EARLY YEARS EDUCATION INSPECTION

REPORT

<table>
<thead>
<tr>
<th>Setting Name</th>
<th>Mie World</th>
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</table>
| Setting Address | Kilbride Garden  
|               | Clara  
|               | County Offaly |
| DCYA number  | 15OY0103 |

Date of Inspection: 22-10-2018
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 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 | 22-10-2018

Inspection activities undertaken
- Meeting with assistant manager
- Observation of interactions during session
- Interaction with children
- Review of relevant documents
- Feedback to assistant manager and practitioners

CONTEXT OF SETTING

Mie World is one of two privately-owned and operated early years settings. It is located in a housing estate on the outskirts of Clara town centre and offers full day, sessional and after-school services. The setting provides a sessional service for children participating in their first year of the Early Childhood Care and Education (ECCE) Programme. The children move to the second setting in the town for their second ECCE year. On the day of the inspection, nineteen children and three practitioners were present. The third practitioner works in a supportive role and provides particular assistance to the team during the facilitation of care routines. The setting’s assistant manager and two practitioners 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; a response was not received from the setting.

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.
- Children are warmly welcomed by practitioners as they arrive into the setting.
- Practitioners encourage children to be independent. This is particularly evident during meal time where the children demonstrate effective self-help and self-care skills.
- During the inspection, prior notice of a change in the routine was not provided to children. This resulted in many of the learning experiences ending abruptly.
- Relationships between practitioners and children are respectful. Practitioners show sensitivity and empathy for the children. On the day of the inspection, this was illustrated when a child, who had been away for some time, returned to the setting. The practitioners provided the child with time, space and encouragement to help her to adjust back into the setting.
- Many opportunities are provided for children to choose what, where and with whom they would like to play. This was particularly evident during child-initiated experiences.
- Practitioners respect each child’s choice to be involved in an activity or to choose an alternative activity. A small number of visual displays in the learning environment provide opportunities for children to develop an awareness of themselves as individuals and as members of groups.

Actions advised

- Practitioners are advised to review and reorganise times of transitions in the daily routine. In so doing, it is important that practitioners notify and support the children before and during essential transitions. The use of visual and/or auditory cues is advised to help prepare children for these times of change.
- It is advised that practitioners build on each child’s sense of identity within the learning environment. Consideration should also be given to increasing the focus on developing the children’s awareness of their local community in the learning programme.
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.
- A play-based curriculum, linked to Aistear: the Early Childhood Curriculum Framework, is used to support children’s learning and development. Weekly planning sheets are completed at the end of each session to reflect each day’s events. The plans focus strongly on adult-chosen themes and seasonal activities, with little emphasis on individual children’s varying interests, strengths and learning dispositions.
- A monthly care plan and developmental checklists are used to gather information about each child’s learning experiences. Overall, these assessment approaches do not sufficiently capture individual children’s learning and holistic development.
- Practitioners use many effective interaction strategies with the children. They view the children as capable learners and consequently promote their capacities to be autonomous in their learning.
- The indoor environment is prepared into many clearly defined spaces. A rich selection of wooden construction blocks, manipulatives and socio-dramatic play materials are provided. Creative mark-making materials are not freely accessible to the children. This restricts the further development of the children’s creativity and sense of achievement in their learning by exploring various media. The practitioners recognise that there is a scope to develop opportunities to support children’s creativity and plan to introduce a creative table to the environment.
- Daily opportunities are provided to children to engage in outdoor learning experiences. The outdoor environment contains spacious learning areas that offer the children good levels of interest and challenge.
- Practitioners value the importance of play as a medium through which the children learn and develop. The daily routine provides adequate time to support children to become deeply engaged in their playful learning experiences and activities.

