

An Roinn Oideachais agus Scileanna
Department of Education and Skills

EARLY YEARS EDUCATION INSPECTION

REPORT

Setting Name	Superkids Childcare Centre
Setting Address	De Vesci Court Fairgreen Portlaoise County Laois
DCYA number	18LS0144

Date of Inspection: 02-10-2019



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agus Scileanna
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Education and Skills

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	02-10-2019
Inspection activities undertaken	<ul style="list-style-type: none">• Interaction with children• Review of relevant documents• Post-inspection feedback meeting with setting owner and setting

CONTEXT OF SETTING

Superkids Childcare Centre is a privately run setting which is in its second year of operation in Portlaoise, Co. Laois. The pre-school is located in a purpose-built building where the practitioners provide care and education for local children availing of the Early Childhood Care and Education (ECCE) Programme. The inspection took place over two days and during this time all four ECCE sessions were visited. The early years setting was given an opportunity to comment in writing on the findings and actions advised of the 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.
- A welcoming atmosphere is evident in the setting. Practitioners greet the parents and children at arrival and departure times. Relationships between the practitioners and the children are caring and respectful. There is a key-worker system in place and the written policy which supports it is displayed for parents to view.
- There is a planned routine in the setting with various periods of free-play during the day. The daily routine is not on display for children to interact with.
- Transitions between activities are instant and the practitioners use verbal prompts to notify children about the next phase of the day. These alone do not sufficiently prepare the children for the change in activity.
- The children enjoy snack time. During this time, they converse with their friends and the setting promotes healthy eating.
- There are good displays which support the children's sense of individual and family identity within the setting. The practitioners are creating family walls, birthday charts and community walls for the children. The setting has been involved in local and national fundraising events. Resources to support children's awareness of their individual cultures and their local community are not yet included in the environment.

Actions advised

- The practitioners are advised to create an interactive display of the daily routine with the children. They are advised also to hang this in an accessible area, at the children's height. This will support the children to understand and prepare for the next activities and will give them ownership and choice in relation to the activities which are displayed on the board.
- The practitioners are advised to consistently prepare children for transitions during the daily routine, including by using props to support their awareness of transitions within the daily routine. This will enable them to prepare for transitions and to conclude activities in a more gradual and phased manner.
- Building on the existing individual displays, the addition of strategies and resources to support the children's awareness of the community and culture is advised. These could include parental involvement in the setting, visits by members of the community to the setting and representations of the children's culture in the play areas and props.

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.
- The setting implements a play-based curriculum which is informed by *Aistear: the Early Childhood Curriculum Framework*. There is a curriculum statement which outlines how the activities and ethos of the setting link to *Aistear*.
- The practitioners prepare long-term, medium-term and some short-term plans which focus on themes and topics. The children's emergent interests are currently not incorporated into the short-term plans.
- The practitioners complete regular observations on a software application and the activities through which the children learn and develop are set out. There are links to *Aistear* and the next steps in the child's learning are identified. These observations are shared with parents using the software application.
- There are group and individual scrapbooks used in the setting. The group learning journals vary in detail. Some practitioners include photographs and activity titles while other practitioners extend this to name skills and dispositions and to include the children's voice.
- Free-play takes place at various times during the day. Children enjoy engaging in various forms of play and have a strong interest in sensory play including water play, kinaesthetic sand and playdough.
- The practitioners lead the daily routine and they support the children to engage in play and exploration. An additional focus could be placed on supporting the children's language development during these interactions.
- The indoor environment offers children various interest areas and it offers a good range of resources for the children. Some ECCE rooms have labelled areas and boxes. This supports them to access their own resources and to clean up independently. All children would benefit from this practice.
- The practitioners have an awareness of the children's needs and they are accessing the Access and Inclusion Model (AIM) to support children with additional needs.

Actions advised

- It is advised that the practitioners review their short-term planning to ensure that they identify and record the children's emergent interests and how these interests will inform activities. It would be beneficial to take account of how the children's interests are developing and to document the children's voices in the planning.
- The practitioners are advised to extend the children's language development through the use of open-ended questions, commenting and by introducing key words and concepts. The practitioners could plan for activities which enrich the children's language development.
- The practitioners are advised to consistently label all interest areas and boxes used to store materials and resources. This will support the children's language development and it will also support children to independently find and clean-up materials when they are finished.

