

# Early Years Inspectorate Regulatory Report

## Pre School

<b>TUSLA Identifier:</b>	TU2015CC443
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<b>Name of Service:</b>	Cur Le Chéile, Togher Family Centre
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<b>Address of Service:</b>	Togher Girls National School, Togher, Cork City, Co. Cork
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<b>Eircode:</b>	T12 T996
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<b>Name of Registered Provider:</b>	Niamh Sheridan
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<b>Service type:</b>	Sessional
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<b>Date(s) of Inspection:</b>	23/05/2023
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<b>No of pre-school children:</b>	AM	19	PM	No.
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<b>Address of the Early Years Inspectorate:</b>	Early Years Inspectorate Administration Building St Mary's Health Campus Gurrabraher Cork T23X440
<b>Inspection undertaken by:</b>	C. Stokes
<b>Title:</b>	Early Years Inspector

### Authority to Inspect

The Tusla Early Years Inspectorate carries out inspections of Early Years Services under Section 58(J) of the Child Care Act 1991 (as inserted by Section 92 of the Child and Family Agency Act 2013).

<b>Conditions if applicable</b>	Not Applicable
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### Description of service

This Sessional service is located in an urban setting. The service is registered to provide care to children aged between 2 and 6 years. The service is registered to cater for children from Monday to Friday between 9am and 12 in the morning and in the afternoons from 1-4pm. The premises is located in an adapted classroom within Togher Girls National School and the children have access to two outdoor areas and an indoor hall.

### Staffing

The registered provider was not service based. There were 5 adults working directly with children on the day of the inspection including one student. All the adults except for the student had qualifications in Early Childhood Care and Education at QQI levels 6, 7 and 8.

### Methodology

Tusla's Early Years Inspectorate is the independent statutory regulator of early years services in Ireland. The Child Care Act 1991 (Early Years Services) Regulations 2016 define the duty of a registered provider to ensure the safety and well-being of children and to comply with these regulations. This Act also gives Tusla the authority to assess compliance with the regulations. The purpose of regulation in relation to early years services is to ensure that the care, safety, and well-being of children attending such services is upheld. Inspections of early years services are planned based on the following:

- Previous inspection history
- Any information received in relation to the service

The findings on inspection are based on:

- Information obtained through examination of documentation
- Direct observation
- Discussion with relevant staff

This inspection was unannounced and focused on the area of governance/ health, welfare and development of child/ safety/ premises and facilities. The inspections may also focus on other areas as required.

Inspection findings are documented in the inspection report which is first issued in draft format to the service with an opportunity to respond to any findings. Where statutory requirements are identified as not being met, the registered provider must demonstrate how they have rectified the non-compliance and will prevent any non-compliance from re occurring.

The Corrective Action and Preventive Action plan (CAPA) will be used to inform decisions about compliance with regulatory requirements. Where the registered provider fails to meet the statutory requirements an escalation process may be commenced.

The inspectorate reserves the right to edit responses received for reasons including clarity, completeness and compliance with administrative and legal processes.

The contents of the report are compiled by the inspectorate body.

### Acknowledgments

The inspector wishes to acknowledge the cooperation of the person in charge, staff and children who were present on the day of the inspection.

## Part III – Management and Staff

### Regulation 9 – Management and recruitment

*(1) A registered provider shall ensure that-*

- (a) the service has a designated person in charge and a named person who is able to deputise as required,*
- (b) at all times during the period when the pre-school service is being carried on, the designated person in charge or the named person referred to in subparagraph (a) is on the premises, and*

*(2) A registered provider shall ensure that each employee, unpaid worker and contractor is suitable and competent taking into consideration the nature of the needs of children, including by-*

- (a) consideration of references from the person's past employers, if any, and in particular the most recent employer, if any,*
- (b) consideration of references from reputable sources in the case of a person who has no past employers,*
- (c) consideration of the vetting disclosure received from the National Vetting Bureau of the Garda Síochána in accordance with the Act of 2012 in respect of the person, and*
- (d) ensuring, insofar as is practicable, that where a person has lived in a state other than the State for a period of longer than 6 consecutive months, he or she provides police vetting from the police authorities in that state.*

*(4) A registered provider shall ensure that, without prejudice to the generality of paragraph (2) and subject to paragraphs (5) and (6), each employee working directly with children attending the service holds at least a major award in Early Childhood Care and Education at Level 5 on the National Qualifications Framework or a qualification deemed by the Minister to be equivalent.*

### Compliance Information

(1)(a) The registered provider ensured there was a named person in charge (PIC) of operating the service.

