

TUSLA REGULATORY INSPECTION REPORT



TUSLA Identifier: TU2015DL114

Name of Service: Quigleys Point Community Playgroup

Address of Service: Cabry,
Quigleys Point,
Lifford,
Co. Donegal.
F93 R57X

Email Address: quigleyspointcommunitycentre@gmail.com

Name of Registered Service Provider: Seamus McGranaghan

Type of Service Registered: Part-Time

Date of Inspection: 0 9 1 2 2 0 2 1

No of Pre-School Children present during Inspection: AM 14 PM 8

Address of the Early Years Inspectorate: Donegal Early Years Inspectorate,
St. Conal's Campus,
Letterkenny,
Co. Donegal.
F95 XK94

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
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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><i>Quigleys Point Community Playgroup</i> is a community-based service located in the village of Quigley's Point overlooking Lough Foyle on the eastern shores of Donegal's Inishowen peninsula. The service is registered to provide a sessional and part time day care pre-school service between the hours of 09:15 and 13:45. The service is open Monday to Friday and the <i>Early Childhood Care and Education (ECCE)</i> Scheme is accommodated over a 38-week period annually.</p>
Premises	<p>The service is operated from a community centre building in the village which was purpose designed for the provision of community services. The pre-school premises consist of two adjoining play rooms each served by en-suite sanitary accommodation designated for the children's use. There is also an office, kitchen area and sanitary accommodation for use by staff. The service has a large outdoor play area located to the rear of the pre-school and there is a large community sports hall within the community centre building which the pre-school accesses occasionally to facilitate gross-motor play and activities during inclement weather.</p>
Staffing	<p>At the time of the inspection the inspector was advised that there were 5 adults who worked in the setting. This included the registered provider, 3 childcare staff members who worked directly with the children (including the designated person in charge) and 1 adult completing a work placement activation programme.</p> <p>The registered provider does not work directly with children in the service but was available to facilitate aspects of the inspection and attend the inspection feedback meeting held in the service on the day 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. 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. 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>
Acknowledgements	<p>The Inspector wishes to acknowledge the cooperation of the Registered Provider, 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—
- (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:

(9) With reference to the above listed elements of Regulation 9, recruitment records in respect of 3 adults who had commenced working in the setting since the service's last regulatory inspection and 1 adult for whom documentation had been outstanding from the service's last inspection were reviewed. The following recruitment information was available:

(2)(c) A Garda vetting disclosure from The National Vetting Bureau was available for review in respect of each of these 4 adults who worked in the service.

(4) Documentary evidence was furnished to indicate that the 3 staff members who were employed to work directly with the pre-school children in the service 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)(a)(b) In respect of the 4 adults whose files were reviewed, evidence that two written references each, had been obtained and appropriately validated by the registered provider was not available for inspection as follows;

Adult 1: One written reference that was available from a past employer/most recent employer in respect of adult number 1 did not include a record of validation by management. A second written and appropriately validated reference from the adult's most recent employer was not available for this staff member.

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	<p>Adult 2: Two written references that were available from a past/most recent most employer in respect of adult number 2 did not include a record of validation by management.</p> <p>Adult 3: Two written references that were available from a past/most recent most employer in respect of adult number 3 did not include a record of validation by management.</p> <p>Adult 4: Evidence was not available for inspection to demonstrate that two appropriately validated written references had been obtained from this adult's past employers that were listed on the adult's curriculum vitae held on file.</p>
<p>Corrective & Preventive Action submitted by the Registered Provider</p>	<p><u>CORRECTIVE ACTION</u> (2)(a)(b) References up to date and validated by management. Adult 1 – Written reference validated by employer and most recent reference updated validated. Adult 2 – CV updated, and references validated. Adult 3 – References validated. Adult 4 – References obtained and validated.</p> <p><u>PREVENTIVE ACTION</u> (2)(a)(b) All records held on file and will kept updated.</p> <p><u>EVIDENCE SUBMITTED</u> Scanned copies of two written and validated references from past employers were submitted on 18/01/22 in respect of Adult 1, Adult 2 and Adult 3 each. Scanned copies of two written references were also submitted on 18/01/22 in respect of Adult 4 – one of these references was available from a past employer and one had been obtained from a person other than a past employer.</p> <p>Evidence that each of these 8 references had been validated was available in the form of annotations added to the references including a note which was signed and dated by the registered provider indicating that the registered provider had verified the reference.</p>
<p>Summary Comment:</p>	<p>The registered provider's corrective and preventive actions, together with the evidence submitted to the inspectorate on 18/01/22 indicates that the service has addressed the issues noted at inspection in relation to Regulation 9 and have put measures in place to achieve regulatory compliance.</p>

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.
- (2) 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
- (8) Without prejudice to paragraphs (2) to (7)—
- (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.

