

**An Roinn Oideachais agus Scileanna**  
**Department of Education and Skills**

**EARLY YEARS EDUCATION INSPECTION**

**REPORT**

<b>Setting Name</b>	Barryroe Pre-school
<b>Setting Address</b>	c/o Barryroe National School Barryroe Bandon County Cork
<b>DCYA number</b>	18CC0637

**Date of Inspection: 13-09-2019**



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agus Scileanna  
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## **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

<b>Date of inspection</b>	13-09-2019
<b>Inspection activities undertaken</b>	<ul style="list-style-type: none"><li>• Interaction with children</li><li>• Review of relevant documents</li><li>• Feedback to setting owner/manager</li></ul>
<ul style="list-style-type: none"><li>• Meeting with setting owner/manager</li><li>• Meeting with practitioners</li><li>• Observation of interactions during one morning session</li></ul>	

### CONTEXT OF SETTING

Barryroe Pre-school was re-established in 2018. It is a privately owned setting in the parish of Barryroe. The new owner previously worked in the setting for an extended period. The setting offers a morning and an afternoon session, a school age breakfast club and an afterschool programme. This inspection focused on the morning session. Nineteen children participating in the Early Childhood Care and Education (ECCE) Programme were present along with the owner/manager and two practitioners. The same three early years practitioners facilitate the morning and afternoon sessions. 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.
- There is a notably warm and welcoming atmosphere in the pre-school. Positive, respectful relationships with the children's parents and extended family members have been built.
- The daily routine is well established and responsive to the children's individual and group needs. The routine includes extended periods of free play indoors and outdoors, snack time and large group time.
- Practitioners skilfully facilitate times of change throughout the daily routine and they support these transitions as positive learning experiences for children. The practitioners consult respectfully with the children ensuring they have had sufficient time to play before moving onto the next element of the daily routine.
- Snack time is a relaxed social occasion. The practitioners and the children sit and eat together, and they engage in animated and natural conversations.
- The practitioners are highly effective in supporting the children's independence and self-help skills. Tasks at tidy-up time, and preparation for snack time and home time are completed in partnership with children.
- The practitioners consistently acknowledge each child's efforts and achievements using encouraging gestures and constructive feedback. Even tones are used consistently by practitioners in their communications with children throughout the morning.
- Children's sense of belonging is nurtured through the many visuals on display and through the inclusion of resources that reflect the local rural environment. Parents also regularly visit the pre-school room and they reflect on their child's creative art work.

### 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 very good.
- There is a broad play-based curriculum in place informed by *Aistear: The Early Childhood Curriculum Framework*.

- Plans for the provision of children's learning and development are organised on long, medium and short-term bases. Currently practitioners are beginning to consider how to incorporate the children's emergent interests into the short-term planning.
- A range of assessment approaches is in place, including learning records and individual scrapbooks which contain the child's unique creative work. There is potential to further use the valuable information gathered to directly inform the future provision for children's learning and to support their developing dispositions.
- The indoor learning environment is large, bright and aesthetically pleasing. It provides many play opportunities in well-resourced construction, home and creative art areas. Play types demonstrated are varied and include socio-dramatic, small world, and manipulatives.
- The children have regular access to a newly acquired natural outdoor play space. A range of resources is available including shovels, small trucks, wooden plank and tyres. Plentiful open-ended resources are available to support the children's play and learning.
- Practitioners recognise the children as active agents in learning by promoting numerous opportunities for choice and decisions within the session. Open-ended questions are effectively used by the practitioners to extend the children's thinking and enquiry-based discoveries.
- The children's early language, literacy and numeracy skills are successfully promoted throughout the morning. The practitioners provide many opportunities for the children to engage in counting activities and stories in meaningful contexts during their play.

