Early-Years Education-focused Inspection

REPORT

Busy Bees Preschool
09GY0018

42 Riverwalk
Gort
County Galway

Date of inspection: 14 April 2016
CONTEXT OF SETTING

Busy Bees Pre-school is a privately owned service, located in Gort, Co. Galway. The service currently has three groups participating in the Early Childhood Care and Education (ECCE) Programme. The pedagogical approach is play based using Aistear: the Early Childhood Curriculum Framework. During the three hour session, the three groups circulate throughout four different activity rooms and the outdoor environment. One of the three groups was observed on the day of the inspection. There were twenty-four children present on the day of the evaluation. The setting was given an opportunity to comment in writing on the findings of this 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.
- The atmosphere is warm, affirming and welcoming and it is evident that the children have a sense of belonging in the setting.
- Secure relationships with the children are fostered through the nurturing and sensitive interactions with the practitioners.
- The children are viewed as active agents, competent and confident in their learning.
- Practitioners could further enhance children’s opportunities to make choices and play out their ideas.
- The organised outings with parents to the local heritage park and the parent and child information evening provides a good opportunity to bring together children, families and practitioners.
- The documentation of the children’s involvement in local and charity fundraising events demonstrates meaningful connections with their community.

Actions advised

- It is advised that transitions within the daily routine be reviewed to help minimize disruption to children’s play and to enable the children’s interests to emerge and develop.
- Children’s independence can be further supported by the use of concrete cues, to help the children predict and prepare for what is happening next in the daily routine.

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.
- Play is central to the child’s learning and development: the planned outdoor activities and resources provide enriching play experiences for the children.
- The practitioners promote peer interactions in pairs and small groups to nurture supportive relationships.
- The children have regular access to the outdoor learning environment which has been purposefully developed to support the different types of play and stimulate the children’s imagination and desire for exploration.
- A broad-based curriculum informed by Aistear: the Early Childhood Curriculum Framework has been documented.
- Practitioners have started to use the children’s scrapbooks to inform and to encourage parents to share their thoughts about their child’s learning experiences. The children are viewed as capable and confident learners and this is an aspect of practice that could be further developed.

Actions advised

- It is advised that opportunities be provided for the children to plan for, talk and think about their play experiences in small groups, to support the ethos of active learning and child initiated play.
- Practitioners are encouraged to use open-ended questioning to enhance and extend children’s language, curiosity and reasoning.
AREA 3
QUALITY OF CHILDREN’S LEARNING EXPERIENCES AND ACHIEVEMENTS

- The quality of the children’s learning experiences and achievement is good.
- Children experience enjoyment in their learning and are motivated to discuss their learning and achievements.
- The children’s scrapbooks are used to help children reflect on their previous activities and make meaningful connections in their learning.
- The children are eager to express their ideas and thinking, and practitioners could further develop their practice to support children’s language development.
- Children demonstrate a growing capacity to make healthy choices about nutrition, exercise and personal care routines.
- Children are developing a positive understanding of their own identity as competent learners.
- Practitioners could do more to further develop the children’s problem solving skills and creative thinking.

Actions advised
- Greater emphasis on the development of children’s creativity, interests and imagination is advised through the use of more real and open-ended resources in the indoor environment.
- Practitioners are advised to use the media of storytelling, music and song to enhance children’s language development and their capacity to make sense of the world around them.

AREA 4
QUALITY OF MANAGEMENT AND LEADERSHIP FOR LEARNING

- The quality of management and leadership for learning is good.
- The team members work well together and have created a caring and supportive environment in which children feel secure and respected.
- The setting has recently embarked on the Síolta, Quality Assurance Programme to help inform planning, review and improve the learning experiences and outcomes for the children. The team are to be commended on their willingness to engage in continuous professional development.
- The setting avails of external advisory supports and the manager and practitioners have attended a workshop on the Aistear, Síolta Practice Guide.
- The team are in the initial stages of developing a systematic approach with regards to the organisation of curricular and educational activities in the setting.
- The manager and practitioners recognise the need to ensure continuity of experiences and progression between the early-years setting and the primary school. They are currently using a resource tool to help support the transition between the two settings.

Action advised
- It is advised that the team refer to the Curriculum Foundations in the Aistear, Síolta Practice Guide to help them to evaluate and focus on how and what children learn in their setting.

CAPACITY TO IMPLEMENT THE ACTIONS ADVISED ABOVE

The manager and practitioners demonstrate a good capacity to ensure the ongoing improvement in the quality of provision for children’s learning and development.
Summary of Overall Inspection Findings

<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>Good</td>
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<tr>
<td>Quality of processes to support children’s learning and development</td>
<td>Good</td>
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<tr>
<td>Quality of children’s learning experiences and achievements</td>
<td>Good</td>
</tr>
<tr>
<td>Quality of management and leadership for learning</td>
<td>Good</td>
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</tbody>
</table>

Language used in Early-Years Education-focused 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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