

**An Roinn Oideachais agus Scileanna**  
**Department of Education and Skills**

**EARLY YEARS EDUCATION INSPECTION**

**REPORT**

<b>Setting Name</b>	Kingswood Childcare Ltd
<b>Setting Address</b>	2 Tynan Hall park Kingswood Tallaght Dublin 24
<b>DCYA number</b>	10DS0266

**Date of Inspection: 17-10-2019**



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## **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

<b>Date of inspection</b>	17-10-2019
<b>Inspection activities undertaken</b>	<ul style="list-style-type: none"> <li>• Observation of interactions during a session</li> <li>• Interaction with children</li> <li>• Review of relevant documents</li> <li>• Feedback to setting owner, assistant manager and lead practitioner</li> </ul>
<ul style="list-style-type: none"> <li>• Meeting with owner</li> <li>• Meeting with assistant manager</li> <li>• Meeting with lead practitioner</li> </ul>	

### CONTEXT OF SETTING

Kingswood Childcare is a privately-owned full day care setting based in Dublin 24. It was established in 2000 and provides a sessional service for children accessing the Early Childhood Care and Education (ECCE) programme. On the day of the inspection, twelve children, the majority of whom are in the second year of the ECCE programme, the assistant manager and lead practitioner were in attendance. The owner, the assistant manager and the lead 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 very good.
- There is a warm, welcoming atmosphere, Practitioners take the time to chat to parents at arrival and collection times.
- Children self-register their attendance by adding their photographs to a display. They then reconnect with their friends and select the area and activity of their choice.
- The daily routine is displayed at child height. Transitions are signalled by the practitioners using verbal reminders. A small number of children find it difficult to move easily between activities and to follow the daily sequence of events.
- Snack time is valued as a social occasion; practitioners sit and chat to the children about the fireworks and their Halloween costumes.
- The children have developed close secure relationships with the practitioners. A key-person approach is used for recording children's learning.
- The practitioners consistently offer encouragement and praise to children throughout the session. This motivates and supports them in their learning.
- The practitioners actively model and provide guidance towards positive behaviour. They encourage children to play co-operatively and to be kind to their friends.
- On the day of the inspection, a planning board with photographs of different activities was used to help children to make choices.
- The uniqueness of each child is reflected in the birthday display and the photographs of the children engaged in activities. At the time of the inspection, there was limited reflection of cultural diversity in the room.
- Parents visit the setting for the Christmas party and the end-of-year graduation.
- Children are developing an awareness of their local community through their walks and sports day on the local green. They have had a visit from members of the local fire brigade and the photographs of this event are on display.

### *Actions advised*

- The practitioners are advised to broaden the range of strategies used to support the children's transition from one activity to the next. This could include using visual cues, such as a timer, bell, choice cards with photographs of the activities and cards featuring the prompt words, 'then' and 'now', and taking time to ensure children have understood what is coming next. This will enhance the children's sense of belonging to the group and help them to move confidently from one activity to the next.
- The practitioners are advised to reflect the variety of cultures, abilities, languages and gender in the setting and community within the room. Books, resources and displays and showing the home languages of the children could be used in discussions on family celebrations.

## **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 curriculum in the setting is play based, with elements of Montessori. In general, the broad planning is underpinned by *Aistear, the Early Childhood Curriculum Framework*. The practitioners avail of a resource file to support them in the planning of seasonal themes, topics and art and craft activities. The long-term and medium-term plans are divided into weekly topics. The practitioners occasionally note group interests in the short-term plans; planning for children's individual emergent interests has yet to be introduced.
- The practitioners use an observation template once a month to record children's learning. These records broadly describe children's engagement in activities and do not regularly include the planned next steps for the children's progression.
- A scrapbook is compiled by the practitioners for each child and includes samples of his/her art work and the practitioners' observations.
- The practitioners use calm, positive tones when interacting with the children. They are attentive to their needs and support them to make decisions about their play.
- Play is valued and supported by the practitioners and children are provided with opportunities for different types of play. Practitioners engage in children's play when invited, such as during the restaurant activity; the practitioner extended the child's engagement by giving her a pencil, paper and clipboard to take the food order.
- The indoor environment has some interest areas, for example, a home corner, a construction area and a table-top area. A small range of Montessori materials is displayed in a specific area.
- Children use the well-designed outdoor area on a daily basis. Children have access to ride along toys, a mark making area and a mud kitchen.
- On the day of the inspection, children's art and craft work linked to themes were displayed; there was no reflection of children's free process art and mark making in the room. It is noted that practitioners send home children's art work on a regular basis.
- Overall, the provision for the development of children's literacy and numeracy skills was good. The practitioners use everyday activities, songs and rhymes to promote children's language skills. They model mathematical language, such as when describing the length of the stems, and during the art and craft activity. There remains some use of overformal approaches and resources, including pre-writing workbooks, colouring-in pages and template-based activities, to teach letters and numbers.

#### *Actions advised*

- The practitioners are advised to extend their current approaches to planning by developing a clear cycle of progression for children who will be attending for two years. The inclusion of the individual emerging interests of children in the short-term plans is also advised.
- The practitioners are advised to extend their current approach to recording children's learning. The role of the key person will be beneficial in identifying the planned next steps for children's learning and the children's strengths and dispositions. The sharing of observations of children's learning with parents is further advised.
- Practitioners are advised to reduce the emphasis on adult-planned art and craft activities. Providing children with access to paper and mark-making materials and regular opportunities to experience free process art will encourage children's creativity and imaginations. The inclusion of children's comments on their art work will also be beneficial.