*Actions advised*

- It is advised that practitioners develop an emergent, enquiry-based approach to short-term planning, drawing on the children's voices, explorations and interests to guide curriculum implementation.
- It is advised that practitioners consistently use the information gathered in children's observations to plan for their future learning and development. Utilising information gathered through anecdotal notes and learning records will provide for meaningful learning experiences that will effectively support children's individual and group learning.

**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 demonstrate the ability to play co-operatively with one another. Children demonstrate their developing personal and social skills and they require minimal support and guidance from practitioners to solve problems and overcome adversity.
- The children's voices are heard, respected and acted upon. This was observed when one practitioner responded to the lengthy investigation of a sand timer by two children. She introduced additional sand timers and extended the children's learning as they compared how long it took for the sand to move.
- Children experience achievement through the many ways in which their learning is made visible. For example, art work displays provide an effective means for children to see their learning achievements. Additional time to reflect on this learning would greatly benefit the children.
- The children demonstrate a sense of identity as they openly and freely discuss their siblings, families and hobbies with one another. During their conversations they also display an awareness of the roles of different people in their community and they discuss visitors such as the 'Coast Guard'.

*Action advised*

- Practitioners are advised to create opportunities for children to reflect on their learning as individuals and/or as a group. It is advised that practitioners vary the methods used to gather information by including a group learning journal which the children can access easily to reflect on their learning.

## **AREA 4**

### **QUALITY OF MANAGEMENT AND LEADERSHIP FOR LEARNING**

- The quality of management and leadership for learning is very good.
- The manager demonstrates high levels of motivation and promotes very high standards of practice. There is a strong ethos of professionalism and collaboration both within the setting and externally. For example, the manager sought advice and support from a colleague she met at a networking event to support her to conduct interviews and reflect on her environment.
- On a weekly basis, the practitioners conduct formal meetings to organise the educational experiences and activities in the setting. The setting has yet to introduce formal self-review and reflection practices.
- The owner/practitioner engages with continuous professional development training and articulates an understanding of the importance of maintaining and developing professional competencies. She recently graduated from the Leadership for Inclusion Programme.
- There is a suitable range of communication channels established with parents. Parents are involved in a range of activities within the setting which promote identity and belonging. Practitioners also share information about curriculum planning and evidence of children's learning with parents through newsletters, the notice board and formal one-to-one meetings.
- Highly commendable efforts are made to support the children's transition to the local primary school. On a phased basis, the children visit the school to become familiar with the junior infant teacher. The local co-operative store is involved in this process. It measures the children for their new school uniform. This is a very collective community support system in place for families.

#### *Action advised*

- The setting is advised to plan proactively for the evolution of their place of work and policies and practices. The self-evaluation tools in the *Aistear, Síolta Practice Guide* could be used to support this work

### **CAPACITY TO IMPLEMENT THE ACTIONS ADVISED ABOVE**

The settings owner/manager engaged professionally and positively in the feedback discussion following the inspection. The capacity of the setting to implement the actions advised above is very good.

### Summary of Overall Inspection

<b>Area</b>	<b>Quality Level</b>
Quality of context to support children's learning and development	<b>Excellent</b>
Quality of processes to support children's learning and development	<b>Very good</b>
Quality of children's learning experiences and achievements	<b>Very good</b>
Quality of management and leadership for learning	<b>Very good</b>

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

<b>Excellent</b>	Provision that is excellent is exemplary in meeting the needs of children.
<b>Very good</b>	Provision that is very good is highly effective in meeting the needs of children.
<b>Good</b>	Provision that is good is effective in meeting the needs of children but with some aspects to be developed.
<b>Fair</b>	Provision that is fair requires practice to be improved to meet the needs of children.
<b>Poor</b>	Provision that is poor is inadequate and requires significant improvement to meet the needs of children.

# APPENDIX

## SETTING RESPONSE TO THE REPORT

### SUBMITTED ON BEHALF OF THE SETTING

#### **Area 1 Observations on the content of the inspection report**

This was a very positive inspection, from which we gained valuable information.

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