Actions advised

- Practitioners are advised to introduce a narrative form of assessment that positively captures what the children can do, their interests, thoughts and theories about their world. The use of the Aistear Learning Record would assist in developing a rich picture of each child’s learning and development. This information can then be used to inform the short-term curriculum plans and subsequently the learning programme.
- The management team and practitioners are encouraged to pursue their plans to enhance the indoor learning environment to include provision for freely available creative materials and play that supports multi-sensory learning experiences. Providing children with opportunities for creative expression through a variety of mediums, such as moving to music, role playing and problem solving, is further advised.

AREA 3

QUALITY OF CHILDREN’S LEARNING EXPERIENCES AND ACHIEVEMENTS

- The quality of the children’s learning experiences and achievements is good.
- The children are mostly engaged and interested particularly during child-initiated experiences.
- The children show great interest in the carefully prepared creative activities. They engage happily alongside their peers.
- During adult-led experiences, some opportunities are provided for children to verbally express themselves. Less opportunities are provided to support and promote young children who are developing their language skills.
- The children demonstrate an awareness of their success by calling on practitioners to share and discuss their learning achievements. Practitioners reinforce this sense of achievement in their positive and encouraging responses to the children’s learning. Children have access to their art work. However, opportunities to reflect and recall their learning experiences through documented information are not provided.
On the day of the inspection, minor incidents of challenging behaviour, in line with the children’s ages and stages of development, were observed. In their responses, practitioners often focused on the inappropriate behaviour rather than promoting the children’s understanding of acceptable behaviour and their capacity for self-regulation. A visual display promoting positive behaviours in the environment was not referred to during the session.

**Actions advised**
- It is advised that practitioners place a stronger emphasis on progressing children’s developing language skills and providing regular opportunities to support their capacity to discuss and express their feelings, thoughts and ideas. As part of this process, practitioners are advised to create opportunities for children to independently reflect on and recall information documented about their learning. In so doing, the development of individual learning journals, in collaboration with the children, is advised. This would promote the children’s evolving awareness of their changing and developing abilities.
- The practitioners are advised to review their behaviour management policy to ensure that both procedures and practices in the setting promote a culture where positive pro-social behaviours are supported, celebrated and acknowledged. To this end, practitioners are advised to use the visual display in the environment to help children to understand the clear boundaries and limits in relation to developing positive personal and social behaviours.

**AREA 4**

**QUALITY OF MANAGEMENT AND LEADERSHIP FOR LEARNING**
- The quality of management and leadership for learning is fair.
- Formal whole-setting meetings are held between practitioners and management on a monthly basis to discuss the organisation of the setting. Management and pre-school practitioners meet daily to informally discuss and plan the learning programme.
- Formal self-evaluation and reflection practices and the use of the Aistear, Síolta Practice Guide are not implemented in the setting.
- The setting manager has participated in the nationally accredited Leadership for Inclusion (LINC) programme. The assistant manager also reports an interest in engaging with Better Start; National Early Years Quality Development Service.
- Various channels of communication are used to share information with parents. These include the use a social media page, a texting system and regular notices in the setting. Few opportunities are provided for parents to be actively involved in their child’s learning and development.
- An annual open day is provided to new children starting in the setting. Similarly, an open day is also offered in the second setting where parents and children are welcome to visit in advance of their move from one early years setting to another.

**Actions advised**
- Management and practitioners are advised to review their practice to ensure it supports the consistent implementation of Aistear. In so doing, the management team is advised to pursue their plans to avail of external mentoring support from Better Start.
- It is advised that the setting manager and practitioners establish a formal culture of reflective practice in the setting. By engaging with ‘Curriculum Foundations’ in the Aistear, Síolta Practice Guide, management and practitioners can affirm practice and identify areas in need of improvement. An action planning approach could then be adopted to ensure ongoing improvement of practices in the setting.
- Practitioners are advised to strengthen parents’ input in their child’s learning and development and their awareness of their child’s strengths, interests and learning dispositions. To this end, consideration could be given to encouraging parents’ contributions and feedback on their child’s learning on a more regular basis.
# 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>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>Fair</td>
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## Language used in Early-Years Education Inspection reports

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<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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