

TUSLA REGULATORY INSPECTION REPORT



TUSLA Identifier: TU2015DL003

Name of Service: ABC Childcare Centre

Address of Service: Finnvalley Enterprise Park,
Lifford,
Co. Donegal.
F93 XDW3

Email Address: abccentre.lifford@gmail.com

Name of Registered Service Provider: Linda Byrne

Type of Service Registered: Part-Time

Date(s) of Inspection: 2 7 0 1 2 0 2 2

No of Pre-School Children present during Inspection: AM 23 PM

Address of the Early Years Inspectorate: Early Years Inspectorate,
Quality Assurance Directorate,
St Conal's Campus,
Kilmacrennan Road,
Letterkenny,
Co Donegal.

Inspection undertaken by: C. Daly
Title: Early Years Inspector

Areas which were the subject of this Inspection		
Governance	Health Welfare and Development of Child	Safety

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).

Conditions If Applicable Not applicable

Description of Service	<p>ABC Childcare Centre is a community-based pre-school service situated in the town of Lifford, Co. Donegal. The service has been operating at its present location since 2008 and offers part-time and sessional education and care to pre-school children aged 2 – 6 years with care and education provided using a play-based pedagogical approach. The service’s operating hours are between 09:30 and 14:00, Monday to Friday. The service participates in the Early Childhood Care and Education (ECCE) scheme. A school age service is also provided.</p>
Premises	<p>The pre-school service operates from the ground floor of a two-storey facility which was purpose-built for the provision of childcare. There are two pre-school rooms available; <i>Room 1</i> and <i>Room 2</i>. The premises also include a spacious entrance lobby and hallway area, a kitchen, an office and ancillary storage facilities. Designated children’s sanitary facilities are conveniently located ensuite to each of the playrooms. Separate staff toilets are located upstairs on the first floor. An enclosed outdoor play area is provided to the front and side of the building which has been sub-divided for use by the different groups of children concurrently. There is parking available to the front of the premises which can be used by parents/guardians at arrival and collection times.</p>
Staffing	<p>The inspector was informed that a total of twelve adults were working in the setting. Seven of these adults worked directly with pre-school children in the setting, including the service’s manager who was the designated person in charge and was available to provide relief cover for staff. Other adults who worked in the service included one administrative staff member, one staff member who worked solely in the service’s school-age childcare provision, two adults completing a work placement activation programme who did not work directly with pre-school children in the service and one student completing a work experience placement. Seven of these adults were present in the service on the morning of the inspection.</p>
Methodology	<p>Tusla’s Early Years Inspectorate (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.</p> <p>The findings on inspection are based on;</p> <ul style="list-style-type: none"> • Information obtained through examination of documentation • Direct observation • Discussion with relevant staff <p>This inspection was unannounced and focused on areas of Governance, Health, Welfare and Development of Child and Safety. Inspections may also focus on other areas as required.</p>

	<p>The inspection process has been amended to minimise the amount of time that inspectors spend in the service. A sampling process was used to assess compliance under regulation 9, regulation 19 health welfare and development of child and regulation 23 safeguarding health, safety and welfare of child. As a result, the scope of the inspection included room 2 and did not include room 1.</p> <p>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.</p>
<p>Additional Information</p>	<p>Following the inspection, on the 28th January 2022 an <i>Immediate Action Notice</i> in respect of Regulation 9(2)(c) was issued to the registered service provider regarding the non-availability of a Garda Vetting disclosure for a staff member working in the service. The service submitted a prompt response confirming that expeditious corrective action had been taken to address the issue.</p>
<p>Acknowledgements</p>	<p>The Inspector wishes to acknowledge the co-operation of the person in charge, staff and children who were present on the day of the inspection.</p>

GOVERNANCE

Part III - Management and Staff

Regulation 9 - Management and Recruitment

- (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—
- (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:

