EARLY YEARS EDUCATION INSPECTION

REPORT

<table>
<thead>
<tr>
<th>Setting Name</th>
<th>Kids Kottage Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting Address</td>
<td>Rahugh Primary School, Rahugh, County Westmeath</td>
</tr>
<tr>
<td>DCYA number</td>
<td>18WH0174</td>
</tr>
</tbody>
</table>

Date of Inspection: 03-05-2019
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 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>03-05-2019</th>
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</thead>
<tbody>
<tr>
<td><strong>Inspection activities undertaken</strong></td>
<td><strong>Interaction with children</strong></td>
</tr>
<tr>
<td>- Meeting with practitioner</td>
<td>- Review of relevant documents</td>
</tr>
<tr>
<td>- Observation of interactions during session</td>
<td>- Feedback to practitioner</td>
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## CONTEXT OF SETTING

Kids Kottage Care is one of two privately-owned early childhood settings. The setting was established in 2018 and is located in a classroom in Rahugh Primary School. On the day of the inspection, five children, who are in their first year and second years of the Early Childhood Care and Education (ECCE) programme, and one practitioner were in attendance. The practitioner 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; 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 very good.
- Children and parents receive a warm and friendly welcome on arrival into the setting. The practitioner engages in casual conversation with parents at arrival and collection times.
- The practitioner has developed positive, respectful and trusting relationships with the children. The children appear very secure in the learning environment and regularly call on the practitioner to join in their play.
- Very effective strategies are used to signal movements between activities and areas in the daily routine and children demonstrate familiarity with these strategies. The practitioner successfully signals upcoming changes using verbal reminders, music and songs.
- Snack time is a relaxed and social experience. The practitioner and children sit together and engage in natural and free-flowing conversations that support a positive sense of well-being.
- Commendable efforts have been made to nurture the children’s sense of belonging through the many visual displays in the environment. These include photographs, documentation of children’s prior learning experiences and the representation of their artwork.
- A small selection of resources reflect members of the local community. For example, some books in the library depict community members.
- The practitioner skilfully provides clear and consistent guidance to the children about the boundaries of acceptable behaviour. The children are very familiar with what is expected of them and regularly receive affirming encouragement from the practitioner in recognition of their positive social and personal skills.

**Action advised**

- The practitioner is advised to strengthen the connections between the setting and the local community. In doing so, parents and members of the community could be encouraged to visit the setting to share their skills, interests and/or professions to support the children’s awareness of the various members in the locality.
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-based curriculum in place. Planning takes account of children’s varying interests and is informed by Aistear, the Early Childhood Curriculum Framework. The implementation of the curriculum is reviewed on a regular basis and adapted as necessary.
- The practitioner uses many effective assessment approaches to capture information about children’s learning experiences and their achievements. Narrative observations are regularly documented and shared with parents through the children’s individual learning scrapbooks. Some information is used to inform and progress the next steps in children’s learning experiences.
- The positive, motivating and encouraging interactions observed between the practitioner and the children are commendable. The practitioner is very responsive to the children. She skilfully models, scaffolds and extends children’s thinking during her interactions with them.
- The indoor learning environment is prepared into various play spaces. On the day of the inspection, the well-prepared and richly-resourced construction area was of particular interest to the children.
- Children have opportunities to explore the outdoor environment on a daily basis. The setting owner and practitioner recognise that there is a need to develop the outdoors and have discussed the possibility of developing a number of interest areas.
- The practitioner skilfully promotes mathematical language and thinking during informal interactions with the children. The selection of digital resources, including telephones, calculators and cash registers in the office play area, help to build children’s early positive dispositions towards technology and Mathematics.
- Play is valued and supported as a medium for learning. Generous time is provided for spontaneous, open-ended play experiences. The practitioner consistently joins in as a play partner and, in doing so, effectively supports and extends children’s learning and development.

Actions advised
- The practitioner is advised to use the information gathered in the learning observations to further inform the curriculum plans. This will support progression and continuity in children’s learning experiences and achievements.
- The setting owner and the practitioner are advised to pursue with their plans to develop the outdoor learning environment. The self-evaluation tools on the online Aistear, Síolta Practice Guide may prove useful to inform this practice.

