An Roinn Oideachais agus Scileanna
Department of Education and Skills

EARLY YEARS EDUCATION INSPECTION

REPORT

<table>
<thead>
<tr>
<th>Setting Name</th>
<th>Naíonra Charn Mór</th>
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<tbody>
<tr>
<td>Setting Address</td>
<td>Carnmore Community Centre, Carnmore, County Galway</td>
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<tr>
<td>DCYA number</td>
<td>09GY0181</td>
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Date of inspection: 22-01-2019
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

Date of inspection: 22-01-2019

<table>
<thead>
<tr>
<th>Inspection Activities</th>
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<tbody>
<tr>
<td>• Meeting with the principal director of the naíonra</td>
<td>• Review of relevant documents</td>
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<tr>
<td>• Observation of interactions during a number of sessions</td>
<td>• Feedback to the principal director and to the assistant director in the naíonra</td>
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<tr>
<td>• Interaction with children</td>
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CONTEXT OF SERVICE

Naíonra Charn Mór is based in Carnmore Community Centre, County Galway. The naíonra provides a morning preschool programme through the medium of Irish for young children taking part in the Early Childhood Care and Education (ECCE) Programme. The naíonra operates under the auspices of Comhar Naíonraí na Gaeltachta (CNNG) and it has a strong Gaelic ethos. The naíonra has one learning room and has a play-based approach to learning. The principal director as well as the assistant director were present and were provided with feedback following the inspection. 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 children’s learning and development is very good
• The directors demonstrate a positive attitude towards the children and their families who are warmly welcomed into the naíonra.
• Recognition, praise and encouragement are consistent features in response to the children and there is a gentle, kind, encouraging atmosphere in the naíonra. Sympathetic, respectful interactions between children are fostered as well as secure relationships between the children and the directors.
• A sympathetic ethos is evident in the naíonra. Respectful bilingual interactions are to the fore, with rich language being modelled by the directors.
• Children are supported in managing their hygiene and personal care needs and practices foster their learning and development. For example, transitions are announced in advance and children get support from the directors when needed.
• The directors give direction to foster positive behaviour. While children are encouraged to manage themselves independently at snack time, they do not sit together.
• Immersion education is implemented in the naíonra and the language richness of the directors is excellent. Children's vocabulary in Irish is developed through recitation during play activities.

Actions advised
• To optimise snack time as a social occasion, it is recommended that the tables be reorganised so that the children and the directors sit together.

AREA 2

QUALITY OF PROCESSES TO SUPPORT CHILDREN’S LEARNING AND DEVELOPMENT

• The quality of processes to support children’s learning and development is very good.
• Play is the central medium through which children learn and develop in the setting and opportunities are provided for different types of play. On the day of the inspection, they were observed building with bricks, making marks with pens, chalk and pencils and role playing in the barber shop/hairdresser's.
Children's achievements are displayed on the walls in the naíonra. A small number of the learning objectives and aims of Aistear are recognised in this work and in the scrap books M'Aistear Foghlama.

Practitioners in the setting take part in medium and short-term curriculum planning organised around monthly themes. Some of the planning is based on Aistear: and some information is gathered in relation to the next steps in children’s learning experiences.

Children have access to books in Irish and have regular opportunities to listen to and explore stories like Na Trí Muicín.

The directors model appropriate language and use mathematical language. The children's understanding of the meaning and use of mathematical language is being developed appropriately.

The directors recognise diversity and cater for it in relation to style, speed, age and focus. For example, when children were playing in the big hall and outside, the youngest children were given special attention and support.

Actions advised

- To support children’s natural creativity, wonder and curiosity, it is recommended that the internal environment be re-organised in a manner that clearly links children’s work to the aims and learning objectives of Aistear.
- To improve learning experiences and outcomes for children and to ensure continuity in their learning, it is recommended that greater use be made of Aistear: The Early Childhood Curriculum Framework to inform planning, review and improvements in practice.

AREA 3

QUALITY OF CHILDREN’S LEARNING EXPERIENCES AND ACHIEVEMENTS

- The quality of children's learning experiences and achievements is very good.
- Children demonstrate an enjoyment in learning. They are active in choosing and organising their learning and developmental activities. On the day of the inspection, the children were motivated and demonstrated initiative, self-confidence and a positive attitude to learning.
- Children are developing the ability to play together, in pairs or in small groups. They particularly enjoy painting on their own as well as playing in small groups at the doll's house or at the sand and water trays.
- Children have opportunities to develop their gross and fine motor skills, when they are playing basketball in the hall or racing in the park outside.
- Children have an awareness of various people within the community and visitors such as the guard, footballers and local farmers are welcomed to the naíonra.
- The children know an excellent collection of songs and rhymes in Irish. As progressing bilingual learners, they examine sound and pattern in Irish and demonstrate their feelings, thoughts and creativity by moving to music and role-playing at story time.
- Children are aware of the natural environment and have regular opportunities to interact with their environment. On the day of the inspection, the children and directors went on a nature walk; the children expressed natural wonder and curiosity when they saw sheep in the fields and pools of water on the boreen.

Actions advised

- To support children's learning experiences during transition periods, it is recommended that greater use be made of anthologies of rhymes and songs informally, when children are transitioning between activities.

AREA 4

QUALITY OF MANAGEMENT AND LEADERSHIP FOR LEARNING

- The quality of management and leadership for learning is very good.
- An ethos of professionalism, co-operation and partnership is evident in the naíonra and the directors’ roles and responsibilities are clearly defined.
Before the beginning of the academic year, information about the naíonra is shared with families by making an information booklet available, having a meeting for parents and organising an open day for families. Even though families are made aware of the policies and procedures in place in the setting, not enough information about the curriculum is shared with them.

The naíonra provides both formal and informal opportunities to parents to discuss their child's progress and to exchange information. The naíonra shares information about children's learning by sending home children's work on a regular basis and by recording their achievements in the booklet M’Aistear Foghlama.

Information about children's prior experiences is gathered from parents, families and other settings. Information from the form Ag fáil aithne ar an bpáiste is used to ensure continuity of experience and progression in learning for children.

Information is shared between the early years setting and local primary schools to ensure continuation of experiences and progression in children's learning.

From time to time, staff members participate in continuing professional development under the auspices of CNNG, where they review their policies and procedures.

**Actions advised**

- As their child's primary educators and as partners in the child's learning and development, it is recommended that parents be proactively informed of the Aistear curriculum.

**CAPACITY TO IMPLEMENT THE ACTIONS ADVISED ABOVE**

Capacity to implement the actions advised above is very good.
## Summary of Overall Inspection

<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>
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## Language used in Early-Years Education 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>
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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>Weak</td>
<td>Provision that is poor is inadequate and requires significant improvement to meet the needs of children.</td>
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