- (2) At the time of the inspection, the service manager confirmed that there were seven adults working in the service who had commenced working there since the service's last regulatory inspection on 20th June 2019. In respect of the above-listed elements of Regulation 9(2), the recruitment records in relation to these seven adults were examined as part of this inspection.
- (2)(c) A review of staff files confirmed that vetting disclosures received from The National Vetting Bureau of an Garda Síochána had been obtained for six of these adults in respect of their role in the service.
- (2)(d) The available curricula vitae and declarations provided by the person in charge indicated that police vetting from other jurisdictions was not required in respect of three of these adults.
- (4) Documentary evidence was available to indicate that two of these adults who worked directly with pre-school children attending the setting had obtained a major award in Early Childhood Care and Education at level 5 or above on the National Qualifications framework.

Non-Compliance Information:

- (2)(c) On the day of inspection, a Garda Vetting disclosure from The National Vetting Bureau of an Garda Síochána was not available for review for one of the adults working in the service (adult number 4), in respect of this adult's most recent employment in the setting. It is acknowledged that the service had a Garda Vetting disclosure on file for this adult relating to a previous period of employment for this adult in the setting.

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	<p>(2)(d) The recruitment files available in respect of 4 of the adults did not include documentation such as a curriculum vitae or other record of the person's previous experience to determine if these four adults (adult number 8, 9, 10, and 11) required international police vetting.</p> <p>(4) The information available on file did not include documentation to evidence that one of the adults (adult number 11) who worked directly with the pre-school children in the service held at least a Level 5 major award in childcare on the National Framework of Qualifications (NFQ) or a qualification deemed by the Minister to be equivalent.</p>
<p>Corrective & Preventive Action submitted by the Registered Provider</p>	<p><u>CORRECTIVE ACTION</u></p> <p>(2)(c) The staff member was taken out of the service straight away and another staff member put in place to ensure correct ratios were adhered to. A new garda vetting was obtained before the staff member returned. [CAPA submitted 05/04/22]</p> <p>(2)(d) All required documents were requested, and staff folders were updated and completed. CVs were discussed and determined international police checks are not required. [CAPA submitted 05/04/22]</p> <p>(4) The staff member in question was completing a work placement scheme, this staff member will not be included in adult/child ratios or left unsupervised moving forward. [CAPA submitted 05/04/22]</p> <p><u>PREVENTIVE ACTION</u></p> <p>(2)(c) The manager will ensure that a new Garda Vetting disclosure is obtained if there is gap in service of employees. [CAPA submitted 05/04/22]</p> <p>(2)(d) Moving forward, all documents will be requested for participants working as part of work placement activation programs prior to placement starting, in line with the requirement for staff working with the children. [CAPA submitted 05/04/22]</p> <p>(4) Qualifications presented for scheme participants will be checked more thoroughly to ensure they are complete awards. [CAPA submitted 05/04/22]</p> <p><u>EVIDENCE SUBMITTED</u></p> <p>(2)(c) A copy of the updated Garda Vetting disclosure obtained in respect of the adult was submitted to the Inspectorate on 04/04/22.</p>

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	<p>(2)(d) Copies of curricula vitae were submitted to the Inspectorate on 04/04/22 and 05/04/22 to evidence that documentation had been obtained by the service in respect of the four adults (adult number 8, 9, 10, and 11). The service manager's corrective action statement also included confirmation that these documents were discussed with the adults as part of the checks completed by the service in relation to Regulation 9 - Management and Recruitment.</p> <p>(4) A written declaration signed by the service's childcare manager was submitted to the Inspectorate on 04/04/22 stating that the <i>adult is not included in ratios and is not left unsupervised with children</i>.</p>
<p>Summary Comment:</p>	<p>The non-compliances identified at inspection in relation to Regulation 9 have been addressed by the registered provider's corrective and preventive actions (CAPA) submitted to the Early Years Inspectorate.</p>