Compliance Information:

- (1) The requirements for this regulation were met; the inspector observed that an adequate number of adults were working directly with the pre-school children attending the service throughout the period of inspection.
- (3) On the day of inspection, the minimum adult/child ratio was adhered to. The two adjoining playrooms were operated as one indoor play setting with children and staff moving freely between both areas. During the morning session there were 3 adults working directly with the 14 pre-school children aged 2 – 5 years who were attending the service. In the afternoon 8 of the pre-school children remained in the setting to avail of the part-time day care service and were cared for by the same 3 staff members.
- (8)(a) The registered provided ensured that there were two adults on the premises at all times as observed 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 service was reduced to minimise risk in respect of the ongoing Covid-19 pandemic:

Part V - Care of Child in Pre-school Service

Regulation 19 - Health, Welfare and Development of Child

BASIC NEEDS:

- The staff members demonstrated care and attention to the children in attendance to ensure their basic needs were met. Staff members were responsive when children showed signs of being thirsty or ready for their snack, interested in a particular toy/activity, looking to take a rest from activities, needing to use the toilet or seeking help with personal care.
- The service had a 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 the mid-morning snack during the morning pre-school session. Children who remained on in the service until 13:45 had brought an additional food-pack for their lunch. Snacks and lunch items which the children availed of on the day included sandwiches, wraps and bread rolls with a variety of fillings such as ham and cheese. They also had pancakes, crackers, cheese slices, yoghurts, and a selection of fruits such as pineapple, kiwi, strawberries, melon and orange segments. 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. 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 their social skills. The mealtime routine was conducted at a relaxed pace affording the children adequate time to enjoy their food without being rushed. Staff also joined the children at their tables engaging them in friendly conversation about their home and pre-school activities and were available to help with opening packaging, cleaning up accidental spillages and providing instruction and encouragement to guide the children's developing self-help skills.
- The service had three children's toilets and wash hand basins which were conveniently located just off the playrooms providing easy access for the children and facilitating their growing independence in mastering this skill. Staff confirmed that the children attending were capable of using the toilet independently or with some minor assistance being provided from the childcare staff if needed. Children were observed to be able to access the sanitary facilities whenever they required this throughout the session and sensitive supervision was provided by staff who offered reminders about toileting and handwashing at appropriate times.
- The person in charge explained that none of the children attending the service required sleep during their pre-school day. The children's need for comfort, rest and relaxation during the sessional and extended part-time service provision was facilitated with a child-sized couch and soft vinyl-covered floor mats provided in a low-traffic areas of the playroom. This offered the children a place to rest

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comfortably where they had opportunities to look at books or could simply take a break from the activities of the day and relax whenever they chose to.

- Plenty of time was provided for uninterrupted play-based learning opportunities. The children were able to move easily between the areas of interest available in their pre-school room which was laid out to facilitate their free movement and play. Free play time predominated and any adult-initiated activities such as story-time or circle-time for which children were asked to be seated were of short duration. The person in charge confirmed that a period of outdoor play time was scheduled for each day and all children had the opportunity to engage in outdoor play and activities on the day of the inspection.
- Suitable labelled storage facilities were provided for children’s personal belongings. Aprons were provided to protect children’s clothes when engaged in messy play activities such as painting or water play and children had waterproof clothing and footwear for playing outdoors.

