EARLY YEARS EDUCATION INSPECTION

REPORT

<table>
<thead>
<tr>
<th>Setting Name</th>
<th>Lisa’s Little Lions</th>
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<tbody>
<tr>
<td>Setting Address</td>
<td>Knocknagree</td>
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<tr>
<td></td>
<td>Mallow</td>
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<tr>
<td></td>
<td>County Cork</td>
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<tr>
<td>DCYA number</td>
<td>18CC0621</td>
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Date of Inspection: 19-11-2019
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

<table>
<thead>
<tr>
<th>Date of inspection</th>
<th>19-11-2019</th>
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| Inspection activities undertaken | Interaction with children  
Observation of interactions during one session  
Interaction with children  
Review of relevant documents  
Feedback to setting owner/practitioner |

CONTEXT OF SETTING

Lisa’s Little Lions is a private setting which was established in 2018. The setting provides a morning sessional pre-school programme for children enrolled on the Early Childhood Care and Education (ECCE) Programme. On the day of the inspection, the owner/lead practitioner and nine children were present. 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 excellent.
- There is a notably warm and welcoming atmosphere in the pre-school. The setting has developed extensive and strong links with families.
- The daily routine is well established and responsive to the children’s individual and group needs. Elements of the routine include extended periods of free play, active outdoor play and large group circle time.
- Snack time is a social occasion where children are supported to do many things for themselves and engage in rich conversations with peers, supported by the practitioner. There is a healthy eating policy in place which is supported by the parents.
- Interactions between the practitioner and the children are commendably gentle, calm and positive. The practitioner uses calm voices and provides regular encouragement and recognition to children. On the day of the inspection, the practitioner displayed how she is in tune with the children’s emotions and recognises when children need additional comfort.
- The practitioner offers commendable support for the children’s developing sense of identity and belonging. Respect for the uniqueness of each child is supported through responsive interactions which recognise the children’s individual interests and needs. Individual learning journals and family photographs promote a sense of belonging and are displayed at the children’s level throughout the learning environment.
- There are many opportunities during the year to bring children and members of the community together and for the children to gain a better understanding of the role of people they encounter. The setting has organised visits from many local people, who share their professions and expertise with children. In addition, there are opportunities for children to visit various locations as they go on nature walks in the village.

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.
- The setting implements a very effectively developed play-based curriculum, respectful of the children’s intrinsic motivation to learn. It is fully aligned to Aistear: the Early Childhood Curriculum Framework.
Documented planning for learning focuses on children’s emergent interests and developmental needs. Themes being explored are interwoven into all aspects of the daily routine. The emergent interests being explored are shared with parents to deepen the connections and learning between home and setting.

The practitioner has developed a very comprehensive system of observation and assessment. Each child has an individual learning journal which showcases their art work and includes photographs of their playful interactions with their peers. The learning journal is shared regularly with parents and children. It is clear that their voices are included in the journals; many feature stories of learning and experiences from home. The practitioner records the children’s current interests and ideas for the next steps in their learning.

The indoor learning environments are aesthetically pleasing featuring defined interest areas. Resources that stimulate creative thinking are thoughtfully included. Materials are plentiful, open ended and offer challenge. The outdoor learning environment is used on a daily basis. It features a sand pit, a mud kitchen, ride on toys and a fairy garden.

Play is the main medium through which children learn within the setting. Children freely choose play activities both indoors and outdoors, that motivate and stimulate them. They seem to particularly enjoy engaging with materials and resources that link to the theme of environments being explored.

The practitioner very successfully supports the development of the children’s language, literacy and numeracy skills through rich interactions and regular story-time each day.

The quality of interactions between the practitioner and the children is exemplary. A range of appropriate communicative strategies and methodologies are used energetically to facilitate a wide range of learning experiences in a natural way.

**AREA 3**

**QUALITY OF CHILDREN’S LEARNING EXPERIENCES AND ACHIEVEMENTS**

- The quality of the children’s learning experiences and achievements is very good.
- The children display a positive attitude to learning and they enjoy many opportunities for decision making. They display curiosity when playing with the four sensory boxes linking to the theme of environments being explored.
- The learning environment provides opportunities for children to be creative through mark making including specific areas assigned to painting. These further support the children’s creativity and imagination in the learning programme. Children are presented with many colouring in pages and templates linked to the themes being explored.
- The children are very eager to communicate and share their thoughts, ideas and information about their life experiences. Children’s reflections on their learning are recorded in their individual learning journals.
- The children demonstrate a sense of wonder about the world, they ask questions and listen attentively to the responses from their peers and the practitioner. This was particularly noted in children’s engagement with the four sensory boxes depicting environments such as wetlands, desert and the amazon.
- The children demonstrate immense enjoyment as they participate in songs and rhymes during circle time. They show a very well-developed understanding of books and are experienced picture ‘readers’. The reading area is a beautiful inviting space; it is well-resourced and used on a daily basis.
- Children communicate and represent their ideas, thoughts and feelings appropriately and successfully. They have ample time to have conversations, represent their prior experiences through their play and free movement to music.

**Action advised**

- In order to further support the children’s development of the creative self, it is advised that all children have regular opportunities to engage in open ended process-focus creative exploration during the pre-school sessions.
AREA 4

QUALITY OF MANAGEMENT AND LEADERSHIP FOR LEARNING

- The quality of management and leadership for learning is very good.
- There is highly professional ethos in the setting. The owner/lead practitioner demonstrates a strong commitment to delivering a high quality ECCE programme.
- The practitioner engages in regular, informal quality improvement activities. A diary is completed. It summarises the activities that children have engaged in and it is used to support self-evaluation practices. There is no formal system in place for reflection on practice.
- An ethos of collaboration and partnership with parents is evident. A highly effective ‘open door policy’ is implemented.
- The owner/lead practitioner accesses training through the local County Childcare Committee and is committed to engaging in continuous professional development. Training is sourced to compliment her passions and recently she completed The Leadership for INClusion in the Early Years programme.
- Information about the ECCE programme, and the children’s individual and group learning experiences is effectively shared with parents. The children's learning journals and the group learning stories are shared with them regularly, and there are displays at the entrance area.
- Good professional relationships have been established with the local primary school. The practitioner has completed the ‘Mo Scéal’ learning profile in partnership with parents. This is shared with the school to support smooth transitions between the settings.

Action advised
- The practitioner is advised to develop a systematic approach to reflecting on and developing action plans which support the ongoing quality development of the setting. The Aistear, Síolta Practice Guide could be used to support this action.
### 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>
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<tr>
<td>Quality of processes to support children’s learning and development</td>
<td>Excellent</td>
</tr>
<tr>
<td>Quality of children’s learning experiences and achievements</td>
<td>Very good</td>
</tr>
<tr>
<td>Quality of management and leadership for learning</td>
<td>Very good</td>
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### Language used in Early-Years Education Inspection reports

<table>
<thead>
<tr>
<th><strong>Excellent</strong></th>
<th>Provision that is excellent is exemplary in meeting the needs of children.</th>
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<tbody>
<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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