EARLY YEARS EDUCATION INSPECTION

REPORT

<table>
<thead>
<tr>
<th>Service Name</th>
<th>Naíonra Phobail an Scioirín CTR</th>
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<tbody>
<tr>
<td>Service Address</td>
<td>Gaelscoil Ghort na Cloiche</td>
</tr>
<tr>
<td></td>
<td>An Scioirín</td>
</tr>
<tr>
<td></td>
<td>Co. Chorcaí</td>
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<tr>
<td>DCYA number</td>
<td>17CC0606</td>
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Date of Inspection: 01-06-2018
WHAT IS AN EARLY YEARS EDUCATION INSPECTION?

The Early Years Education-focused Inspection (EYEI) model is used to provide evaluative information, advice and support in relation to education provision in a pre-school service 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 service.

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 service’s provision in each area.
Early-Years Education Inspection

<table>
<thead>
<tr>
<th>Date of inspection</th>
<th>01-06-2018</th>
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</thead>
<tbody>
<tr>
<td>Inspection activities undertaken</td>
<td>Observation of interactions during a number of sessions</td>
</tr>
<tr>
<td>• Meeting with service manager</td>
<td>• Interaction with children</td>
</tr>
<tr>
<td>• Meeting with practitioners</td>
<td>• Review of relevant documents</td>
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<tr>
<td>• Meeting with board of directors</td>
<td>• Feedback to service manager and practitioners</td>
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CONTEXT OF SERVICE

Naíonra Phobail an Scíobairín is an urban, community pre-school. The service fosters the children's acquisition of the Irish language in a simple, natural, everyday way. Irish is the main language of communication and there is some use of English. Five practitioners provide early years education and care for a maximum of forty-seven children in two morning sessions over the course of the week. On the day of the inspection, six children were present in one room and seventeen in the other. All the practitioners and a member of the board 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 excellent.
- The atmosphere is warm, welcoming and affirming and a very caring ethos is palpable. The practitioners’ sensitivity, consideration and very positive regard for the children and their families are clearly evident.
- The very well-balanced daily routine offers long periods of child-initiated/led free play, both indoors and outdoors. This is interspersed with short, inspiring adult-initiated/led activities, which are derived from the emergent curriculum plan and mainly based on children’s interests. Opportunities for children to be physically active by far outweigh times when they are inactive.
- Snack time is well utilised as a social occasion and an opportunity to promote children’s well-being.
- Relationships between practitioners and the children are responsive, highly respectful and reciprocal. It is very evident that article 12 of the United Nations Convention on the Rights of the Child is observed in this service. Practitioners are very cognisant of the importance of seeking the opinion of the child, respecting it and including the children’s ideas in decision-making processes that affect them.
- The practitioners act as role models worthy of imitation and provide good guidance and meaningful encouragement to children towards positive behaviour. The foundations of good habits and life-skills are effectively promoted.
- Children’s sense of identity and belonging is nurtured very effectively. Lots of opportunities are provided to bring the families together in the service. Efficient connections with the local community are established. Lots of photographic exhibits about the children’s learning activities and records of family and community members visiting the service to share their expertise are on display.

Action advised

- All practitioners are advised to sit, eat and communicate with the children during snack time. Creating a family-type meal time in a relaxed atmosphere is conducive to small-group conversation and provides wonderful opportunities for language acquisition and development, together with a myriad of other learning opportunities.
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 excellent.
- A broad-based curriculum, informed by Aistear; the Early Childhood Curriculum Framework is documented and implemented. Planning is undertaken on long-term, medium-term and short-term bases. Practitioners show knowledge and confidence in developing and implementing an emergent, enquiry-based curriculum.
- Information documented about children’s learning reflects their achievements and development in a range of connected learning experiences with due regard for their individual interests, needs and learning dispositions. Each child has an individual art folder. Checklists on children’s learning and their individual learning stories, which are recorded on the Aistear Learning Record Templates, are kept in a big folder.
- The children are clearly recognised by practitioners as competent, confident learners. They are afforded agency and autonomy in choosing and organising their learning and development activities.
- The indoor environment is aesthetically pleasing and offers a very high play value. It provides appropriate learning and development opportunities for the diverse group of learners. The outdoor environment is well utilised and the service has developed plans to enhance this area.
- Play is utilised very well as the main medium through which the children learn and develop, supported and fostered by knowledgeable practitioners. The practitioners use appropriate interaction strategies and methodologies to co-construct knowledge together with the children. These include active listening, role-modelling, prompting, asking open-ended questions and scaffolding children’s learning.
- A broad variety of very unique, creative art work is on display throughout the building, comprising group collages and prints as well as children’s individual drawings and paintings.
- Children’s emergent language, literacy and numeracy skills are fostered very effectively. Practitioners ensure that there is a suitable balance between speaking and listening and are very good at active listening. The use of the Irish language is promoted naturally in the daily routine and everyday situations and supports the children’s understanding and acquisition skills.

