## EARLY YEARS EDUCATION INSPECTION

### REPORT

<table>
<thead>
<tr>
<th>Setting Name</th>
<th>Golden Days Pre-school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting Address</td>
<td>Golden GAA Hall</td>
</tr>
<tr>
<td></td>
<td>Golden</td>
</tr>
<tr>
<td></td>
<td>Cashel</td>
</tr>
<tr>
<td></td>
<td>County Tipperary</td>
</tr>
<tr>
<td>DCYA number</td>
<td>18TY0061</td>
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**Date of Inspection: 18-11-2019**
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>18-11-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inspection activities undertaken</td>
<td>Review of available records of children’s learning and development</td>
</tr>
<tr>
<td>• Pre-inspection meeting with the setting owner and the manager</td>
<td>• Review of relevant documents</td>
</tr>
<tr>
<td>• Introductory meeting with practitioners</td>
<td>• Review of educational provision and materials</td>
</tr>
<tr>
<td>• Observation of the morning session</td>
<td>• Post inspection feedback meeting with the setting owner and manager</td>
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<tr>
<td>• Interaction with the children</td>
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CONTEXT OF SERVICE

Golden Days Pre-school provides full-day, sessonal and after-school care and education in the village of Golden. Established in 2018, the setting operates in two rooms on the first floor of a local community centre. In addition, a hall area, an outdoor all-weather pitch and GAA pitches are utilised by the setting. On the day of the inspection, the manager, owner, two practitioners and a relief staff member were present with ten children attending the pre-school session. The inspection coincided with the setting’s planned visit to the local post office. Typically, three practitioners work with the pre-school children. 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 very good.
• A calm and friendly atmosphere is well cultivated in the setting.
• A key person approach fosters the development of the positive relationships evident between practitioners and children. Practitioners take responsibility for monitoring the learning and development of a dedicated group of children.
• The practitioners consistently show sensitivity and warmth in their interactions with the children.
• On the day of the inspection, practitioners used some generalised praise statements that were evaluative in nature. Occasionally, practitioners encouraged the children to self-evaluate their activities.
• The daily routine includes a valuable block of one hour for play activities and experiences. During the observation, children were not fully afforded the opportunity to lead and initiate their play. Practitioners chose some of the activities for children during this play period.
• Practices and provision are child-centred and suitably reflective of children’s cultural backgrounds.
• Family involvement is actively promoted. Parents and grandparents spend time in the setting to read books, and share their interests and information on occupations.
• Practice in building the children’s knowledge of the local community is commendable. The annual outing, involving parents, to a local restaurant is a notable event. On the day of the inspection, the children visited the post office.

Actions advised
• Practitioners are advised to support children’s initiative to a greater extent. The children need to be enabled to make their own choices and decisions to pursue their interests and follow through on their intentions during the hour of play.
• Practitioners are advised to consistently use specific comments to encourage children to describe their efforts and actions. This will put them in control and enable them to evaluate their own 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 good.
- The play-based curriculum is guided by the developed curriculum statement which reflects *Aistear: the Early Childhood Curriculum Framework*.
- Curriculum planning is well organised. The monthly and weekly plans take account of the children’s strengths and culture and the plans build on their emergent interests.
- The ICT system used for gathering assessment information provides parents with regular information on their child’s experiences. At the time of the inspection, the observational notes did not sufficiently capture the richness of their learning journeys. A checklist is used to assess key areas of development, with a strong focus on physical, language and mathematical skills.
- The practitioners engage and motivate children in their learning in a respectful and caring way. They are attentive and actively converse with children using a good range of open-ended questions to extend thinking.
- The facilitation of group learning experiences is mostly organised for the whole group of children. On the day of the inspection, the practitioner-led discussion on community helpers and letter making activity for all children was not fully effective in promoting active engagement.
- The outdoor area consists of the all-weather pitch and the GAA pitches. The outdoor experience provided for children on the day of the inspection was the walking trip through the village to the post office.
- The indoor learning environment offers children three distinct spaces; a large playroom with an adjoining small outdoor space and a smaller playroom. The materials and equipment stimulate and support playful learning. Some real and natural materials are provided.
- The children’s emergent literacy and numeracy skills are promoted through everyday learning experiences, songs and rhymes, and a variety of suitable materials integrated in the environment.

*Actions advised*

- Practitioners are advised to maintain more descriptive observational records to highlight children’s learning dispositions, values, attitudes and knowledge. These observations should be used to inform planning for individual children.
- To further nurture children's curiosity and imagination, it is advised that a greater range of real and natural materials be made available for exploration and problem solving.
- Practitioners are advised to organise smaller-group practitioner-initiated activities which encourage children’s sustained active engagement.

**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 engagement and enjoyment in their learning.
- The individual learning portfolios provided enable the children to reflect on past experiences. Some records include the voice of the child.
- Opportunities to engage in role play, explore books, sing and dance very effectively support the children to develop their verbal and non-verbal communication skills.
- The children engage in activities that are tailored to reflect their individual interests and capabilities.
- A strong emphasis is placed on engaging children in physical activity. Suitable activities promote their co-ordination and movement on a daily basis. Most children enjoy the very energetic activities in the hall; running, crawling and dancing.
- The children make connections to what they already know. During the visit to the post office, a number of children spoke about the different types of post boxes and how to be safe on the road.
Action advised

- It is advised that regular annotations of the children’s voices be added to their creative work and scrapbooks. This will enhance the records of each child's learning and further demonstrate that they are valued.

AREA 4
QUALITY OF MANAGEMENT AND LEADERSHIP FOR LEARNING

- The quality of management and leadership for learning is very good.
- The respectful communication and collaboration between the owner, the manager and the practitioners contributes to the professional atmosphere in the setting.
- The practitioners meet to plan each week and on a daily basis meet to discuss their plans and the operation of the setting. The owner and manager provide ongoing support to the practitioners and regularly meet with them to discuss their practice, policies and procedures, and any issues or concerns.
- There is a clear vision for the direction of the work of the setting and clarity around the roles and responsibilities of the practitioners. There are opportunities for practitioners to lead the children's learning during the session.
- The owner and manager conduct reviews of policies and procedures. At the time of the inspection, they were planning to lead practitioners to engage in reflective practice. The Aistear, Síolta Practice Guide is not used to support these processes.
- The owner and practitioners demonstrate ongoing commitment to continuing professional development and regularly participate in professional training and workshops. These include the Leadership for Inclusion (LINC) in Early Years programme, degree and PHD programmes.
- The setting's open-door policy respects the rights of parents and promotes partnership. Information is shared with parents through the use of social media, ICT, newsletters and notices.
- Settling-in practices aid the children’s transition from their home to the setting. Visits to the setting are facilitated prior to children enrolling. Information on the children’s interests is gathered and the use of transitional objects from home is encouraged.
- The practitioners prepare the children for primary school through discussions and planned activities. The creation and use of a book and a social story, with real photographs of the local schools, is commendable. The practitioners have recently begun to plan using the National Council for Curriculum Assessment (NCCA) Mo Scéal resources.

Action advised

- To enhance reflective practices, practitioners are advised to develop a systematic approach to self-review informed by Síolta and Aistear. The Aistear, Síolta Practice Guide will assist in this regard. The views of the parents and children need to be sought and outcomes need to be shared.
### 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>Very 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>Very good</td>
</tr>
<tr>
<td>Quality of management and leadership for learning</td>
<td>Very good</td>
</tr>
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### Language used in Early-Years Education Inspection reports

<table>
<thead>
<tr>
<th>Quality</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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