Part III - Management and Staff

Regulation 11 - Staffing Levels

<p>(1) <i>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.</i></p> <p>(2) <i>Subject to paragraphs (4) and (5), a registered provider of a full day care service or a part-time day care service shall ensure that at all times the minimum ratio of adults to children specified in column (3) of Part 1 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) thereof at that reference number is satisfied</i></p> <p>(8) Without prejudice to paragraphs (2) to (7)—</p> <p>(a) a registered provider of a pre-school service other than a child-minding service or a sessional pre-school service shall ensure that there are at least 2 adults on the premises at all times</p>	
<p>Compliance Information:</p>	<p>(1) The requirements of this regulation were met on the day of inspection; the inspector observed that an adequate number of adults were working directly with the pre-school children attending the service throughout the period of the visit.</p> <p>(2) The minimum adult/child ratio was maintained at all times on the day of inspection, as evidenced below.</p> <ul style="list-style-type: none"> • On the morning of the inspection there were a total of five adults working directly with twenty-three pre-school children aged three to four years who were attending the service's morning pre-school sessions as follows. <ul style="list-style-type: none"> - <i>Room 1:</i> Two adults were working directly with twelve pre-school children attending the ECCE session between 9:30am and 12:30pm. - <i>Room 2:</i> Three adults were working directly with eleven pre-school children attending the ECCE session between 9:45am and 12:45pm.

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- In the afternoon, one of the pre-school rooms (*Room 2*) was in operation and there were three adults working directly with ten pre-school children who had attended one of the two morning sessions and then remained in the service until 2pm, attending on a part time basis.
- (8)(a) The registered service provider had ensured that there were at least two adults on the premises at all times, as observed by the inspector throughout the period of the inspection.

HEALTH WELFARE & DEVELOPMENT OF CHILD

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

Compliance Information:

(1)(a) The following observations were made on how each child's learning, development and well-being was facilitated within the daily life of the service, taking cognisance that the inspector's time in the pre-school room was reduced to minimise risk in respect of the ongoing Covid-19 pandemic:

Supporting Relationships around Children:

- During the inspection, the inspector observed that there was a calm, caring and friendly atmosphere in the pre-school setting. The adults who were working directly with the children were observed to be attuned to and responsive to their needs. The adults demonstrated warmth and sensitivity in their interactions with the children by using soft vocal tones, listening attentively to the children's comments or stories and offering meaningful praise and encouragement for their involvement in activities and on completion of tasks. In turn, the children appeared to be comfortable in the presence of the adults caring for them as demonstrated by their invitations to staff to join in their activities, seeking help from their caregivers and responding positively to guidance provided by the adults.
- On the day of inspection, the service supported children in forming and sustaining positive relationships with their peers by providing opportunities for small and larger group activities and play. This led to occasions where their increasing social awareness, collaboration, co-operation and sense of belonging in the setting could be developed. Children were supported to engage positively

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with each other with supported play activities that taught them how to take turns, to listen, to share play resources and to be mindful of others around them. The children also had opportunities to play on their own if they so wished. Staff were observed signalling transitions in advance of moving from one activity to the next, helping the children to understand and prepare themselves for activities as the daily pre-school routine progressed.

- The service manager and some childcare staff who spoke with the inspector informed the inspector that the pre-school operates a 'key worker' system whereby an identified staff member is assigned to each child to undertake regular observation of the child's learning and development. There was evidence of children's learning and development being facilitated through ongoing observation and assessment, for example a staff member showed the inspector the digital application used by staff to document 'learning goals achieved' and a wall poster was displayed in the playroom containing observations on the children's emerging interests. This poster included comments expressed by children about their areas of interest.
- Staff modelled positive ways of interacting with the children and each other. During observed interactions, they were noted working co-operatively to create a child-friendly atmosphere and supporting each other well when co-ordinating the children's care and play/learning activities. The inspector was advised that regular staff meetings are scheduled to facilitate planning and discussion and the service manager meets with staff on a one-to-one basis approximately every six weeks for support and supervision.
- The service manager stated that the service recognised the importance of good communication with parents/guardians. While there had been some changes to how the service communicated with parents/guardians during the ongoing pandemic, the inspector was advised that efforts to ensure partnership and exchange of information with parents/guardians continued. Co-operative and respectful, informal exchanges of information (physically distanced) were observed taking place between staff and parents/guardians at the children's arrival and collection times. The service manager also stated that parents or guardians can contact the service to discuss any aspect of their child's care and progress by telephone or scheduled meetings where necessary. The service had also recently introduced a digital application to further facilitate exchange of information between the service and parents/guardians. The inspector was informed that planning was underway to further support both staff and parents/guardians in using this application for information exchange.
- On the day of inspection mealtimes in the service were observed to be a sociable occasion for the children who could sit and chat with their friends and develop