Action advised
- It is advised that individual learning folders be created for each child containing their learning record templates, together with any relevant art work. By making these available to the children and their families at all times, the children will be able to use them and families can add their own learning stories to them. The creation of a group-learning journal will allow for the learning outcomes of everyday pre-school life to be depicted in an aesthetically pleasing and informative way.

AREA 3
QUALITY OF CHILDREN’S LEARNING EXPERIENCES AND ACHIEVEMENTS

- The quality of the children’s learning experiences and achievements is excellent.
- In the morning, the children arrive happy and get busily involved in free play straight away. They are completely at ease in the service and clearly have ownership over their pre-school activities. The children’s enjoyment and positive sense of well-being are very evident.
- The children are competent, confident, interested and motivated and they respond creatively as they engage in their learning. They express their unique ideas, thoughts and feelings in a broad variety of ways throughout the day.
- The children utilise their learning opportunities to make predictions, use judgements, make decisions, remember things and link new learning to what they already know.
- The curriculum, the well-prepared play environment and the skilled practitioners afford a myriad of opportunities for children to develop and refine their personal and social skills.
- The children show compassion and care for the identity, rights and views of each other. One example during the inspection was when one girl gave her turn to water the flowers to her friend, as she already had a turn recently. The friend was delighted.
• Through the promotion of the Irish language, children understand how different languages can be used with different people and in different situations. The children demonstrate good understanding of Irish and an emerging capacity to use the language.
• The children make sense of their world by interacting with others and their environment through playing, investigating, exploring and thinking.

AREA 4
QUALITY OF MANAGEMENT AND LEADERSHIP FOR LEARNING
• The quality of management and leadership for learning is excellent.
• Regular whole-staff meetings are utilised to review and reflect on practice and procedures and to plan for ongoing improvement. A great ethos of teamwork, professionalism, partnership and collaboration among practitioners is highly evident.
• The service is regularly involved in network meetings with other services
• Staff members are committed, motivated, promote high standards and foster a clear vision and direction for the work of the service.
• Effective strategies for professional reflection, mentoring, support and continuing professional development are in place. Practitioners avail of a broad variety of courses and professional development opportunities, which clearly enrich the practice in the service.
• Highly effective two-way communication channels between the service and the families have been established. These include an informative parent pack, letters, notes, a notice board, formal and informal chats and parent-practitioner meetings. An anonymous Naíonra evaluation form is used to elicit parents’ views on provision.
• Transitions into and from the service are managed effectively and sensitively. Lovely, meaningful transition projects are undertaken in collaboration with the primary school. Consequently, the children are very familiar with the school premises and the teachers.

CAPACITY TO IMPLEMENT THE ACTIONS ADVISED ABOVE
The capacity of the service to work to this high level of exemplary practice is excellent.
## 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>Excellent</td>
</tr>
<tr>
<td>Quality of processes to support children’s learning and development</td>
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<td>Quality of children’s learning experiences and achievements</td>
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<td>Quality of management and leadership for learning</td>
<td>Excellent</td>
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</table>

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

<table>
<thead>
<tr>
<th>Quality</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Excellent</strong></td>
<td>Provision that is excellent is exemplary in meeting the needs of children.</td>
</tr>
<tr>
<td><strong>Very good</strong></td>
<td>Provision that is very good is highly effective in meeting the needs of children.</td>
</tr>
<tr>
<td><strong>Good</strong></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><strong>Fair</strong></td>
<td>Provision that is fair requires practice to be improved to meet the needs of children.</td>
</tr>
<tr>
<td><strong>Poor</strong></td>
<td>Provision that is poor is inadequate and requires significant improvement to meet the needs of children.</td>
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*Published December 2020*
APPENDIX

SETTING RESPONSE TO THE REPORT
SUBMITTED ON BEHALF OF THE SETTING

Area 1  Observations on the content of the inspection report.

The report covers all aspects of a typical day in the Naionra.

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

As advised, staff will continue to sit, eat and communicate with children during snack time, maximising learning opportunities.