Early-Years Education-focused Inspection

REPORT

Dromahair Community Playschool
09LM0033

Drumlease, Dromahair
Co Leitrim
CONTEXT OF SETTING

Dromahair playschool is a sessional community based service located in the town of Dromahair, County Leitrim. It has been in operation for twenty-five years and currently provides a morning and afternoon session for children participating in the Early Childhood Care and Education (ECCE) Programme. The key pedagogical approach used in the setting is play based. There were 2 practitioners and 10 children present on the day of evaluation. The setting was given the opportunity to comment in writing on the findings and actions advised in this report; the setting chose to accept the report without a 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 good.
• There is a warm and friendly atmosphere in the setting. The practitioners are attentive and support the children to settle into their activities.
• Snack time in the setting is seen as a social occasion and the children enjoy their conversations with each other.
• Both practitioners have formed caring and trusting relationships with the children. The younger and older children are eager to be seen as capable learners and would benefit from more responsibility in the routine.
• The practitioners show a positive regard for the children and their families in their interactions. It is noted that there is minimal visual representation of children’s family background and identity in the environment.

Actions advised
• It is advised that practitioners develop a system where all children are given responsibility in their routine and daily transitions.
• It is advised that children’s family background and identity are visually represented in the environment to help give the children a sense of who they are in the wider community.

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 practitioners are currently recording narrative observations that focus on the children’s developmental milestones.
• Planning is a checklist of activities recorded on a monthly basis. There is a limited use of observation to plan a programme based on the interests and needs of the children.
• The children’s contributions are recognised during circle time and the effective use of open-ended questions supports children’s language and understanding.
• The practitioners recognise that children learn best through play and active learning. It was noted that there is an over emphasis on template and product-based artwork for children.
• The children sustain their interest in activities such as role play, and are motivated to engage in extended play.
• The layout of the indoor and outdoor environment and resources currently does not facilitate sufficient opportunities for children to develop their curiosity, creativity and desire for exploration.

Actions advised
• It is advised that the environment is purposefully structured to provide children with independent access to a variety of open-ended, natural and multi-sensory resources that will support the children’s play, interests, and creativity.
• A more effective system is advised to help practitioners observe and gather practical information to help them understand and plan for the children’s learning and development.
AREA 3

QUALITY OF CHILDREN’S LEARNING EXPERIENCES AND ACHIEVEMENTS

- The quality of the children’s learning experiences and achievement is good.
- The children demonstrate perseverance and enjoyment in their learning. Some children need additional support and guidance to negotiate and problem solve when playing with their peers.
- The children are enthusiastic and eager to share their ideas with each other.
- The children use language to ask questions and make requests during their play.
- At snack time and circle time the children engage in meaningful conversations about their interests and personal experiences. These are valuable teaching moments that need to be recognised as good opportunities to help children reflect on what they know and to practise thinking and new vocabulary.

Actions advised
- It is advised that the development of children’s social and personal skills be further supported by providing opportunities for children to work together.
- Practitioners are advised to provide time to reflect with the children on their play experiences; this will help build connections between new learning and what the children know already.

AREA 4

QUALITY OF MANAGEMENT AND LEADERSHIP FOR LEARNING

- The quality of management and leadership for learning is good.
- The manager and practitioner are commended on their effective team work. The culture of mutual respect and regard for each other has created a nurturing and supportive atmosphere in the setting.
- Both practitioners are focused on helping children to become successful in their learning. This is evident in their participation in training and their attendance at Aistear workshops.
- The manager and practitioner are eager to develop their curriculum in line with Siolta; the National Quality Framework for Early Childhood Education and Aistear; the Early Childhood Curriculum Framework. The introduction of the Aistear, Siolta Practice Guide will help them reflect on how to improve the learning experiences and outcomes for the children.
- The setting has provided informal opportunities for parents to come together during the year.

Actions advised
- It is advised that the practitioners use the Aistear, Siolta Practice Guide as a support tool to source ideas for practice and to develop strategies for self-reflection and review.
- Staff members are advised to provide additional opportunities for involving parents in their child’s learning experiences.

CAPACITY TO IMPLEMENT THE ACTIONS ADVISED ABOVE

The manager and practitioner demonstrate considerable capacity and commitment to improving the quality of provision for children’s learning and development.
## Summary of Overall Inspection Findings

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

### Language used in Early-Years Education-focused Inspection reports

<table>
<thead>
<tr>
<th>Quality Level</th>
<th>Provision that is excellent is exemplary in meeting the needs of children.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Provision that is very good is highly effective in meeting the needs of children.</td>
</tr>
<tr>
<td>Very 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>Good</td>
<td>Provision that is fair requires practice to be improved to meet the needs of children.</td>
</tr>
<tr>
<td>Fair</td>
<td>Provision that is poor is inadequate and requires significant improvement to meet the needs of children.</td>
</tr>
</tbody>
</table>