### Early Years Education Inspection Report

**Setting Name**: Jenny’s Pre-School  
**Setting Address**: Moneystown Community Centre  
Moneystown  
Co. Wicklow  
**DCYA number**: 09WW0044  

**Date of Inspection**: 30-05-2019
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

Date of inspection  
30-05-2019

Inspection activities undertaken

| Meeting with setting owner/practitioner and manager/practitioner | Interaction with children |
| Observation of interactions during the pre-school session | Review of relevant documents |
| Feedback to setting owner/practitioner and manager/practitioner |

CONTEXT OF SETTING

Jenny’s Pre-School was established in 2001. It is located in the grounds of the community centre in the rural village of Moneystown, Co. Wicklow. This private setting provides a morning pre-school session for children participating in the Early Childhood Care and Education (ECCE) Programme. On the day of the inspection, the owner and the manager, who also act in the role of practitioners, and nine children were present. The owner/practitioner and manager/practitioner attended the post-inspection feedback meeting. The early years setting was given an opportunity to comment in writing on the findings and actions advised of the report, and the response 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 the children’s learning and development is good.
- The practitioners have created a pleasant and homely atmosphere. They know the children well. This is evident though the many relaxed conversations, which refer to the children’s families.
- Interactions between the children and the practitioners are very warm and respectful.
- The practitioners affirm and encourage the children throughout the morning. During the inspection, a practitioner supported the children’s understanding of caring for others by naming their actions and explaining, ‘When children are kind to one another, that’s called caring’. They also provide positive feedback for the children by using comments such as ‘That’s a really good question’ and ‘You really know a lot about that’.
- The children’s identity and belonging are supported through photographs of the children on their individual coat hooks and of the children engaged in various activities in the setting. During the inspection, the children referred to these photographs during snack time as they discussed their recent experiences in the setting. There is potential to further support their sense of identity and belonging by including imagery of their families in the setting.
- Transitions from one activity to the next are managed with ease. The children and the practitioners sing a song during tidy up time.
- A written daily routine is displayed in the room. A visual display of the routine would further promote the children’s sense of security and their engagement throughout the morning.
- The children are developing their self-care skills and their independence. During the inspection, some opportunities to promote the children’s independence and autonomy were not fully utilised. In a few instances, the practitioners provided high levels of support for children, such as assisting in taking off coats, wiping noses and opening snacks.

Actions advised

- The practitioners are advised to represent the children’s families in the setting so as to further support their sense of identity and belonging.
- In order to enhance the children’s sense of security and their engagement levels during times of transition, the practitioners are advised to display a visual of the daily routine at child level.
- The practitioners are advised to develop additional strategies to enhance the children’s independent skills and their abilities to manage their own personal care needs.
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.
- Play is the central medium for learning in this setting. The children have ample time to engage in free play during the morning.
- Curriculum planning takes place on long-term, medium-term and short-term bases and is linked to the themes and goals of Aistear: the Early Childhood Curriculum Framework. Pre-determined themes are identified in the long-term and medium-term plans and are further developed in the short-term, weekly plan. The practitioners note the children’s interests and reflect on them in the monthly planning meeting. While there is some evidence that the short-term plans are informed by the children’s interests, this has yet to be documented consistently.
- A range of assessment methods is in place including observations and individual progress reports. Individual learning books with the children’s photographs, art work and colouring templates are also available for each child. There is potential to streamline the assessment process in order to build a more holistic picture of the children’s learning.
- The children’s early literacy and numeracy are well supported through the use of songs and rhymes. There is potential to further support this by providing appropriate resources in each of the interest areas.
- The practitioners skilfully extend the children’s learning through the use of open-ended questions and in-depth discussion.
- The children have daily access to a small outdoor play area. A range of resources is provided including a sand tray, a plastic kitchen, ride on toys and a see-saw. The practitioners also bring the children to the open space in the nearby field. On the day of the inspection, the children greatly enjoyed their time outdoors as they ran in the windy weather in the open space.

Actions advised
- The practitioners are advised to consistently document the children’s emerging interests in the short-term curriculum plans, and to use them to plan meaningful learning experiences on an ongoing basis.
- The practitioners are advised to streamline their assessment processes. The use of the learning journals can be extended to include strengths-based learning records and samples of the children’s individual work, along with their comments. Practitioners could include some of the many photographs of the children’s engagement in learning activities that they currently have. This information can then be used to build a richer picture of the children’s learning.
- In order to further support the children’s early literacy and numeracy skills and understanding, the practitioners are advised to provide appropriate resources in each of the interest areas. These may include notebooks, pencils, calculators, rulers and books.

