EARLY YEARS EDUCATION INSPECTION

REPORT

<table>
<thead>
<tr>
<th>Setting Name</th>
<th>Newport Community Playschool</th>
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<tbody>
<tr>
<td>Setting Address</td>
<td>Newport Convent Primary School</td>
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<td></td>
<td>Newport</td>
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<td></td>
<td>County Tipperary</td>
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<tr>
<td>DCYA number</td>
<td>09TN0004</td>
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Date of Inspection: 03-05-2019
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

<table>
<thead>
<tr>
<th>Date of inspection</th>
<th>03-05-2019</th>
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</thead>
<tbody>
<tr>
<td>Inspection activities undertaken</td>
<td>Interaction with children</td>
</tr>
<tr>
<td>Meeting with setting manager and practitioners</td>
<td>Review of relevant documents</td>
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<tr>
<td>Observation of interactions during a session</td>
<td>Feedback to setting manager and practitioners</td>
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CONTEXT OF SETTING

Newport Community Play-school is a community-based setting that is located in a modified facility on the grounds of Newport Convent Primary School. The setting has been in operation since 1997. It offers a morning pre-school session for children participating in the Early Childhood Care and Education (ECCE) Programme. The manager, two practitioners and sixteen children were present on the day of the inspection. The setting adopts a play-based, emergent curriculum approach to children's learning and development. 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 the children’s learning and development is very good.
- The practitioners have created a very caring and genuinely welcoming atmosphere in the setting. Positive, responsive and respectful relationships are evident between practitioners, children and parents.
- The practitioners demonstrate an in-depth knowledge of the children, the families and the wider community. Many positive comments were heard throughout the session highlighting children’s individuality.
- The organisation of the well-established, daily routine very successfully provides familiarity and consistency for the children and their families. The daily routine includes an effective balance of structure and flexibility, with ample opportunities for daily indoor and outdoor play.
- Times of transitions between activities are managed very well. They are calm and unhurried for the children. The practitioners use verbal prompts and a ‘magic finger’ song, which successfully support the children to know that there is a pending change in activity.
- Snack time is unhurried and relaxed; it is used effectively to enhance socialisation among the children. Strong friendships are evident. There were many examples of children sharing stories from their home lives with their peers.
- The practitioners offer support to children in the development of their independence and self-care skills, such as putting on and taking off clothes, washing their hands and clearing up after activities. Opportunities for children to be involved in the daily routines could be further developed.
- The children’s sense of identity and belonging is well nurtured; a number of displays depict their families and their birthdays, and their individual art work is valued and displayed.
- The setting is very well integrated into the local community and often hosts visitors and members from community services. There is scope to develop the visuals and photographic displays that represent the local community.

Actions advised

- The practitioners are advised to create further opportunities for children to contribute to the daily routines, such as sweeping the floor and tidying up the tables and the materials outdoors. This will support the enhancement of their self-help skills and independence.
- The practitioners are advised to display more images of the children, their families, and the community in the room. This will support the children’s developing sense of self and their sense of belonging to a wider group.
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 very good.
- There is a strong focus on providing children with opportunities to learn and develop through play. The children are provided with ample uninterrupted time to engage in open-ended, self-initiated play indoors and outdoors. The practitioners very effectively support the children in following their lines of inquiry and interests during their play. On the morning of inspection, there were many fine examples where the practitioners engaged as play partners, expanded on the children’s thinking and language, and facilitated the exploration of mathematical concepts.
- The practitioners’ monthly plans are thematic based. These are aligned with the themes of Aistear, the Early Childhood Curriculum Framework. There is scope to develop the planning process to ensure that children’s current and emerging interests and developmental needs are considered more in the plans.
- A range of appropriate approaches is used to gather information on children’s learning. Practitioners capture key aspects of the children’s learning experiences and their achievements in their observations, which are currently recorded in personal portfolios for each child. Some comments from children on their own work and learning experiences were evident.
- The practitioners know the children well and demonstrate highly effective interaction skills. Examples included acknowledging children’s play ideas and passions, extending learning through the use of open-ended questions, and providing timely praise.
- The indoor room is bright and spacious with a diverse range of assessable, quality learning resources. There are a number clearly defined interest areas that help to promote peer interactions.
- The children have access to a safe, well-maintained outdoor area. This very successfully supports imaginative play experiences through resources, such as a kitchen and crates. There are sensory play experiences, such as sand and water play, and mark making on large blackboards. Opportunities are also provided for fundamental movement skills, such as running, climbing, and balancing.
- The children’s emergent language, literacy and numeracy skills are fostered positively. The play provision and access to early literacy resources, such as books, puppets, and open-ended writing materials, give the children many opportunities to engage in mark making. The children also tell their own stories, they listen to stories, and participate in discussions, and the singing of songs and rhymes.