### **AREA 3**

#### **QUALITY OF CHILDREN'S LEARNING EXPERIENCES AND ACHIEVEMENTS**

- The quality of the children's learning experiences and achievements is good.
- On the day of the inspection, the children generally enjoyed and engaged well in their self-chosen activities. A number of children achieved success and demonstrated good concentration levels during activities. A small number of children found it difficult to stay focused and on task. Accordingly, they tended to lose interest in an activity after a short period of engagement.
- The children are confident and eager to talk to the practitioners about their families and their lives outside of the pre-school. Children have started to bring in photographs for the planned 'Family Tree'.
- Children are learning to play co-operatively. While the majority of children engage well with each other, a small number of children are still learning to follow the social rules of the setting. During the inspection, they struggled to turn take, to share and to negotiate with their peers. This resulted in a practitioner stepping away from other groups of children to help them to resolve their minor social disagreements.
- Children's choices are respected. For example, they may decide to continue eating lunch or to stay at an activity rather than moving to the adult-planned, art activity.
- Some children are developing an understanding of letters and symbols and were observed comparing letters in their names. Children demonstrated their ability to recall as they used a storyboard to tell the story of the Gingerbread Man to their friends.
- On the day of the inspection, a small number of children took part in the tidy-up routines and tidied away their activities without prompting.
- Children are learning about the natural environment through their involvement in planting outdoors and their experiences of different animals that have visited the setting, such as tortoises.

#### *Actions advised*

- The practitioners are advised to review their approaches to catering for the varying needs and attention levels of the children present. In so doing, providing different learning activities and experiences for younger children and for children present for a second year may be considered. The provision of regular small groups led by the key person would be helpful in this regard.
- The practitioners are advised to develop procedures, in consultation with the children, which will support the strengthening of the children's understanding and ability to play co-operatively and to independently resolve minor conflicts. Displaying the rules in the room will develop children's sense of ownership and commitment to following their self-chosen rules.
- The practitioners are advised to enhance children's independence and social skills in the room. This can be achieved by introducing a child-helper routine that enables children to take responsibility for particular jobs throughout the session. This may include encouraging children to replace materials they have completed an activity, to learn to push in their chairs when they leave a table and to take part in the tidy-up routines.

## AREA 4

### QUALITY OF MANAGEMENT AND LEADERSHIP FOR LEARNING

- The quality of management and leadership for learning is good.
- At the time of the inspection there had been a recent change in staffing. The lead practitioner had recently joined the setting and the assistant manager had just moved from the toddler room to the pre-school room. While they had only been working together for a short period of time and there was good evidence of teamwork, collaboration and partnership.
- The practitioners meet and chat informally at the start and end of each day to share their ideas and plans. Formal staff meetings have yet to be introduced.
- The owner accesses support and information from Early Childhood Ireland and the county childcare committee.
- The assistant manager is currently participating in the Leadership for Inclusion (LINC) programme.
- A number of approaches are used to share information with parents. Practitioners chat to parents informally at arrival and collection times and computer technology is used for updating parents on the activities and forthcoming events.
- Many of the children attend the setting on a full-time basis and they move easily to the pre-school room each morning. A system of staggered hours is available to children when they enrol in the sessional service.
- Practitioners chat to the children about their move to primary school. Practitioners are occasionally invited to the school to discuss children who plan to enrol in junior infants. No formal links have been developed with the local school.

#### *Actions advised*

- The practitioners are advised to introduce formal staff meetings in order to discuss and record their planning as a team and to review policies and procedures. The use of the self-evaluation tools in the *Aistear; Síolta Practice Guide* will help in this approach.
- Practitioners are advised to promote their learning programme through the creation of a parents' information handbook. In addition, the sharing of the children's learning more formally with parents will support their understanding of the curriculum in the setting.
- The practitioners are advised to develop a policy and procedures to support children's transition within the setting and to primary school. The addition of a transition box and the National Council for Curriculum Assessment (NCCA) transition document *Mo Scéal* will be beneficial in this regard.

### Summary of Overall Inspection

<b>Area</b>	<b>Quality Level</b>
Quality of context to support children's learning and development	<b>Very good</b>
Quality of processes to support children's learning and development	<b>Good</b>
Quality of children's learning experiences and achievements	<b>Good</b>
Quality of management and leadership for learning	<b>Good</b>

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

<b>Excellent</b>	Provision that is excellent is exemplary in meeting the needs of children.
<b>Very good</b>	Provision that is very good is highly effective in meeting the needs of children.
<b>Good</b>	Provision that is good is effective in meeting the needs of children but with some aspects to be developed.
<b>Fair</b>	Provision that is fair requires practice to be improved to meet the needs of children.
<b>Poor</b>	Provision that is poor is inadequate and requires significant improvement to meet the needs of children.

# APPENDIX

## SETTING RESPONSE TO THE REPORT SUBMITTED ON BEHALF OF THE SETTING

### ***Area 1 Observations on the content of the inspection report***

- Management accepts the final inspection report and are satisfied that it is a true reflection of the service on the day in question. Management have noted areas that may need to be improved on and will be working on this in the coming months.

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

- Having taken on board what was noted in the report staff in ECCE room have introduced a choice board with “then and now”. Staff are ensuring that the emerging interests of each child are being noted and catered for.
- Staff will in future share observations with parents.
- Have put in place an art table that children can access all the time.
- Staff have organised different table top and art activities for different ages.
- We have introduced a child helper.
- There are plans in place for a staff meeting in the new year.
- A parent’s handbook will be introduced next year.