(b) In addition to the PIC there was a deputy person in charge in the service and both were present the day of inspection.

(2) There were 6 adults, including the student recruited since the previous inspection in 2020, and these files were reviewed on inspection and the following was in place,

(a) There were 7 validated references from previous employers on file.

(b) There were 5 validated references from sources other than a past employer.

(c) Vetting disclosures from the National Vetting Bureau of the Garda Síochána were available for the 6 staff whose file were assessed.

(d) Police vetting was required and available for 1 adult who had lived outside the jurisdiction for six months or more while over the age of 18 years.

(4) A copy of Child Care Qualification between Level 6, 7 and 8 on the National Qualifications Framework was available on file in respect of each of the new staff members who were working in the service, excluding the student.

### Part III – Management and Staff

#### Regulation 11 - Staffing levels

*(1) Subject to this Regulation, a registered provider shall ensure that there is at all times an adequate number of adults working directly with the children attending the pre-school service.*

*(3) Subject to paragraph (5), a registered provider of a sessional pre-school service shall ensure that at all times the minimum ratio of adults to children specified in column (3) of Part 2 of Schedule 6 opposite a particular reference number specified in column (1) of that Part in respect of the age range of the children specified in column (2) therefore at that reference number is satisfied.*

#### Compliance Information

- (1) At all times during the period of the inspection the registered provider ensured that there were an adequate number of adults working directly with the children.
- (3) The ratio of adults to children was adequate with 4 adults and 1 student working with 19 preschool children.

### Part V - Care of Child in Pre-school Service

#### Regulation 19 - Health, welfare and development of child

*(1) A registered provider shall, in providing a pre-school service, ensure that-*

*(a) each child's learning, development and well-being is facilitated within the daily life of the pre-school service through the provision of the appropriate activities, interaction, materials and equipment, having regard to the age and stage of development of the child, and*

#### Compliance Information

##### BASIC NEEDS:

- Snack time was observed to be a pleasant and social experience, where adults talked to and assisted the children as required. The atmosphere was relaxed and not hurried.
- The snack observed was bread, yoghurt and chopped fruit and was provided by the service.
- The children were largely independent using the toilet and were supported appropriately by the adults to use the toilet.
- A rest/relaxation area was in place within the playroom to facilitate quiet time.

- Children’s need for mobility was met with both the indoor and outdoor play observed to be in use on the day of inspection.
- Children were encouraged and supported to interact positively with each other. The adults emphasised the importance of communication and building skills in children to find solutions to their own problems. For example, a timer was used to help children to share the sand play area for turn taking.

### Supporting Relationships around Children

- An activity board with monthly plans were on display for parents.
- Parents were involved in a recent trip to a wildlife park and sports day and disco Friday as a means to involve parents in the life of the preschool.
- A communication online group was established to communicate with parents and formal meetings were held with parents twice a year or more often as required to develop a partnership approach with parents.
- On the day of inspection, it was evident that the setting had a strong link with the primary school where it was co-located, and it was further evidenced that the setting had close links with support organisations around children with additional needs.

### Physical & Material Environment

- The indoor environment was comfortable, spacious, bright, and inviting. It was laid out with defined interest areas from which materials and toys were rotated on a weekly basis, according to the person in charge. It comprised of a home area, toy area, block area, messy play, sand and water play, playdough, sensory and couch (cosy area). The materials were largely freely available and included a multitude of materials to provide developmentally appropriate, diverse, and creative experiences. For example, pasta, rice, porridge, cornflour, slime, paint, and other sensory materials were available for everyday use.
- There were two outdoor spaces, shared with the school. One area to the front, which was enclosed and offered a slide, climbing frame, benches, bikes, parachute, tunnel, house and garden for planting. The area to the rear was utilised for gymnastics with balance beans, gym mats, ball play, and pretend/ imaginative play and space for free running and playing chase.

