committee and staff to develop regular staff meetings. This will allow us to discuss our already in place emergent curriculum and also our observations on children which also feed into the emergent curriculum. This will enhance learning opportunities for children.
- The Aistear, Síolta Practice Guide environmental audits will be used by staff.
- This service already sends children’s stories home and sends home a learning journal of photos (from throughout the year) glued by the children each June. We will develop a system whereby children's learning journals will progress throughout the year to create a link with home.

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