# EARLY YEARS EDUCATION INSPECTION REPORT

<table>
<thead>
<tr>
<th>Setting Name</th>
<th>Happy Valley Childcare</th>
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| Setting Address | c/o Sliabh Mish Childcare  
| | Castlemaine  
| | Tralee Road  
| | County Kerry |
| DCYA number | 19KY0230 |

Date of Inspection: 26-09-2019
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>26-09-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inspection activities undertaken</td>
<td></td>
</tr>
<tr>
<td>• Meeting with setting manager</td>
<td>• Interaction with children</td>
</tr>
<tr>
<td>• Meeting with practitioners</td>
<td>• Review of relevant documents</td>
</tr>
<tr>
<td>• Observation of interactions during one session</td>
<td>• Feedback to setting manager and practitioner</td>
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CONTEXT OF SETTING

Happy Valley Childcare in the care of Sliabh Mish Childcare and is a community setting established in 2019. It is located in the community centre. The setting provides a morning sessional pre-school programme for children enrolled in the Early Childhood Care and Education (ECCE) Programme and before and after school care. The manager/practitioner, a second practitioner and thirteen children were present on the day of inspection. 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.
- There is a very warm, affirming and welcoming atmosphere in the setting. The setting has established a culture of trust and respectful, open and honest relationship with families and children. The children and their families are greeted in a welcoming and happy manner.
- The daily routine is well established and responsive to the children’s individual needs. It offers extended periods of free play, snack time and small group time.
- Transitions between activities are managed highly effectively. Practitioners use a variety of appropriate strategies to support this process including songs, visual daily routines and verbal reminders.
- Snack time is a social occasion where children are supported to do many things for themselves. They engage in rich conversations with their peers, supported by the practitioner. There is a healthy eating policy in place which is supported by the parents.
- The children’s developing sense of identity and belonging is very well nurtured through the practitioner’s discussions about children’s individual characters, their families and in discussion with children about their likes and interests.
- Practitioners share positive comments about children and their actions frequently during the morning, for example a practitioner was heard saying ‘You like pirates? That’s nice, I like learning things about you.’
- The strategies used by the practitioners to support the children to understand each other’s actions and intentions are highly commendable. Children display confidence in themselves as competent learners.
- The setting has made some connections with the local community. During play, practitioners regularly discuss local spaces with the children, for example naming the local beach. Children would benefit from the opportunity to engage with increased visualisation of their unique rural community.

Actions advised

- The practitioners are advised to extend the children’s knowledge of their local community and the people within it. This could be achieved by inviting local people to the setting or through the use of displays to show local areas of interests, people or landmarks.
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 curriculum is organised on long-term, medium-term and short-term basis with clear links to *Aistear; the Early Childhood Curriculum Framework*. Short-term plans include activities and resources stemming from the emerging interests of the children or the practitioners and is shared with parents.
- The practitioners observe, record and assess the children’s development and achievements using a wide variety of methods. They effectively link these observations to the aims and learning goals of *Aistear*. The wealth of information generated is used to inform the provision for children’s future learning.
- The indoor and outdoor environments are very well structured, inviting and maintained to a high standard. The indoor environment is divided into interest areas that support a wide variety of physical, creative and sensory play and learning.
- Practitioners view play as the main medium for children’s learning. The children’s social and emotional development is highly supported through play-based activities.
- Practitioners vary the pace of their interactions and involvement with children. They complement one another and are working towards a shared goal for the provision in the setting and for the learning experiences for children.
- The quality of adult-child interactions is highly effective. Practitioners are consistent in their respectful approach towards children. At all times, they sit at the children’s level, listen attentively to them and speak in a calm manner.
- Support for the children’s early numeracy and literacy is very effectively supported by the practitioners throughout the session. They engage in conversations and group games where mathematical vocabulary and concepts are repeatedly used and explored.

AREA 3
QUALITY OF CHILDREN’S LEARNING EXPERIENCES AND ACHIEVEMENTS

- The quality of the children’s learning experiences and achievements is very good.
- Children demonstrate high levels of enjoyment in their learning and at sand play indoors. They are developing the ability to play cooperatively, to take turns and to share their ideas with each other.
- Children are aware of others’ feelings taking time to listen to the views of each other. Their thoughtful engagement with their peers results in a calm and collaborative atmosphere.
- The children display an interest in their learning. They are confident in their abilities and present as happy and motivated. They share their successes with practitioners. There is potential to extend the children’s opportunities to reflect on their learning during the day.
- The children are highly creative. They communicate their ideas with confidence. During the inspection, a group of children worked together to build a parking garage. They carefully sourced materials to build the garage. They then parked bikes and cars, filled them with fuel and washed them.
- Many children demonstrate commendable fine and gross motor skills. They effectively use the table-top and mark-making equipment and, during outdoor activities, they climbed, ran and used large construction toys.
- Children demonstrate respect for the reading nook and they enjoy spending time in this area. They appreciate books and storytelling time during the daily routine.

*Actions advised*

- Practitioners are advised to introduce a time for children to reflect and review their own and group learning. In cooperation with key practitioners, a time for reflection would support children in identifying activities that challenge them and in the development of their thoughts. This would benefit children in progressing their view of themselves as capable learners.
AREA 4

QUALITY OF MANAGEMENT AND LEADERSHIP FOR LEARNING

- The quality of management and leadership for learning is very good.
- The manager/practitioner demonstrates exemplary leadership. She provides excellent guidance and acts as a role model for the other practitioners who are very committed to the ethos of the setting.
- The manager/practitioner sets high but realistic expectations for the team of practitioners and works consistently to support each individual to reach his/her potential.
- The setting links with the local county childcare committee and Better Start. The practitioners participate in continuing professional development and engage in ongoing, in-house training. A member of the team is partaking in the Leadership for Inclusion (LINC) in the Early Years Programme.
- The setting communicates with parents in various ways. A parent handbook with information on the setting is provided for each parent. Information on the activities and experiences in the setting is also shared through a parent’s information evening, through newsletters and through the sharing of learning stories. Current practice sees one parent read a story to the children weekly, strengthening links between home and setting for children.
- A formal system of reflection and evaluation is in operation in the setting where the manager meets practitioners on a regular basis to affirm good practice and to support ongoing improvement in the setting.
- Connections have been developed with the local primary school through the drop off and collection service available to parents from the early years setting to local primary school. The children become familiar with the local primary schools through imagery that is displayed in the environment. Teachers have also visited the children in the pre-school. The setting is yet to share information on the children and their interests in advance of their transition to primary school.

Actions advised

- To further support transitions, it is advised that the setting work in partnership with parents when documenting information about the children’s learning and development and that this information be shared with the school that the child enrols in.
### 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>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>
</tr>
</tbody>
</table>

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

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