AREA 3

QUALITY OF CHILDREN'S LEARNING EXPERIENCES AND ACHIEVEMENTS

- The quality of the children's learning experiences and achievements is good.
- The practitioners have created a space where the children are safe and happy to learn and develop on a daily basis. The children hear occasional praise and encouragement throughout the day as they complete tasks and activities.
- The children have access to an outdoor environment with swings, treehouses and a tepee. They enjoy hiding in the tepee and pretending the practitioners cannot see them or find them.
- Most children enjoy singing songs and some practitioners use musical instruments to support the inclusion of children who speak English as an additional language.
- There is a strong focus on using templates as a basis for art activities and the practitioners plan most of the art activities. This approach limits the child's creative development. There are limited mark-making areas and materials available to the children.

- There is a small range of books in the various ECCE environments and the practitioners have a dedicated story time each day. The owner has a library and additional books are available in the main hall. These books link to themes, culture and feelings.
- Practitioners ask the children to tidy up and clean up. However, they complete most of the cleaning up themselves. The children have some basic independence at snack time.
- The children have daily access to sensory exploration and messy play. They enjoy exploring water play independently at the sink. Props are added to the playdough resources to link it the story of the week.
- Throughout the inspection process, children were observed to play individually, in pairs and in small groups. When children are engaged in small group activities they are independently learning to share and take turns.
- The practitioners record the children's achievements and art in their individual journals. The practitioners display a review of the daily activities on a noticeboard for parents to view and read. There is potential to include children in these review and recall processes.

Actions advised

- The practitioners need to reduce the use of templates as a basis for art activities in the setting. To enhance opportunities for creative and imaginative artwork, they are advised to create an open and accessible mark-making area in the room which is available to children throughout the day.
- The practitioners are advised to take steps to consistently support the children to develop their self-help skills. The introduction of a jobs board would encourage children to take responsibility and be independent within the daily routine.
- The practitioners are encouraged to take steps to capture the child's views on their learning within their journal. The practitioners could also include a recall period in the weekly routine to ensure the child's voice is represented on the feedback display to parents.

AREA 4

QUALITY OF MANAGEMENT AND LEADERSHIP FOR LEARNING

- The quality of management and leadership for learning is good.
- There is a good sense of teamwork and professionalism in the setting. The owner delegates the daily running and responsibilities to the manager. The owner and manager communicate directly with the local county childcare committee and other external agencies to seek advice and support. The practitioners would also benefit from external support and mentoring.
- The practitioners are aware of *Síolta, the National Quality Framework for Early Childhood Education*. The owner reports that they have recently started the *Síolta, Quality Assurance Programme*.
- The practitioners participate in continuous professional development relevant to their work. They are currently completing mandatory training and workshops with the local county childcare committee. The owner is also completing training and is keen to develop a child-friendly mission statement and to introduce more visual props as recommended in the programme.
- The practitioners meet to discuss the curriculum and issues or concerns. These meetings are documented. Some practitioners are beginning to use the *Aistear, Síolta Practice Guide* to support them to self-reflect. There is potential to extend the use of the practice guide.
- The practitioners communicate with parents through a software application. This provides parents with policies and procedures, key worker information, newsletters, photographs and it enables them to send and receive messages. The parents can provide feedback on all information to the manager and owner through the application.
- The practitioners support the children to settle into the setting through planned and supported settle-in periods during the summer months. Gradual settle-in times also take place in September each year. The setting has a link with the local primary school. Last year the school approached the setting for information regarding children moving to the school. The setting is keen to extend its transition practices.

Actions advised

- To support further development in practices, the practitioners are advised to access mentoring and support from an external organisation. Support from Better Start, the Quality Development Service through mentoring or training would benefit the setting.
- The practitioners would benefit from consistently planning and recording the developmental changes within the setting. They are advised to further engage with the *Aistear, Síolta Practice Guide* to support this practice.
- The practitioners are advised to introduce resources which set out and support the understanding of transitional occasions which take place in the child's life. This will further enhance the practices which support the children's transitions into the setting and to school.

CAPACITY TO IMPLEMENT THE ACTIONS ADVISED ABOVE

The capacity of the setting to continue to implement the actions advised above is good. The practitioners work well together in the interests of the children.

Summary of Overall Inspection

Area	Quality Level
Quality of context to support children's learning and development	Good
Quality of processes to support children's learning and development	Good
Quality of children's learning experiences and achievements	Good
Quality of management and leadership for learning	Good

Language used in Early-Years Education Inspection reports

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