An Roinn Oideachais agus Scileanna

Department of Education and Skills

Early-Years Education-focused Inspection

REPORT

Bansha Pre-school
12TS0095

Bansha National School, Bansha
Co. Tipperary

Date of inspection: 14 April 2016
CONTEXT OF SETTING

Bansha Pre-school has been in existence for four years. It is privately owned and managed and is located within a classroom in Bansha National School. It offers a play-based emergent curriculum for children participating in the Early Childhood Care and Education (ECCE) Programme which is informed by Aistear: the Early Childhood Curriculum Framework and Síolta: the National Quality Framework. The setting operates a morning and afternoon ECCE Programme and the evaluation was undertaken during the morning programme. A total of 18 children were present during the inspection visit along with the manager and 2 staff members. The setting was given an opportunity to comment in writing on the findings and actions advised in this report, and the response submitted on behalf 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 children’s learning and development is very good.
• It is evident that children are active agents in their learning as they display confidence and ownership of their learning.
• The relationships between child/child, adult/child and adult/adult are very respectful, warm and reciprocal.
• Praise and encouragement are typical features of the practitioners’ responses to children.
• The structure of the day and routine procedures contribute to a sense of calm and familiarity for the children.
• Transitions are carefully managed to ensure children have expectations about what will happen next.
• It is apparent that the children have a strong sense of belonging and agency which is supported by the structure of the day and the environment. Displays include a celebration of community outings, family events and participation in a range of projects.

Actions advised
• A review of the structure and routine of the day is advised to ensure there is enough time allocated for story time and that one staff member can lead and finish the story undisturbed.

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.
• It is evident that practitioners ensure play is central to children’s learning and development. Play opportunities are freely available, appropriate, and accessible within a well-resourced indoor and outdoor environment.
• The practitioners demonstrate great knowledge and understanding of the children and respond appropriately to their interests and needs. They use a suitable range of approaches to ensure high quality interactions with children and between children.
• It is evident that the provision is informed by both Aistear and Síolta with a strong emphasis on an emergent curriculum.
• It is commendable that learning is documented through individual and whole group learning journals.

Actions advised
• Children’s individual leaning journals should be further developed to ensure the assessment information is used with greater intention to support children’s next steps of learning in accordance with their needs and interests.
AREA 3

QUALITY OF CHILDREN’S LEARNING EXPERIENCES AND ACHIEVEMENTS

• The quality of the children’s learning experiences and achievements is very good.
• Children demonstrate enjoyment and engagement in their learning. They are motivated, confident in their own abilities, and interested in their play and learning activities.
• Children interact very positively with adults and other children and display positive dispositions such as independence, questioning and persistence.
• Children experience achievement and success through the experiences and activities offered.
• Children have established friendships and peer learning was evident on the day of inspection.
• While there was some evidence of children having opportunities to engage in songs and stories, the early literacy and language experiences needed by the children require further development.

Actions advised
• It is advised that the programme provide children with plenty of opportunities to engage in rhymes, songs, finger and ring games to support their emergent language and literacy skills.

AREA 4

QUALITY OF MANAGEMENT AND LEADERSHIP FOR LEARNING

• The quality of management and leadership for learning is very good.
• The manager is very proactive in maintaining very strong links with families, the local community and primary schools.
• Staff members have formal and informal meetings regularly. This practice offers great potential for further development in relation to planning for children’s learning and the implications for practitioners.
• The manager demonstrates effective teaching strategies, and models and promotes high standards for her staff.
• The manager is very proactive in deepening her professional knowledge and in engaging in external support, development and advice.
• The setting has an open-door policy and parents are invited to open nights, festivals, concerts and to share their individual hobby or skill with the children throughout the year.

Actions advised
• It is advised that staff meetings prioritise time to reflect on the impact of the practitioners’ work, their assessment and evaluation on what children are learning and on the areas they want to prioritise.
• It is advised that consideration be given to sharing the children’s learning journals regularly with parents and families throughout the year.

CAPACITY TO IMPLEMENT THE ACTIONS ADVISED ABOVE

The capacity within the setting to take the actions advised above is very good as demonstrated in the open discussion with the manager and practitioner during the post-inspection feedback meeting.
### 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>
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<tr>
<td>Quality of processes to support children’s learning and development</td>
<td>Very Good</td>
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<tr>
<td>Quality of children’s learning experiences and achievements</td>
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</tr>
<tr>
<td>Quality of management and leadership for learning</td>
<td>Very Good</td>
</tr>
</tbody>
</table>

### 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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APPENDIX

SETTING RESPONSE TO THE REPORT

SUBMITTED ON BEHALF OF THE SETTING

Part A: Observations on the content of the inspection report

Part B: Follow-up actions planned or undertaken since the completion of the inspection activity to address the actions advised in the inspection

Since our inspection we have added to our outdoor area, creating areas where the children climb and generally enhance their physical development. We have also introduced a monthly newsletter in an effort to increase our communication with parents and families.

Songs and rhymes and storytelling are an important part of Bansha Preschool. Children’s speech and language development are greatly improved by using songs, rhymes, story-telling and listening. Books provide the children with entertainment, information. Books can also help a child to express their thoughts (books about emotions starting school, a visit to the doctor etc.) We have adapted many of our books into plays which the children love to perform for their families.

Children’s individual learning journals are given to each child at the end of the year. They are accessible to the children at all times during the year. We are going to place the journals in children’s pigeon holes in the future so the parents and children can have access to them.

Staff informally discuss the children’s development weekly, and once a month we formally sit down and discuss our progress in the pre-school. As a result of our Department of Education and Skills inspection, we are going to add time for documenting the children’s development to our monthly meeting.

Published June 2016