An Roinn Oideachais agus Scileanna
Department of Education and Skills

Early-Years Education-focused Inspection

REPORT

Nenagh Childcare Centre
09TN0066
Limerick Road, Nenagh
Co Tipperary
CONTEXT OF SETTING

Nenagh Childcare Centre provides a community childcare service in the centre of Nenagh, Co. Tipperary. The single room caters for seventeen children who are participating in the Early Childhood Care and Education (ECCE) Programme. On the day of inspection there were sixteen children present. Also present were the centre manager, the lead practitioner, the assistant practitioner, one assistant employed on the Community Employment Scheme and one special needs assistant. The setting was given the opportunity to comment in writing on the findings and actions advised in this report; the service 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 very good.
• The atmosphere is very warm, calm and inviting and laid out in a child-centred way.
• Relationships are kind, caring and very respectful. It is evident that children are at the heart of the service.
• An extensive range of strategies is used effectively to celebrate children’s individuality.
• Siblings are encouraged to meet up during their day.
• Routines are predictable for the children and they support learning and development. The visual schedules around the room are very useful tools to aid children with transitions and develop an appreciation and familiarity with what happens next.
• Children are seen as active agents and are provided with plenty of choice and good opportunities to negotiate activities and materials. Further opportunities are provided for children to lead activities with support and direction from staff.
• Snack time encourages independent activity for children who prepare their own snack, including buttering their own bread.

Action advised
• Visual representation of all families within the ECCE room, together with representation of the local community, would 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 very good.
• The themes and goals of Aistear; the Early Childhood Curriculum Framework are used to inform the documenting of children’s learning in their individual learning scrapbooks.
• Strengths-based observations are carried out and used to inform emergent interest plans for children.
• Assessment methods in place provide a rich picture of children’s learning and development within the service and are carefully considered.
• Good quality interactions with children are facilitated by practitioners.
• The indoor and outdoor learning environments are used effectively to support holistic learning for children. They are equipped with significant resources. Labelling is evident throughout the learning environments.
• The displays of the children’s process art work and opportunities for same both indoors and outdoors is highly commendable.

Action advised
• Practitioners are advised to build on the rich observations taken of children’s learning by linking those observations to Aistear and dating them to provide an overview of children’s progression which can be shared on a regular basis with parents and children.
AREA 3
QUALITY OF CHILDREN’S LEARNING EXPERIENCES AND ACHIEVEMENTS

• The quality of the children's learning experiences and achievements is very good.
• The provision of carefully thought out materials and resources in the setting contributes to children's high levels of enjoyment, engagement, feelings of success and enjoyment.
• Children persevere and concentrate as individuals and in pairs to support and motivate each other. Children were observed playing independently, in pairs, and in groups and discussing their achievements and success with the practitioners and their peers with ease.
• The rich environmental provision supports children’s achievements through their learning experiences.
• Children demonstrate creativity in their play, painting a fence outside, engaging in outdoor mark-making, playing a variety of team games, and in turn-taking and in sharing.

Action advised
• Practitioners are encouraged to develop specific strategies, resources and visual cues for children to support their own understanding of feelings and emotions.

AREA 4
QUALITY OF MANAGEMENT AND LEADERSHIP FOR LEARNING

• The quality of management and leadership for learning is very good.
• Opportunities are provided on an ongoing basis for staff in the setting to take a leadership role in promoting quality in learning. Positive teamwork is evident.
• Management and staff have availed of a number training courses and are currently engaged in High/Scope Training.
• Staff engage in individual reflective practice.
• Parents are consulted informally about their child’s learning on a regular basis.
• A whole review of the service was carried in 2011 to support ongoing improvement in practices and a further review is being considered.

Actions advised
• Management are advised to re-activate the practice of regular meetings in order to provide regular opportunities for staff to come together.
• Building on the informal contact currently made with parents, staff and management are advised to revisit the previous system which facilitated formal meetings with parents and practitioners for the purpose of discussing children’s progress.

CAPACITY TO IMPLEMENT THE ACTIONS ADVISED ABOVE

The management and staff demonstrate very good interest and a very good capacity to implement the actions advised in this report.
### Summary of Overall Inspection Findings

<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>
</tr>
<tr>
<td>Quality of processes to support children’s learning and development</td>
<td>Very Good</td>
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</tbody>
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### Language used in Early-Years Education-focused Inspection reports

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Provision that is excellent is exemplary in meeting the needs of children.</th>
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<tbody>
<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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