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their social skills. The mealtime routine was conducted at a relaxed pace affording the children adequate time to enjoy their food without being rushed. Some of the adults joined the children at their tables as they dined, with one adult heard asking a group of children sitting at a table *'Can I sit with you girls today?'*, to which the children responded enthusiastically. Another of the adults also sat with another group and engaged with the children in relaxed and friendly conversation, helping to support positive peer to peer interactions. The adults were also observed to be alert to the children's needs for support at this time and offered help with opening food-packaging and providing instruction and encouragement to guide the children's developing self-help skills.

BASIC NEEDS:

- The service manager confirmed that the pre-school had developed a healthy eating policy and parents, or guardians were asked to provide healthy and nutritious lunches and snacks for children to enjoy during their pre-school day. Each child had brought packed food items for their mid-morning snack/meal during the morning pre-school session. Children who remained on in the service until 2pm had brought additional food for the afternoon and during the morning mealtime staff were observed discussing this with the children and helping them to plan which foods they wished to have later in the day.
- General observations of all food brought in from home by the children concluded that a range of healthy nutritious food items were provided. Snacks and lunch items which the children availed of included sandwiches and bread rolls with a variety of fillings such as cooked meat. They also had pancakes, crackers, rice cakes, wheat cereal, sliced ham, cheese slices, yoghurts, and a selection of fruits such as bananas or apple and pear slices. Children had brought their own drinks to the service which they had with their meal and there was a supply of drinking beakers and a jug for water in the pre-school room should children require a drink throughout the day.
- The inspector was informed that all children attending Room 2 (pod 2) were capable of using the toilet independently. Toilet trained children were able to access the toilets whenever they needed to and were encouraged to be independent. Staff responded to children's cues around toilet use as evidenced by an adult who was observed providing sensitive supervision and offering assistance to a child at this time in a manner that was respectful to the privacy and dignity of the child. Sanitary accommodation was available for children in close proximity to the pre-school room providing easy access and facilitating children's growing independence in mastering this skill. A nappy changing facility

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was also available in the pre-school service if required, which was located adjacent to Room 1.

- Bibs/aprons were available for messy-play activities and each child had coveralls and wellingtons for outdoor play. Children were encouraged and supported to manage their own personal care appropriate to their level of growing independence. For example, adults working with the children provided timely reminders about using aprons for messy play activities like water play or painting which the children chose to engage in and supported the children in dressing appropriately for outdoor play with varying levels of assistance provided to the children having regard to their developing abilities. Many of the children attending also knew when to wash their hands and staff offered prompts about hand-washing such as in advance of mealtime and after playing outdoors. Picture and word reminders and instructions about handwashing and respiratory hygiene were displayed for use with the children to support personal care.
- Children had opportunities to move about freely and explore their environment, both indoors and outdoors. They were able to move easily between the areas of interest available in their pre-school room and a number of staff who spoke with the inspector confirmed that a period of outdoor play time was scheduled for each day.

