EARLY YEARS EDUCATION INSPECTION

REPORT

<table>
<thead>
<tr>
<th>Setting Name</th>
<th>Súgradh</th>
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| Setting Address | C/o Kilberry National School  
 Kilberry  
 County Kildare |
| DCYA number | 14KE0337 |

Date of Inspection: 04-12-2018
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(s) 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 04-12-2018

<table>
<thead>
<tr>
<th>Inspection activities undertaken</th>
<th></th>
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<tbody>
<tr>
<td>• Meeting with setting manager and practitioner</td>
<td>• Interaction with children</td>
</tr>
<tr>
<td>• Observation of interactions during a morning session</td>
<td>• Review of relevant documents</td>
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<tr>
<td>• Feedback to setting manager and practitioners</td>
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CONTEXT OF SETTING

Súgradh pre-school has been in operation since 2010. It provides one morning session for children participating in the Early Childhood Care and Education (ECCE) Programme. Eight children were present on the day of the inspection along with two practitioners one of whom is the centre manager. Also present was the company manager who is not part of the normal daily staff. The setting was given an opportunity to comment in writing on the findings and actions advised in this report, the setting chose to accept the report without response.

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 atmosphere at the setting is friendly with the practitioners greeting families warmly upon arrival. The children eagerly sign themselves in each morning using a visual prompt.
- An undocumented daily routine is in place. The majority of children are aware of the routines.
- The practitioners use a countdown timer to support children to transition from one activity to another. The majority of children respond promptly during times of transition.
- The children are active agents in choosing and organising their own learning and development activities and practice is very child-led. At times, the role of the adult in leading and stimulating learning is not evident.
- The rules of the setting are displayed visually and the practitioners model the use of ‘please’ and ‘thank you’ well.
- The children are developing self-management and independence skills such as at toilet time and at lunch time. The practitioners support them in this through the provision of gentle reminders. The children take responsibility for hanging up their own coats and putting away their own schoolbags.
- The practitioners sit with the children at lunch time and discussions about healthy eating occur. A child helper routine is in place which encourages children to take responsibility for tasks.
- The atmosphere is inclusive and an inclusion policy is in place. Diversity is affirmed in the interactions between the practitioners and the children.
- The children’s sense of identity and belonging is nurtured in varied ways; through each child having an individual learning journal and by their individual photos over their coats. A family tree is in place and group projects celebrate children’s group identity. In the past, parents have shared their skills and talents at the setting.

Actions advised

- It is advised that the daily routines are evaluated to ensure that all children engage with them. The circle time routine can be used to discuss with children what happens next and what is expected of them. This will further support times of transition and enhance a sense of group identity. The child helper routine in place can also be extended to further support children in assuming responsibilities. The routine also needs to be documented visually for children and shared with parents.
- To ensure that there is a good balance between adult-led and child-led activities, the practitioners need to assume a stronger role in leading and stimulating learning.
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 fair.
- A broad based curriculum with long term, medium term and short term planning is in place. The curriculum is not emergent, enquiry based or suitably informed by the principles of Aistear: The Early Childhood Curriculum Framework.
- Each child has an individual learning journal which records their activities, their mark making and some art work. The learning journals are available for parents to view as they wish but are not shared regularly with parents. Parents receive the journals at the end of the year. Varied assessment strategies that support the next steps in the children’s individual learning and development are not in place.
- The indoor environment is large and includes varied resources, including for home and construction play, for creative expression, imaginative, mathematical, digital and musical play. The environment is print rich and well labelled with group projects displayed. A range of books and soft seating is evident. There is scope for the layout of the indoor environment to be purposefully structured into more well defined distinct learning areas for children.
- Outdoors, a small play area is in place which comprises buddy benches, a slide and a climbing frame. As this area is only suitable for the children to use on dry days the setting is planning to develop it further and to provide additional experiences for children. The children also have access to the school yard and the setting has a gardening area within the school.
- The setting has made links with external agencies to support children with additional needs.
- Interactions between the children and the practitioners are responsive and attentive. The practitioners engage in open-ended conversations with the children throughout the morning.

Actions advised
- There is a need to ensure that weekly planning takes closer account of the children’s emerging interests and developing dispositions to better support practitioners in the provision of an enquiry-based curriculum. The short-term planning template in the Aistear, Síolta Practice Guide will support the setting to identify children’s interests. It is further advised that the setting’s curriculum statement be adapted to reflect the practices in place at the setting.
- The practitioners are advised to develop varied assessment strategies that inform the next steps of learning and which are underpinned by Aistear: Use of the learning record template in the Aistear, Síolta Practice Guide would be beneficial; the template provides a basis for sharing and highlighting children’s positive learning dispositions, values, skills, attitudes, knowledge and understanding. Families need to be regularly and formally consulted and informed about their child’s learning and development, their interests and dispositions.
- The setting is advised to conduct an audit of the indoor learning environment and to create well-defined distinct areas for different learning experiences. The ‘Environments’ and ‘Play’ resources in the Aistear, Síolta Practice Guide will provide guidance for this.

