EARLY YEARS EDUCATION INSPECTION

REPORT

<table>
<thead>
<tr>
<th>Setting Name</th>
<th>Carrigeen Community Pre-school Limited</th>
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<tbody>
<tr>
<td>Setting Address</td>
<td>Carrigeen Community Hall</td>
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<tr>
<td></td>
<td>Carrigeen via Waterford</td>
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<tr>
<td></td>
<td>County Kilkenny</td>
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<tr>
<td>DCYA number</td>
<td>09KK0026</td>
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Date of Inspection: 13-06-2019
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(s) 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**
13-06-2019

**Inspection activities undertaken**
- Pre-inspection meeting with the setting manager
- Introductory meeting and conversations with practitioners
- Observation of interactions between practitioners and children
- Review of available records of children’s learning and development
- Interaction with children
- Review of educational resources and facilities
- Review of relevant setting documents
- Post-inspection feedback with the setting manager, three practitioners and a member of the management committee

**CONTEXT OF SETTING**

Carrigeen Community Pre-school Limited opened in 2003 and is a ‘not for profit’ sessional setting. It operates from a community hall in the village of Carrigeen. The practitioners need to pack away all the indoor equipment to facilitate community events in the hall. On the day of the inspection, the manager, three practitioners and nineteen children were present. A committee member completing a work experience placement was there also. The early years setting was given an opportunity to comment in writing on the findings and actions advised of the report; a response was not received from the setting.

**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 very good.
- The atmosphere is very warm and friendly. The children’s parents are greeted warmly at arrival and departure times. The practitioners share information with parents through informal conversation.
- Practitioners consistently display positive regard for children. They offer comfort and sensitivity in response to children’s needs. At the time of the inspection, a key person approach was not in place.
- Substantial time is allocated to child-led learning through play. The daily schedule is flexible with unhurried routines which allow children to make choices about decisions which affect them.
- Most of the transitions, as children move from one activity to the next, are effectively managed. On the day of inspection, children experienced some short periods of waiting.
- The children are successfully encouraged to manage their own hygiene and personal care needs. Snack time promotes independence and social interaction.
- Practice is child-centred, respectful and culturally appropriate. Family photographs nurture children’s sense of belonging in the setting. There is scope to represent a wider variety of cultural backgrounds.
- The children connect with their local community mostly through conversations about their families’ experiences. During the inspection, children visited a mobile library service to return books.
- Very good opportunities are provided to bring the children and their parents together. A number of events are planned, such as the annual family barbeque.

**Actions advised**

- It is advised that waiting times for children during transitions be minimised. The high ratio of staff could be used to promote more seamless movement to and from the outdoor environment. The use of songs, rhymes and finger plays would also be helpful in supporting positive learning experiences at transition times.
- Practitioners are advised to offer a greater range of materials and experiences that positively reflect difference and raise greater awareness of the local community.
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 good.
- The emergent curriculum is informed by *Aistear; the Early Childhood Curriculum Framework*.
- At the time of the inspection, the curriculum had not yet been documented. Verbally agreed plans were in place. The children’s emergent interests are noted and used purposefully to organise activities and experiences.
- Practitioners gather information about children’s learning. Whole group photographs of experiences are shared with parents. The individual learning books capture a good picture of information on children’s learning journeys.
- Play is highly valued as the central medium for children’s learning and development.
- Children are recognised as active agents in their learning. They are supported to learn with and alongside others. Practitioners use a range of appropriate interaction strategies to facilitate playful learning.
- The indoor learning environment very effectively stimulates children’s creativity, problem solving and physical skills. On the day of the inspection, a small number of materials supported socio-dramatic play. Some items were reported to be in storage.
- The outdoor learning environment offers space to explore nature and sensory-rich materials. It encourages children to build the capacity for self-regulation and resilience through the provision of challenge.
- A strong emphasis is placed on building children’s literacy skills. Exploration of books is a routine activity. Access to blocks and construction materials supports appropriate mathematical thinking.
- Practitioners work closely with outside agencies to optimise support for children with additional needs. Proactive efforts have been successful in increasing accessibility for non-mobile children.

*Actions advised*

- Practitioners are advised to develop a curriculum statement that documents the long-term vision for children’s learning. This needs to be used to underpin decisions on practice and provision.
- It is advised that medium and short-term plans be documented to address learning goals. Medium-term plans need to identify goals for a fixed period of time and inform a broad outline of activities. Short-term plans should contain more specific goals for individual children based on their interests.
- Building on group learning records, it is advised that more detail be captured on each child’s unique dispositions, attitudes, values, skills, and understanding.
- In order to enrich socio-dramatic play, practitioners are advised to make a wider range of materials available.

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 demonstrate enjoyment and generally high levels of engagement in their learning.
- The freedom of choice contributes greatly to the children’s developing sense of themselves as confident decision-makers. They have some opportunities to reflect on their actions.
- The children’s voice is well captured through the comments added by practitioners to their art work.
- The children display positive dispositions for learning. On the day of inspection, a group of children concentrated on digging ‘for a drain’ in the soil outdoors. Another group preserved building structures using connecting toys.
- Children are confident communicators. They express themselves in a variety of ways. These include movement, drawing, and sharing stories.
- The children use mathematical language appropriately in their play. They were able to describe the quantity, size and position of items.
- The children are developing very good social skills that enable cooperative play. On the day of inspection, children competently took turns with the bikes.
**Action advised**

- Practitioners are advised to provide children with more sustained opportunities to reflect on their learning. This will build higher order thinking skills and consolidate learning.

**AREA 4**

**QUALITY OF MANAGEMENT AND LEADERSHIP FOR LEARNING**

- The quality of management and leadership for learning is very good.
- The management committee and staff value opportunities for continuing professional development to promote quality experiences for the children. They have availed of training in pedagogical leadership and other areas.
- Practitioners meet regularly to discuss planning for educational experiences. An informal approach to reviewing practice takes place through daily staff conversations. At the time of the inspection, systems had not been fully developed for self-review leading to quality improvement.
- Good efforts support the sharing of information with parents about their children’s experiences and the curriculum. Formal parental meetings are facilitated on request to discuss any concerns.
- Effective practices manage the children’s transition into the setting. In collaboration with parents, children spend time on-site in June. Parents receive useful information on starting pre-school.
- The setting links with the local national school for a number of school-based events. This supports children as they transition from pre-school to primary school. Information is shared with the school to support continuity of experiences for children with additional needs.

**Actions advised**

- It is advised that the manager and practitioners use the *Aistear Siolta Practice Guide* to develop systematic collaborative reflection and measures to support action planning. This will support self-evaluation and improvement practices thereby enhancing the children’s learning experiences.
- Practitioners are advised to provide more formal opportunities to share strengths-based information with parents about their child’s learning and development.

**CAPACITY TO IMPLEMENT THE ACTIONS ADVISED ABOVE**

The capacity of the setting 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>
<td>Very 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>Very good</td>
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<td>Quality of management and leadership for learning</td>
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## Language used in Early-Years Education-focused Inspection reports

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<tr>
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<tbody>
<tr>
<td><strong>Excellent</strong></td>
<td>Provision that is excellent is exemplary in meeting the needs of children.</td>
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<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>
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