PHYSICAL AND MATERIAL ENVIRONMENT:

- The indoor play environment was a colourfully decorated and welcoming childcare space where a range of developmentally appropriate learning opportunities for the children attending were provided with resources available to support different types of play and enable the development of cognitive, physical, emotional and social skills.
- A sample of the play resources and materials examined were suitable for the age ranges of children catered for, diverse and challenging and supported various areas of development. The play materials available to the children were displayed in open shelving units and others were stored in accessible storage units facilitating choice and child-led play experience. Language development was facilitated through free access to and use of books, themed posters, rhymes, storytelling and conversation that encouraged use of new vocabulary. The children's creativity was encouraged with access to and use of art materials.
- The children's sense of identity and belonging was reflected throughout their indoor pre-school environment; samples of the children's artwork, educational

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posters and posters featuring photographs which the children's play and learning were displayed.

- The room was furnished with a suitable quantity of low-level tables and child sized seating to facilitate tabletop activities and mealtimes. The pre-school room also had a designated 'cosy corner' where children could rest or relax during the day. This featured a comfortable rest area with suitable soft materials including wipeable vinyl-covered cushions in a quiet corner of the room, doubling as a story telling/books corner.
- In the preschool room, play equipment had been arranged to create defined areas of interest for the children to explore. These interest areas were set out to enable the free flow of children around the room as they engaged with activities of their choice. Each of the playroom's interest areas was well-resourced with a good selection and variety of associated materials and equipment which included some recycled and real-world objects to support the children in acting out imaginary situations and encourage their play-based learning. A good supply of toys, books and other learning resources was also available in storage for rotation throughout the pre-school year to help support developing curricular themes and topics of emerging interest to the children.
- The room featured a well-resourced home corner with supportive equipment such as wooden cookers, a washing machine, an ironing board or various pots, pans and play food items. There was a doll/baby-care area featuring multi-cultural resources and equipped with prams, cots, baths, doll's clothing and a variety of dolls. Other such well-developed interest areas included a work bench and construction toys; a dress-up area with a variety of costumes; small world play resources such as a doll's houses and various figurines / action figures; a dinosaur area; a block-building table; a transport area including a traffic patterned floormat, toy garage and a selection of vehicle types. Designated stations for messy play were also provided which included tables for play-dough, water play and sand play. Arts and crafts materials and toys to develop manipulation skills including puzzles were also amongst the equipment available.
- On the day of the inspection the children were observed to be actively engaged with the play resources available whilst playing individually and/or collaboratively in the home corner, making things with playdough, washing and taking care of baby-dolls (waterproof aprons provided), investigating sand properties at the sand table, building block-towers, painting at a low-level art easel and playing imaginatively with dinosaurs, construction toys, toy-vehicles or figurines.
- The service's outdoor play area was located to eastern and southern elevations of the building and could be conveniently accessed directly from the children's pre-

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school room via patio doors. The area was spacious had been sub-divided into two distinct zones to accommodate concurrent use of the outdoor area by separate play pods at any one time. The inspector was advised that scheduled outdoor play formed an integral part of the daily routine and children were observed accessing the outdoors for two periods during the day where they had opportunities to engage in extended outdoor play activities, including gross-motor and exploratory play.

- The outdoor area featured a variety of surface textures, including concrete paving, wood-bark mulch, natural grass, muddy sections and synthetic soft surfaces. One section contained play resources such as a climbing frame/slide unit, a large plastic playhouse, wall-mounted chalkboards for mark-making, push-along toys and a gravel-quarry area equipped shovels, wheelbarrows and toy machinery like trucks and excavators. Another section featured a paved winding 'roadway' which children used for cycling activities. This was demarcated by recycled tyres along its edges and a selection of cycling toys, and a set of traffic lights were available to support play. This section also contained a seesaw and balancing equipment. Planting boxes were available for use and the service manager advised the inspector that these would be utilised for planned gardening activities with the children in the coming Spring months. Two large outdoor shelters had also been erected in this area; these had been roofed over and partially sheeted / covered at the sides to offer sheltered spaces for outdoor play. Picnic benches and outdoor seating were also available. The service manager stated that plans were underway regarding the installation of further sections of surfacing to support year-round / all-weather play in the service.
- Staff and the service manager explained to the inspector that use of the different zones (following cleaning) was rotated on a weekly basis so that each group of children had opportunities to play in all sections of the outdoor play area.

