

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Setting name	Corpus Christi Pre-School
Setting address	Corpus Christi National School Moyross Limerick
DCYA number	09LY0023

Date of Evaluation: 25-09-2019

WHAT IS A FOLLOW-THROUGH INSPECTION?

Follow-through inspections evaluate the progress a setting has made on implementing actions advised in an earlier inspection rather than the overall quality of education provision in a setting. Inspectors also advise the setting on strategies and actions to enable them to fully address actions advised in the earlier inspection report.

HOW TO READ THIS REPORT

During this inspection, the inspector evaluated the progress the setting has made in implementing actions advised in an earlier inspection under the following headings:

1. Progress achieved to date
2. Summary of findings
3. Actions advised

Inspectors describe the quality of the progress made in each of these areas using the Inspectorate's follow-through quality continuum which is shown on the final page of this report. The follow-through quality continuum explains the terms used by inspectors when evaluating the setting's progress in implementing actions advised.

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.

<p>ORIGINAL INSPECTION DETAILS</p> <p>Type: Early Years Education Inspection</p> <p>Date of Inspection: 12 May 2016</p> <p>Report Published? Yes</p>	<p>FOLLOW-THROUGH INSPECTION DETAILS</p> <p>Date of Inspection: 25-09-2019</p>
<p>Follow-through inspection activities</p>	
<p>The following activities took place in the course of the follow-through inspection</p> <ul style="list-style-type: none"> • Meeting with the setting owner/manager • Review of setting documentation and records of children’s learning and development • Review of education resources and facilities • Observation of part of pre-school session • Interaction with children 	
<p>Action advised in original inspection report</p>	<p>Progress achieved to date on implementation of action advised</p>
<p>In documenting observations of children, the dispositions and skills which the children are exhibiting and developing should be outlined, so that more meaningful links can be generated between assessments and planning.</p>	<p>Very good progress</p> <p>Very good progress has been made in generating meaningful links between assessments and planning. The practitioners are each assigned to a group of children and using the <i>Aistear</i> Learning Record Template they document their observations of each individual child. The child’s dispositions and skills are incorporated into these observations. The practitioners then plan how they will support the child’s learning. Where a child presents with additional needs, supplementary observations are recorded and used to inform the planning.</p>
<p>The setting needs to ensure that the children can access a broad range of resources more freely in the course of their play.</p>	<p>Good progress</p> <p>The children have access to a broad range of resources which are clearly visible to them and within their reach. They find and use resources independently and spontaneously in the course of their play. Indoors, the resources include Montessori materials, toys, costumes, sand and water. These support creative play, imaginative play and socio-dramatic play. There is an attractive reading corner, and mark-making materials are available for the children to use in their play scenarios. This supports them to informally explore and develop their early literacy and numeracy skills. The external environment is spacious and includes a soft area, a mud kitchen and a grassy area. Climbing apparatus, a slide and a roundabout are available; these enable the children to develop their gross motor skills. The setting is currently planning to further develop the outdoor area. It would be beneficial to provide the children with further resources in this area.</p>

<p>A review of the timetable and structure of the morning could be carried out with a view to ensuring that the children experience a more favourable balance between table-top activities, play, physical activities and activities in the outdoor environment.</p>	<p>Very good progress</p> <p>The setting has made very good progress in ensuring that the children experience an appropriate balance between table-top activities and play. Since the original inspection, outdoor clothing has been acquired for the children; accordingly, they play frequently in the outdoor environment in various weather conditions. The setting is aiming to further extend the children’s time in the outdoor environment. A free-flow system between the indoor and outdoor environment could be considered.</p>
<p>More formal discussions based on the <i>Aistear, Síolta Practice Guide</i> would be beneficial in assisting the setting to work towards more focused and sustained improvement.</p>	<p>Very good progress</p> <p>Effective systems are in place to promote focused and sustained improvement in the setting. Formal meetings are held on a monthly basis. The <i>Aistear, Síolta Practice Guide</i> is used during these meetings. Currently the setting is focusing on the Curriculum Foundations pillar of the Guide. The practitioners use the reflection sheets from the pillars to prompt them to reflect on and discuss aspects of their practice, and to identify areas for improvement. Informally, the practitioners collaborate continuously in their day-to-day practice.</p>
<p>There is potential for the room leader to delegate more focused leadership roles to the two practitioners, as a means of developing and broadening their overall skills.</p>	<p>Very good progress</p> <p>The room leader is currently supported by four practitioners. Focused leadership roles have been delegated to each of the practitioners in line with their strengths, experience and interests. Two of the practitioners have roles in supporting the children’s early literacy skills. They read stories and rhymes with the children, they discuss reading and share resources with parents at the weekly parent morning, and they co-ordinate the work undertaken during Nursery Rhyme week. One practitioner supports the room leader in ensuring that the setting’s planning practices and environment are informed by <i>Aistear: the Early Childhood Curriculum Framework</i>. One practitioner supports the room leader’s work in implementing the Incredible Years programme and in sharing aspects of this programme with parents. It is evident that the practitioners are committed to developing and broadening their overall skills through their work in the setting and by gaining qualifications.</p>
<p>Summary of findings</p>	
<p>There were five actions advised in the original report. The setting has made very good progress in relation to four, and good progress in relation to one.</p>	
<p>Action advised</p>	
<ul style="list-style-type: none"> As the setting develops its outdoor environment, it is encouraged to provide additional play options and resources to facilitate risky play and to support the children’s curiosity and appreciation of the external environment. The Learning Environments pillar of the <i>Aistear, Síolta Practice Guide</i> provides valuable advice in this regard. 	

THE QUALITY CONTINUUM FOR FOLLOW-THROUGH INSPECTIONS

<i>Very good progress</i> indicates that appropriate action has been taken to address the action advised, and that the action has fully achieved or will achieve the required outcome.
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<i>Good progress</i> indicates that appropriate action has been taken to address the action advised, and that substantial improvement has occurred, although further progress is necessary.

<i>Partial progress</i> indicates that some appropriate action has been taken to address the action advised, and some improvement has occurred, but considerable further progress is necessary.

<i>No progress</i> indicates that no action has been taken, and that the original action advised remains to be addressed.