Actions advised
- In order to further develop an emergent, enquiry-based curriculum, the practitioners are advised to take more account of the children’s emerging interests and developing dispositions, skills, and knowledge in the planning process. The short-term planning template available in the ‘Planning and Assessing’ pillar of the Aistear, Síolta Practice Guide will be a useful tool in this regard.
- The practitioners are advised to more regularly include children’s comments, questions and ideas in the photographic displays, learning journals and their drawings. These will provide an understanding of the children’s thinking and learning processes which can be used to inform planning, and will support children to see themselves as unique individuals.
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 are motivated in their play experiences. They independently initiate and pursue their own play interests and they actively engage in the planned daily routines and adult-facilitated learning experiences.
- Many examples of children engaging in positive prosocial behaviour, such as inviting other children to join in their play and listening to each other’s ideas, were observed. The children are very courteous to each other and to the practitioners and are developing an understanding of the rules and boundaries of acceptable behaviour.
- The children are very confident communicators; they share their thoughts and ideas positively, they listen to each other and they seek out the practitioners to share their successes.
- The children demonstrate highly effective learning dispositions and play behaviours. They take the lead in their play and they confidently use the resources to support their play ideas and intentions. They initiate play with others and they competently negotiate roles and discuss their play intentions.
- The children are active agents in choosing and organising their learning. They confidently make decisions and share their thoughts and ideas with each other and with the practitioners. On the morning of the inspection, two children shared their play intentions of going on a journey to catch pirates and take all their gold and treasure. The children sat together in a large crate, discussed and collaborated on how fast they would need to go and they discussed what they needed to bring with them.
- The children are very creative and the majority of them demonstrated a keen interest in drawing, colouring and engaging in imaginative play. There is potential to increase children’s autonomy and individual creativeness during the adult-facilitated art projects.

Action advised
- The practitioners are advised to facilitate further opportunities for the children to express their individuality and creative expression. For example, free drawing where children can represent their own interpretation on the topics being explored, and additional open-ended art work and opportunities for dramatic expression, where children can engage in more role-play.

AREA 4
QUALITY OF MANAGEMENT AND LEADERSHIP FOR LEARNING

- The quality of management and leadership for learning is good.
- There is a good sense of teamwork and professionalism evident among the practitioners. Daily informal discussions on the curriculum take place and a number of formal staff meetings are held during the year. The practitioners’ engagement in self-evaluation and review practices is at an early stage of development.
- The practitioners are well organised and have appropriate systems in place for the smooth running of the programme. Roles and responsibilities of practitioners are shared seamlessly and the manager promotes the sharing of ideas and taking a leadership role for children’s learning.
- The practitioners avail of regular continuing professional development opportunities. They attend training delivered by the local county childcare committee and other external organisations.
- Good efforts are made to engage with parents about their children’s learning and development. These include daily conversations, text messages, the use of regular newsletters, and invitations to parents to participate in events organised in the setting. There is potential to build on the ways in which information on children’s learning achievements and progression in learning is shared with parents.
- Strong connections have been established with the local primary school. These include visits to the school by the practitioners and the children throughout the year, regular walk-abouts and invitations to school plays and events. Visits by the principal and the class teacher to the setting are also facilitated.
Actions advised

- The manager and practitioners are advised to implement formal self-review and professional reflection practices. In this regard, the practitioners are advised to utilise the self-evaluation tools and action planning templates in the Aistear, Siolta Practice Guide.
- To enhance communication between home and the setting, the practitioners are advised that information gathered on children’s progression in learning and development is shared more frequently with parents and that parents’ feedback is sought regularly.

CAPACITY TO IMPLEMENT THE ACTIONS ADVISED ABOVE

The manager and the practitioners engaged very professionally and openly in the post-inspection meeting and demonstrated a very strong commitment to ongoing quality improvement. The capacity of the setting to implement the actions advised in this report 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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<td>Good</td>
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## Language used in Early Years Education 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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