PHYSICAL AND MATERIAL ENVIRONMENT:

- The indoor and out-door play areas formed a bright, welcoming and colourful childcare setting; practitioners had given careful consideration to the presentation of displays, equipment and materials in an aesthetically pleasing and accessible manner offering the children opportunities to consolidate and extend their learning around chosen themes, activities and areas of interest.
- The indoor play environment comprised of two adjoining rooms; a free-play area and a ‘messy-play’ area (used for painting, sand or water play, etc.). The rooms were located side by side, separated by a partially-glazed panel which afforded a sense of continuity between both spaces. These rooms were freely and easily accessible to the children on the morning of the inspection who were observed moving (both individually and in groups) between the various areas of interest in each room depending on their chosen play preferences.
- The low-level shelving units in the pre-school room ensured that the materials and equipment were freely available to the children, facilitating choice and child-led play experience as items of interest were located at the children’s eye level. The indoor play setting featured clearly defined interest areas and a suitable range of developmentally appropriate play materials for the children accommodated. Well-resourced home corners with supportive equipment, construction toys, dress-up costumes, small world toys, arts and crafts materials and toys to develop manipulation skills including jigsaws, threading were amongst the equipment provided.

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- On the day of the inspection the children were observed to be actively engaged with the play resources available whilst playing collaboratively in the home corner, taking care of baby-dolls, making things with playdough, investigating water properties at the water table (bibs provided), building block-towers, completing puzzles or shape-sorting tasks, drawing/colouring in small groups, making collages with magazine-cuttings and glue and playing imaginatively with dinosaurs, construction toys, toy-vehicles or figurines.
- A good selection of mark-making and art resources such as easels, paper, paints, crayons and colouring materials were provided. There was access to a good range of age-appropriate and stimulating books in the main playroom and the inspector observed childcare staff using story books effectively to foster the children's enjoyment of pre-reading activities and develop their oral language capabilities.
- Low-level tables and chairs were available and on the day of inspection the children used these to sit with friends when having their lunch and when completing the seated play and learning activities they chose to engage in.
- The children's sense of identity and belonging was reflected throughout their indoor pre-school environment; a birthday wall, samples of the children's artwork, educational posters and a 'family tree' featuring photographs which the children had brought from home were on display. Children's photographs were also used to label coat hooks and wall space was utilised for the display of a visual cues such a pictorial timetable that supported shared understanding of daily activities and transitions.
- A large, fully enclosed outdoor play area to the rear of the premises featured a variety of ground-cover types including gravel, tarmacadam, concrete paving and synthetic soft surfaces. There was also a natural grass/garden section with a tree and woven willow around its margins. The resources provided in the outdoors promoted multiple areas of development including, gross motor, fine motor, cognitive skills and language development and encouraged a wide variety of play and learning opportunities. The area featured picnic benches, logs for seating, large wooden and plastic playhouses, messy play stations, a wide selection of cycling and ride on toys and a range of other playground equipment catering for children's gross motor development such as swings, slides and climbing frames. Interest areas like a newly-added 'water-wall', a well-equipped construction zone, mud-kitchen were in use on the day. Children were also observed pretending to paint the playhouses with real paint brushes, digging in the gravel with spades and playing with cycling toys and wheelbarrows.

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SUPPORTING RELATIONSHIPS AROUND CHILDREN:

- On the day of inspection, a warm, friendly and caring atmosphere was noted in the pre-school with staff observed to be kind and caring in their interactions and alert and responsive to the needs of the children in their care.
- The childcare practitioners were observed to create a positive environment around the children. The adults were observed offering choices to children, using the child's name, making eye contact, speaking gently in warm tones, using positive language, facilitating the children's play and peer interactions, signalling transitions in advance of moving from one activity to the next, supporting and engaging with them in play activities, acknowledging and praising the children's efforts, and helping the children to bridge the gap between their home/community and pre-school experiences through general conversations and structured activities.
- A key person system was in operation whereby each child was assigned an identified practitioner and there was consistency of caregiving by the same staff each day which helped the children in forming and sustaining secure relationships. This was evidenced by ongoing informal interactions throughout the day when staff and children chatted comfortably together during activities.
- Having regard to the ongoing COVID-19 pandemic, the staff explained that parents do not usually come into the service. However, there were ongoing opportunities for parents/guardians and childcare staff to share information about children's experiences and development. Staff members explained that this was facilitated through regular informal discussion (physically distanced) at arrival and collection times where a reciprocal handover on the child's day was exchanged verbally with the parents or guardians at the beginning/end of the pre-school day.
- Discussion with staff indicated that childcare practitioners were also using a digital application to share information about children's learning and development with the child's parents/guardians. This included sending parents photographs of their child's play and learning activities which included comments or observations reflecting on the children's learning and development to provide an account of the child's learning journey in the service.
- There was evidence that the service sought to provide children with opportunities to understand their wider community. For example, some of the children proudly showed the inspector a photographic display showing that local garda had visited