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 present as happy, interested and engaged in the indoor environment. They demonstrate particular enjoyment in using the construction and socio-dramatic materials. Due to the lack of resources currently available in the outdoor environment a number of the children became disengaged and restless.
- The children have many opportunities to make decisions and choices about their learning. They are developing strong friendships and demonstrate a growing ability to play co-operatively.
- The children are developing an increasing awareness of their own abilities. They confidently share their achievements with peers and the practitioner. Carefully prepared and well-presented documentation reflects the children as successful learners.
- Children show a strong sense of who they are. They openly and proudly discuss their parents, siblings and personal experiences from home.
- The children present as very articulate communicators. They confidently ask questions, refuse, negotiate and share information to clarify their thinking, to share their feelings and to express their ideas. On the day of the inspection, opportunities were not provided for children to formally reflect on and recall their learning experiences.
Children understand the boundaries of acceptable behaviour and demonstrate this understanding in their engagements with their peers. They are very respectful of each other and show the ability to respond appropriately to different social situations.

**Actions advised**
- The practitioner is advised to adopt a similar planned approach to children’s learning in the outdoor environment as is evident in the indoor environment. This will support the promotion of children’s interests and facilitate deep levels of engagement for all children.
- It is advised that a time be allocated in the daily routine to support and promote opportunities for children to reflect on and recall their learning. The children could, for example, identify the highlights of the day before they are collected, and plan with the practitioner what they would like to follow up on the next day. Making this designated time available contributes to extending children’s thinking and language skills while also supporting and promoting quieter children to express themselves in a relaxed environment.

**AREA 4**

**QUALITY OF MANAGEMENT AND LEADERSHIP FOR LEARNING**
- The quality of management and leadership for learning is good.
- The practitioner informally reflects on her practice and engages in regular discussions with the setting manager/owner. As the practitioner works between the two early years settings, she attends the monthly team meetings in the sister setting.
- The practitioner is committed to regularly upskilling her professional practice. She has recently completed her degree in Early Childhood Care and Education and has plans to enrol in a Master’s programme.
- Children’s individual learning scrapbooks are shared with parents on a regular basis. The practitioner provides parents with curriculum updates using notes to inform parents about how they could extend children’s thinking based on the information discussed regarding their current interests. There are no current processes for formal two-way channels of communication to discuss the children’s learning.
- The practitioner portrays a strong commitment in her role as early years practitioner and to providing quality learning experiences for children. An ethos of professionalism is clearly evident.
- Settling-in procedures are in place. An opportunity is provided for parents and children to visit the setting prior to the beginning of the term. An enrolment form is used to garner specific information that supports the practitioner in getting to know each child and his/her prior experiences.
- Transitions to school are effectively managed for the children moving to the adjoining primary school. The children have attended a small number of events in the school and are familiar with the teachers. At the time of the inspection, there were no measures in place to support continuity in learning experiences through the sharing of information regarding the children’s learning with the primary school.

**Actions advised**
- The practitioner is advised to formalise her self-evaluation practices and opportunities to reflect on and review practice, policies and procedures in the setting. The tools in the online document, *Aistear, Siolta Practice Guide* would assist in identifying areas in need of further improvement and the recording of actions for this to occur.
- It is advised that the practitioner strengthens the formal communication with parents by providing opportunities for two-way communication regarding the children’s learning.
- The practitioner is advised to develop processes for sharing information regarding the children’s learning with the adjoining primary school to support continuity of experiences during the transition.

**CAPACITY TO IMPLEMENT THE ACTIONS ADVISED ABOVE**

Based on the practitioner’s commitment to providing high quality learning and experiences for children, the capacity of the setting to implement the actions advised above is very good.
## 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>
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<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>
<td>Very good</td>
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<tr>
<td>Quality of management and leadership for learning</td>
<td>Good</td>
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## Language used in Early Years Education Inspection reports

<table>
<thead>
<tr>
<th>Level</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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