Early-Years Education-focused Inspection

REPORT

Bishopstown Community Playschool
13CY0137

Bishopstown House, Murphy’s Farm
Bishopstown, Co Cork
CONTEXT OF SETTING

Bishopstown Community Playschool is a long established community service which is located in Co Cork. It offers a morning pre-school programme session for children from a variety of cultural backgrounds participating in the Early Childhood Care and Education (ECCE) Programme. The service has 3 staff, 1 manager/leader, 1 assistant and 1 Community Employment worker. On the day of inspection, fourteen children were present. 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 good.
• There is a warm, friendly and welcoming atmosphere, where relationships between practitioners, children and their families are caring and respectful.
• During free play children are active agents, choosing where to play and how to use the materials with the support and encouragement of practitioners.
• The daily routine is predictable and supports children’s sense of security. It would benefit from additional engaging transition strategies to maximise learning opportunities.
• The service has introduced ‘Fruit Time’ which promotes a healthy lifestyle.
• Children’s uniqueness is valued and affirmed in the indoor environment for some children who have their photos on place mats and images of their families displayed.

Actions advised
• To ensure smooth transitions between daily events, practitioners are advised to introduce child-led movement activities incorporating song, music and rhymes. These periods can be used to support positive active learning experiences.
• It is advised that images of each child be displayed in the setting; this can foster a positive sense of self for each child.
• All children in the setting should be equally represented in any visual displays e.g. ensure each child has her/his own placemat.

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 through which children learn and develop and children are encouraged to plan activities.
• The indoor play environment is safe with some interest areas developed; including kitchen, library, sand, books, puzzles and games. New storage units are on order and can be used as an opportunity to further organise and develop the interest areas.
• The outdoor area is currently in development with support from the local partnership company. The service has direct access to a nature trail which is used purposefully by practitioners to support children in their learning. During the nature walk, practitioners use a number of meaningful interactions which support children to express their views, emotions and thinking.
• Practitioners engage and motivate children in a respectful manner through their interactions.
• Strengths-based observations are recorded in individual learning journals which identify children’s emergent interests and links to Aistear: the Early Childhood Curriculum Framework noted. There is scope to make greater use of these observations to inform the next steps in each child’s learning and development.
Actions advised
- Practitioners are advised to further develop the interest areas to ensure materials are stored in an orderly manner so that children can independently find materials to use them creatively in pairs or small groups and then return them to clearly labelled storage spaces.
- It is advised that the learning journal observations be used to identify the learning intentions for adult-initiated and child-initiated activities which support each child’s next stage of their learning and development.

AREA 3
QUALITY OF CHILDREN’S LEARNING EXPERIENCES AND ACHIEVEMENTS
- The quality of the children’s learning experiences and achievement is good.
- All children appear happy and motivated to explore and learn.
- Children interact with other children, both verbally and non-verbally for extended periods of time in pairs and small groups.
- Children have some opportunities to lead, follow, and turn take which supports skills necessary for the development of future relationships.
- Children are given ‘jobs’ to do that are decided by the practitioners on a daily basis; these could be structured to support children to take responsibility and co-operate.
- Children are developing an awareness of pictures, print and numbers as a means of communication, particularly during circle time. This activity could be further developed.
- The children demonstrate creativity, meaning making and communication skills when using free-flow mark-marking materials.

Actions advised
- It is advised that practitioners use open ended questions during circle time and throughout the daily routine to support and enhance children’s language, thinking and reasoning skills.
- To further develop children’s independence and responsibility, it is advised that practitioners provide a clear visual schedule that children can view and identify the various ‘jobs’ assigned to them.

AREA 4
QUALITY OF MANAGEMENT AND LEADERSHIP FOR LEARNING
- The quality of children’s learning experiences and achievement is good.
- Continuous professional development is promoted and there is an ethos of teamwork and collaboration within the service.
- It is evident that practitioners strive to build positive relationships with parents and the wider community.
- The staff team are very committed and enthusiastic regarding the development of the outdoor learning environment. During this planning stage, practitioners are advised to refer to Aistear, Síolta Practice Guide.
- Team meetings take place on a monthly basis and they focus on planning educational provision.
- Information on children’s learning and development is shared informally with parents during arrival and collection times.

Actions advised
- During the planning stage for the outdoor learning environment, it is advised that staff access the online Aistear, Síolta Practice Guide and view the resources section specifically for outdoor spaces, while referring to the environmental audit tool to guide development.
- To further enhance practice development within the service, regular reviews using the Self Evaluation Tools contained in the Aistear, Síolta Practice Guide are advised.
CAPACITY TO IMPLEMENT THE ACTIONS ADVISED ABOVE

The manager and staff demonstrate a good capacity to ensure the ongoing improvement in the quality of provision for children’s learning and development.
### 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>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>Good</td>
</tr>
<tr>
<td>Quality of management and leadership for learning</td>
<td>Good</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Provision Quality</th>
<th>Description</th>
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</thead>
<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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