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:

Having regard to the ongoing COVID-19 pandemic, the inspection focused on a review of the infection control measures in the service, with the following examples noted:

INFECTION CONTROL:

- The service was utilising a 'play-pod' approach to ensure children were kept in consistent groups (play-pods) to minimise contact and sharing of common areas

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and equipment between separate groups of children and adults in the preschool. Practice observed on the day of inspection alongside discussion with the service manager, indicated that staff members were assigned to one single pod in so far as was practical.

- Clear and conspicuous signage was on display at the entrance to the premises advising about safety precautions regarding COVID-19 for parents, staff and visitors – including guidance on physical distancing and non-attendance if symptomatic.
- Attendance records for children, staff and visitors attending each day were maintained to facilitate effective contact-tracing in the event of an outbreak of infectious disease in the setting.
- The pre-school room and adjoining sanitary facilities presented in a visibly clean and hygienic condition. The service had reviewed their cleaning schedules in view of the COVID-19 pandemic and a sample of the cleaning / disinfection records seen by the inspector had been completed and were up-to-date.
- Adults working in the setting were observed completing ongoing cleaning at various times throughout the day, for example tables were cleaned in advance of the children’s mealtimes and one adult who was not working directly with the children was observed completing cleaning tasks in the outdoor play area before children’s outdoor play time. This helped to ensure a hygienic pre-school environment was maintained. No hazardous cleaning agents or equipment were observed within reach of the children on the day of inspection.
- Toys in use appeared easy to clean and disinfect. Staff who spoke with the inspector confirmed that materials, such as modelling clay or play-dough which could not be adequately cleaned were discarded following use and this was observed in practice in Room 2 with used play dough being binned once children had finished playing with it on the morning of the inspection.
- Following outdoor play and in advance of mealtimes, the inspector observed that the children were reminded and assisted as necessary to wash their hands appropriately to help minimise cross-infection within the service. Thermostatically controlled warm water, liquid soap and single use paper towels were available at wash-hand basins used by the children to support their hand hygiene practices. Alcohol based hand sanitisers were available to the staff at the entrances and various locations around the pre-school.
- A supply of disposable tissues to facilitate children’s independent nose cleaning and a pedal-operated lidded bin was provided in the playroom. Age-appropriate

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	<p>posters featuring pictorial reminders about effective handwashing and safe respiratory etiquette were also on display to promote effective infection control practices in the pre-school.</p> <ul style="list-style-type: none"> • An area within the service had been designated for use as a facility to accommodate a child or adult if they became symptomatic or unwell whilst attending the service. When asked by the inspector a staff member demonstrated awareness of the symptoms of COVID-19 in young children and of the service's plan to be followed in the event of a suspected case of COVID-19. Personal protective equipment such as disposable masks, aprons and gloves were available to the staff if required. • In order to reduce the risk of spreading COVID-19 which is more transmissible in indoor settings, the service manager advised the inspector that the service sought to ensure children spent time playing outdoors each day. • The pre-school room was observed to be well ventilated on the day of inspection; a good supply of natural ventilation was provided via openable windows which were left ajar at various times during the pre-school day to promote regular air exchange. The service manager also advised that a large patio door can be opened to facilitate ventilation of the pre-school room as needed. When checked by the inspector the ambient air-temperature in the pre-school room was within the recommended temperature range of 18 - 22°C. • Other general infection control measures included refrigerating children's snacks containing perishable foods upon their arrival to the service to limit the risk of illness caused by food spoilage and the provision of spare clothes for the children in the setting to limit the risk of transmission of infection if clothing became contaminated.
<p>Non-Compliance Information:</p>	<p>INFECTION CONTROL:</p> <ol style="list-style-type: none"> 1. In Room 2, there was no designated container to take toys which children had placed in their mouths out of use until they had been appropriately cleaned. The inspector asked two staff about the protocol for cleaning toys which children had put in their mouth. Both staff stated that toys used by children were cleaned at the end of the day, however they did not demonstrate an awareness of the infection control requirement to ensure that toys which children had placed in their mouth were not transferred between children, removed immediately after use and cleaned/disinfected appropriately before use by another child.