AREA 3
QUALITY OF CHILDREN’S LEARNING EXPERIENCES AND ACHIEVEMENTS

- The quality of the children’s learning experiences and achievements is good.
- The children demonstrate enjoyment in their activities throughout the morning.
- The children are able to name their feelings and a visual to support emotional regulation is on display for them.
- Many children display good respect for their environment and resources. On the day of the inspection, at tidy-up time some children were not responsive to the practitioners’ requests to tidy up after themselves.
- The children enjoy a variety of songs, rhymes and stories throughout the morning. In particular, on the day of the inspection, a story about Santa visiting Kildare held their attention well.
- The children’s mark making and art creations are on display and they have access to their individual learning journals.
The children demonstrate good fine motor skills. This is evident in their use of table top activities.

On the inspection day, children were eager to discuss themselves, their interests and share their knowledge. A knowledgeable discussion on how to become a slurry farmer took place.

Good recycling practices are in place. Visual prompts are evident and the children are clear about which bin to use. The children remind the practitioners to turn off the lights as they leave the room to go outside.

At the time of the inspection, the children were preparing for Christmas in their project work. A project on the north-pole was documented and a Santa post-box was created for the children to send their letters to the north-pole.

Connections have been made with the local community, such as with the adjacent primary school and local events have been shared with the children. Photographs and displays relating to the locality are not in evidence.

**Actions advised**

To further support children’s appreciation of their resources and environment the practitioners are advised to provide clear guidance to the children in relation to, for example, tidying up after themselves and taking responsibility. The child helper system can be used to support these skills and circle time can be used to share good examples observed.

To support children’s sense of identity and belonging as part of their community, practitioners are advised to provide photographs and displays of their local area and community roles for children.

**AREA 4**

**QUALITY OF MANAGEMENT AND LEADERSHIP FOR LEARNING**

- The quality of management and leadership for learning is good.
- Documented staff meetings are held on a monthly basis where practice issues are discussed.
- Reviews of practice take place informally at the setting. The *Aistear, Síolta Practice Guide* is not used effectively to guide these reviews and effective strategies for documenting and sharing professional reflection, and curriculum evaluation are not in place.
- Support and supervision practices and induction procedures are in place at the setting. Currently staff appraisals do not take place.
- The practitioners at the setting engage in continuous professional development such as their current engagement in the Leadership for Inclusion (LINC) Programme.
- The practitioners on occasion engage in training workshops with their local County Childcare Committee.
- Transition year and early years’ students are welcomed at the setting. An open-door policy is in place.
- The practitioners communicate with parents verbally on an informal basis, and through social media. A bi-monthly newsletter informs parents of events at the setting and a parent handbook is in place. A parent night takes place annually to update parents on events at the setting and to provide information on different topics of interest to parents of young children. Parents are not involved in setting reviews.
- Good transitioning strategies are in place. Prior to starting at the setting, the children visit with their parents and a discussion takes place about the child’s interests, strengths, needs and dispositions. An ‘All about Me’ book is completed at the end of the year. Links have been made with the adjacent primary school to support children to transition out of the setting. The children attend events at the school and return to the setting after starting primary school to share their experiences there. The effective transitions strategies in place are documented.
**Actions advised**

- It is advised that management at the setting implement a systematic approach to ensuring that the *Aistear, Síolta Practice Guide* is actively used to guide practice. It is further advised that effective strategies for documenting and sharing professional reflection, curriculum evaluation, mentoring, support and continuous professional development be established.
- The setting is advised to take steps to formally share information on children’s learning with parents and to include parents in setting reviews. The ‘Partnership with Parents’ resources in the *Aistear, Síolta Practice Guide* will support this.

**CAPACITY TO IMPLEMENT THE ACTIONS ADVISED ABOVE**

The capacity of the setting to implement the actions advised above is good.
### Summary of Overall Inspection

<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>
</tr>
<tr>
<td>Quality of processes to support children’s learning and development</td>
<td>Fair</td>
</tr>
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<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>Excellent</th>
<th>Provision that is excellent is exemplary in meeting the needs of children.</th>
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</thead>
<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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