### Programme of Activities and its Implementation

- The daily routine of the day took account of play as the primary mode of learning for children.
- The routine of the day allowed for free play and structured activities where children had opportunities to take the lead and to have free choice. A planning activity was observed after the snack where one adult sat at each of the four tables and assisted a group of children to decide what they wanted to play with, and this was facilitated by the adults.
- The children's interests were incorporated into the theme of the week, for example the staff team spent 15 minutes after each session, reviewing the session, planning themes around the children's interests and creating a plan on a monthly basis. This plan is shared with parents. A daily planning sheet was also in use.
- Regular children's observations were maintained by the adults for each child which described an activity, recognised the learning and links to Aistear (The Early Childhood Curriculum Framework) and the next steps for extending the learning. These observations were used to support children and contributed to the emergent curriculum based on the children's expressed interests. They were recorded in individual and group scrapbooks, 'All about me' and 'All about us'.
- Physical activity and gross motor skills development was based around outdoor play and learning and there were 2 large and well-equipped outdoor spaces to facilitate this. In addition, there was an indoor hall for physical activity in inclement weather. Buntus activity equipment was in use for this eventuality.

### Part VI - Safety

#### Regulation 23 - Safeguarding health, safety and welfare of child

*A registered provider shall ensure that all reasonable measures are taken to safeguard the health, safety and welfare of a pre-school child attending the service and that the environment of the service is safe.*

#### Compliance Information

##### General Safety:

- The external doors were appropriately secured to prevent children from exiting unsupervised and to restrict unauthorised persons from gaining access to the preschool. Access to the service was gained by pressing a buzzer/intercom system on the entry door which was answered by a staff member preventing unauthorised adults from entering the building.
- Cables were secured on the day of inspection.
- Cleaning agents were noted to be stored out of the reach of children on the day of inspection.
- The outdoor areas were secured and fully enclosed and no safety concerns were noted.

##### Infection Control:

- The service had warm running water, liquid soap and paper towels and hand washing was observed to take place appropriately. Children were observed washing their hands before snack. Tables were observed to be cleaned down before and after snack.

##### Administration of Medication:

- No medicine was observed to be administered on the day of inspection. Staff advised that only emergency medication would be administered in the service and detailed the appropriate storage of this medication.

##### Safe Sleep:

- No sleep was observed as the service is a sessional service.

##### Fire Safety:

- No fire safety concerns were noted. No fire exits were blocked on the day of inspection.

##### Outing:

- No outings were observed on the day of inspection. The service had an outings policy which staff were familiar with.



### Part VI - Safety

#### Regulation 25 - First aid

*(1) A registered provider shall ensure that a person trained in first aid for children is, at all times, immediately available to the children attending the pre-school service.*

*(2) A registered provider shall ensure that a suitably equipped first aid box for children-*

*(a) is safely stored in an easily accessible and conspicuous position on the premises, and*

*(b) is available to the children attending the pre-school service at all times.*

#### Compliance Information

(1) The registered provider ensured that four staff had first aid responder qualifications.

(2) (a,b)The registered provider ensured that there was a fully equipped first aid box readily available at all times.

### Part VII - Premises and Space Requirements

#### Regulation 29 - Premises

*A registered provider shall ensure that the premises of the service are-*

*(a) of sound and stable structure,*

*(b) safe and secure,*

*(c) kept adequately lit, heated and ventilated*

*(d) cleaned, maintained and repaired, as required, and*

*(e) equipped with adequate and suitable sanitary facilities.*

#### Compliance Information

(a) From visual inspection the premises appeared of sound and stable structure, well-finished and weather tight.

(b) From visual inspection the premises appeared safe and secure. Appropriate security systems with an intercom system at the front door managed unauthorised entry and unsupervised exit of children from the service.

(c) The service was adequately lit, heated and ventilated on the day of inspection.

(d)The service was well maintained, in a proper state of repair and clean on the day of inspection.

(e) The service was equipped with 2 children's toilets and 2 wash hand basins for the 22 children in attendance.

Nappy changing facilities were co-located in the school as were the adult toilets. These facilities were observed to be suitable and adequate.