Part VI - Safety

Regulation 23 - Safeguarding Health, Safety and Welfare of child

	<p>FIRE SAFETY:</p> <ol style="list-style-type: none"> 2. Fire drills to practice the safe evacuation of staff and children in the event of an emergency had not been carried out on a monthly basis as required. The last fire drill which had been carried out in the pre-school took place on 23/11/2021.
<p>Corrective & Preventive Action submitted by the Registered Provider</p>	<p><u>CORRECTIVE ACTION</u></p> <p>INFECTION CONTROL:</p> <ol style="list-style-type: none"> 1. Staff were reminded of the policies and procedures around this. There is a basin in place and it is used however staff didn't relay the procedure appropriately on the day of inspection. <p>FIRE SAFETY:</p> <ol style="list-style-type: none"> 2. Fire drill for the month of December was not complete due to Covid related staff shortages and absence of our fire safety co-ordinator. A fire drill was carried out on the 31/01/2022 and the months after. <p><u>PREVENTIVE ACTION]</u></p> <p>INFECTION CONTROL:</p> <ol style="list-style-type: none"> 1. Manager will ensure staff are aware of the relevant procedures, the reason for, and importance of, them being in place. <p>FIRE SAFETY:</p> <ol style="list-style-type: none"> 2. A deputy fire safety co-ordinator has been put in place to ensure fire drills are still completed in a timely manner, in the absence of the fire safety co-ordinator. <p><u>EVIDENCE SUBMITTED</u></p> <p>INFECTION CONTROL:</p> <ol style="list-style-type: none"> 1. A copy of a team meeting agenda dated 28/01/22 was submitted as evidence to the Inspectorate on 04/04/22. This indicated that 'mouthings toys (policy and procedure)' was listed as an agenda item at this team meeting.

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Regulation 23 - Safeguarding Health, Safety and Welfare of child

	<p>FIRE SAFETY:</p> <p>2. The service's revised CAPA response submitted on 05/04/22 included a copy of a fire drill record detailing fire drills which had been carried out in the service on 31/01/22, 08/02/22 and 08/03/22. A copy of the team meeting agenda submitted to the Inspectorate on 04/04/22 included 'fire drills' as an agenda item at the service's team meeting which took place in the pre-school on 28/01/22 following the inspection.</p>
<p>Summary Comment:</p>	<p>The information and evidence submitted by the registered provider in the service's corrective and preventive action response addresses the issues identified on inspection in relation to Regulation 23 and demonstrates that regulatory compliance has been achieved.</p>

Part VI - Safety

Regulation 26 - Fire Safety Measures

- (1) A registered provider shall ensure that a record in writing is kept of—
- (a) any fire drill that takes place in the premises, and
 - (b) the number, type and maintenance record of fire fighting equipment and smoke alarms in the premises
- (4) A notice of the procedures to be followed in the event of fire shall be displayed in a conspicuous position in the premises

<p>Compliance Information:</p>	<p>(1)(a) A written record of fire drills was documented as having taken place in the service. A sample of these records were reviewed which showed that the last recorded fire drill occurring in the pre-school was carried out on 23/11/2021. The regularity with which these drills were practiced is referred to under Regulation 23 above.</p> <p>(b) A record was kept of the number, type and maintenance of the firefighting equipment and smoke alarms located in the pre-school. Firefighting equipment was last serviced/inspected in accordance with the servicing standards I.S. 291:2015 on 08/03/2021. A certificate of servicing/testing which included reference to the requirements of I.S. 3218:2013 confirmed that the service's fire detection and alarm system had been last serviced / tested on 03/12/2021.</p> <p>(4) A notice of the procedures to be followed in the event of a fire was prominently displayed near the main entrance of the pre-school.</p>
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