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 engage with interest in their chosen activities and demonstrate enjoyment in their learning. During the inspection, some of the children expressed an interest in tasting honey for the first time and enthusiastically described the taste and texture.
- The children are developing connections with their local community. They made many references to people and places within the community, including a farmer, and some of the children’s extended family members. This is supported through visits from the local postman to the setting and through opportunities for the children to visit the nearby community centre.
- The children are very capable communicators. They express their thoughts and ideas with great confidence. They used complex terms, such as ‘hibernation’ and ‘deciduous’ in meaningful contexts during their conversations.
The children are developing an appreciation of nature. On the day of the inspection, a number of the children brought flowers to pre-school, following on from a discussion about pollination on the previous day. They admired the flowers, referring to the different colours and scents and took delight in sharing them with their friends.

Positive, caring relationships between the children and their peers are very evident. They demonstrate an understanding of the rights and views of others.

The children play collaboratively in pairs and small groups and invite their friends to join in their play.

The children are developing their creativity. On the day of the inspection, many of the children engaged in colouring activities. The majority of the children engaged in template art.

Action advised

The practitioners are advised to provide increased opportunities for the children to express themselves creatively using open-ended art materials and to decrease the use of templates.

AREA 4
QUALITY OF MANAGEMENT AND LEADERSHIP FOR LEARNING

The quality of management and leadership for learning is good.

The owner/practitioner and manager/practitioner work very closely together and present as a caring and committed team. They conduct team meetings on a monthly basis to evaluate their practice and plan for upcoming activities and events. The practitioners are familiar with the Aistear, Síolta Practice Guide.

The owner/practitioner and manager/practitioner are reflective in their approach and are committed to engaging in continuing professional development. They have completed a range of professional learning programmes including training on the Diversity, Equality and Inclusion Guidelines, Aistear and Síolta, the National Quality Framework for Early Childhood Education and a play-based curriculum. The manager/practitioner has recently completed the Leadership for Inclusion in Early Childhood (LINC) Programme.

The setting avails of advice and support from an external support agency and has developed good links with the local county childcare committee.

Communication with parents is supported effectively. Parents and families are made aware of the setting’s policies, procedures and curriculum through a parent handbook. A registration form which provides information on the children’s favourite foods, stories and their play interests is completed for each child. Parents are also provided with a monthly newsletter and information is displayed on a notice board in the hallway of the setting.

Information on the children’s learning and experiences is shared regularly through informal discussion and through a social media application. A folder with the children’s work is sent home on a monthly basis and parents are provided with a learning journal, which documents their child’s time in the setting at the end of the year.

Parents are welcome in the setting and an open door policy is in place. They are invited to attend a Christmas concert, a summer graduation event and the school tour. Providing additional opportunities for parents to become involved in the daily life of the setting would further support effective partnerships with parents.

The transition from pre-school to primary school is well supported. The owner has developed strong links with the local school. The children are invited to visit the school for their sports day and for World Book Day. The practitioners also share photographs of the local school with the children to support discussions around the transition.

Actions advised

The practitioners are advised to use the Aistear, Síolta Practice Guide to support their ongoing improvement and self-reflection processes.

The practitioners are advised to develop strategies to include parents in the day-to-day life of the setting, for example to read stories or share their interests with the children.
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

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<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>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>
</tr>
<tr>
<td>Quality of management and leadership for learning</td>
<td>Good</td>
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Language used in Early Years Education Inspection reports

<table>
<thead>
<tr>
<th>Provision</th>
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<tr>
<td><strong>Excellent</strong></td>
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<tr>
<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>
</tr>
<tr>
<td>Provision that is very good is highly effective in meeting the needs of children.</td>
</tr>
<tr>
<td><strong>Good</strong></td>
</tr>
<tr>
<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>
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<tr>
<td>Provision that is fair requires practice to be improved to meet the needs of children.</td>
</tr>
<tr>
<td><strong>Poor</strong></td>
</tr>
<tr>
<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

Area 1  Observations on the content of the inspection report

Area 2  Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.

- **Area 1**: We will create a family wall so that the children can associate with identity and belonging. We will introduce a visual routine at child level for indoor, outdoor, coming in and snack time. We will give the students advance warning for transitioning from one activity to the other. We are introducing a clean-up routine for snack time to develop the child independent skills.

- **Area 2**: From the children's interest we will develop our short-term curriculum plan. We will extend our free play to 1-hour unbroken play. We will introduce samples of individual work, with comments they have made. We will introduce photos of the children carrying out these activities. We will introduce the following resources (calculators, rulers, books etc.) to increase the literacy and numeracy skills.

- **Area 3**: we will introduce opportunities for children to express their creatively freely and will not be provide them with a template.

- **Area 4**: We will use the Aistear, Síolta Practice Guide to inform our evaluation and reflection. We will share our learning journal with the parents and invite them to come in and show the children their different skills and interests that are in our community.