An Roinn Oideachais agus Scileanna
Department of Education and Skills

Early-Years Education-focused Inspection

REPORT

All Sorts
09KE0066

Unit E, M4 Business Park
Celbridge, Co Kildare

Date of inspection: 10 May 2016
CONTEXT OF SETTING

All Sorts Playschool operates a play-based sessional preschool service and is situated in an industrial estate in Celbridge, Co Kildare. It is in operation for fifteen years and relocated to its current premises in 2009. The service caters for twenty children in total. Eleven children take part in the Early Childhood Care and Education (ECCE) Programme in a one-room setting. On the day of inspection there were fourteen children present. The joint owners/managers were present on the day of inspection. 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 good.
- Children have developed their own placemats for snack time, and birthdays are represented on a birthday tree, thereby supporting the recognition of the children as individuals.
- Visual prompts for promoting positive behaviour are provided for children to refer to.
- A job chart displayed for children supports children in developing independent skills.
- Snack/mealtime is seen as a social occasion with staff and children sitting together and engaging in conversation.
- Communicative relationships with parents are evident with parents being greeted warmly at arrival and departure.
- Children organise and choose their own activities at certain parts of the day.
- Connections are evident with the local community such as visits to the library and visits from the local nurse and fire brigade service.

Actions advised
- Staff are advised to develop additional opportunities for children to be active agents in choosing and organising their own learning and development activities.
- Building on the current practice, additional opportunities for children to develop an appreciation of themselves as individuals through the use of photographs and displays of their work is advised.
- Further provision by staff of recognition for family diversity through the use of displays, books, and pictorial celebrations of families will support the development of children’s identity and belonging.

AREA 2

QUALITY OF PROCESSES TO SUPPORT CHILDREN’S LEARNING AND DEVELOPMENT

- The quality of the processes to support children’s learning and development is good.
- The curriculum at the setting is broadly aligned to the themes of Aistear: the Early Childhood Curriculum Framework.
- The programme of learning activities provided includes comprehensive projects which promote children’s self-care and positive dispositions.
- Good child-child and adult-child interactions were observed and practitioners engaged in play with the children.
- Planning for curriculum implementation is considered from a short-term, medium-term and long-term perspective. Currently, planning practices are not informed by children’s emerging interests.
- There is an adequate range of resources for children in the environment.
- The service does not have an outdoor space for the children to play in. However, children are afforded opportunities to engage in physical exercise through the Bizzy Breaks Programme, a rhythm and exercise programme designed for young children.

Actions advised
- It is advised that planning for curriculum implementation on a long-term, medium-term and short-term basis be continuously underpinned by *Aistear; the Early Childhood Curriculum Framework* and informed by children’s emerging interests, achievements and experiences in order to give vision to children at the setting and to involve them in the planning process.
- Practitioners are advised to extend the range of mathematical and literacy resources and to support their use purposefully and regularly.
- An audit of the environment in terms of the layout, labelling of resources, organisation and accessibility to resources is advised with a view to enhancing provision for children in their play.

**AREA 3**

**QUALITY OF CHILDREN’S LEARNING EXPERIENCES AND ACHIEVEMENTS**

- The quality of the children’s learning experiences and achievements is good.
- Children are observed playing co-operatively and demonstrated capacity to turn-take and wait during a flower changing colour experiment.
- Children confidently discussed their interests and experiences with their peers and practitioners.
- Children demonstrated a growing awareness to make healthy choices about nutrition and exercise. That awareness is augmented by the *Smart Start* programme, a health promotion programme the service is currently engaging with which is resourced by the Department of Health.
- Children were observed collaborating with one another to share interests and ideas.

**Actions advised**
- Children would benefit from specific opportunities to mark-make with ongoing access to a wide range of suitable materials.
- Extending the documenting of children’s learning to continuously reflect their achievements and show connections to specific learning would further support assessment.
- Building on the current provision, the development of the interest/nature table to provide opportunities for children to connect indoors and outdoors is advised.

**AREA 4**

**QUALITY OF MANAGEMENT AND LEADERSHIP FOR LEARNING**

- The quality of management and leadership for learning is good.
- Teamwork is evident with the shared roles and responsibilities of the co-managers regularly discussed.
- The staff avail of continuous professional development, currently engaging with their local County Childcare Committee and the Department of Health in the *Smart Start Programme*.
- Parents are provided with a DVD at the end of the year which demonstrates their children’s experiences at the service. A parent survey on the *Smart Start Programme* was carried out together with a meeting with parents, reflecting regular consultation and sharing of information.
- Links with the local schools are made as required and discussions around starting school happens with the children.

**Actions advised**
- It is advised that management engage in a review of their planning processes and review of the layout of the physical environment.
- Further opportunities for parental involvement at the service, such as the development of a parent handbook, the website, and the sharing of policies and procedures is advised.
- Continuous professional development opportunities in relation to engaging with *Aistear* such as those provided by the County Childcare Committee and the resources available through the National Council for Curriculum and Assessment would support the development of the service further.
CAPACITY TO IMPLEMENT THE ACTIONS ADVISED ABOVE

Both managers demonstrated very good capacity and interest in relation to implementing the actions advised in this report.
### Summary of Overall Inspection Findings

<table>
<thead>
<tr>
<th>Area</th>
<th>Quality Level</th>
</tr>
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<tbody>
<tr>
<td>Quality of context to support children's learning and development</td>
<td>Good</td>
</tr>
<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>Quality</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

We feel the final inspection was very fair and gave us lots of new ideas which we have already implemented in our setting.

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

Area 1
- We have made available copious amounts of paper and different colour paints, crayons and pencils and have eliminated our templates.
- We have implemented photos to the children’s folders to help them recognise their name and pictures on their work.
- Commencing September 2016, we will incorporate a section of wall in recognition of the child and their family, i.e., family tree, display photos of the children’s visual behaviour pictures.

Area 2
- In our setting we have a new learning culture which involves children planning and taking on new active roles in our new weekly ‘theme meeting’.
- In connection to literacy and mathematical resources we have introduced a height chart and balance scale to our playschool. Our building blocks have been mixed with letters, we play the ‘I Spy’ game and alphabet games on a regular basis.
- Over the summer we will redesign our setting, making equipment more accessible and labelling different areas and sections for a better visual aid to help the children.

Area 3
- We have incorporated mark-making ideas such as a drawing table and clip boards to draw and write on.
- We have started documenting various transcripts of the children’s words and discussions on post-its. There is now a wall display of children engaging in activities and play that represents their thinking and learning.
- Our nature table is being added to on a daily basis. We now encourage the children to bring in found objects from outside like feathers, leaves, sticks for our mark-making activities. Using mud is also very effective.

Area 4
- Our room will be redesigned, and we will review our planning process during the summer.
- We intend to expand our parents’ handbook over the summer. We have enrolled the help of a computer programmer to work with us on our website.
- In July we are enrolled for a Child Protection course and will continue to engage with our County Childcare Committee on upcoming Aistear and Síolta workshops.

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