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the setting to help the children learn about road safety as part of 'Beep Beep Day', linking with national road safety initiatives. This also supported the children to develop their awareness of age-appropriate road safety messages and learn new life skills which promoted their well-being and safety.

- On the day of inspection, a positive team spirit was noted in the setting with the adults observed working co-operatively, enthusiastically, and respectfully together to support quality learning and development opportunities and outcomes for the children.

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:

- 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 premises, its play equipment and materials were maintained 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 and disinfection records seen by the inspector had been completed and were up-to-date.
- Staff were observed completing ongoing cleaning at various times throughout the day. Tables were cleaned in advance of the children's mealtimes and one adult who was not working directly with the children remained in the room while the children were playing outside to complete cleaning tasks. This helped to ensure a hygienic pre-school environment was maintained. No hazardous cleaning agents

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or equipment were observed within reach of the children on the day of inspection.

- A supply of personal protective equipment (PPE) such as face masks, aprons and gloves required for cleaning and care practices was available for use when required. These were kept out of children's reach.
- Toys in use appeared easy to clean and disinfect. Staff were aware that toys which children had put in their mouths needed to be washed after use and the staff had indicated there was a designated container/sink in the kitchen-area to take these toys out of use until they had been cleaned. Staff also confirmed that materials, such as modelling clay or play-dough which could not be adequately cleaned were discarded following use.
- Alcohol based hand sanitisers were available to the staff at the entrances and various locations around the pre-school. Regular hand hygiene practice by childcare staff was observed throughout the inspection period.
- The children were reminded and assisted as necessary to wash their hands appropriately to help minimise cross-infection within the service. Children were learning about safe practices for hand-hygiene and coughing or sneezing in a child friendly manner, for example through the use of songs/rhymes. Throughout the inspection many of the children attending were observed to naturally integrate these practices into their daily routine with ease. Liquid soap and single use paper towels were available to support hand hygiene practices at wash hand basins in the pre-school room and the service's sanitary accommodation. Age-appropriate posters featuring pictorial reminders about effective handwashing were on display at handwashing stations to promote effective infection control practices.
- A supply of disposable tissues and a pedal-operated lidded bin was provided in the playroom. Good respiratory etiquette was promoted. Children were reminded about safe practices for coughing or sneezing and a supply of disposable tissues and a pedal-operated lidded bin was provided in the playrooms. Whilst indoors, face coverings were observed to be worn by the staff in line with the current national guidance.
- When asked by the inspector a staff member confirmed that the service had identified isolation areas to be used in the event of a suspected case of COVID-19 arising for a child or adult attending during the session. During discussion with the inspector the 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.

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	<ul style="list-style-type: none"> In order to reduce the risk of spreading COVID-19 which is more transmissible in indoor settings, the person in charge advised the inspector that the service sought to ensure children spent time playing outdoors each day. The pre-school room and sanitary area was provided with natural ventilation by openable windows which were left ajar at various times during the pre-school session to promote regular air exchange in these areas. 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>GENERAL SAFETY:</p> <ol style="list-style-type: none"> The water temperature at the two wash-hand basins in the children's sanitary accommodation off the large playroom marginally exceeded the safe maximum recommended temperature of 43°C and could pose a risk of scald injury to a pre-school child. The temperature of the running water recorded on inspection was 45.4°C at 10:09am. <p>FIRE SAFETY:</p> <ol style="list-style-type: none"> The service's smoke detection system/fire alarm was not serviced on an annual basis. Records available in the service indicated that this system was last serviced on 15/11/19.
<p>Corrective & Preventive Action submitted by the Registered Provider</p>	<p><u>CORRECTIVE ACTION</u></p> <p>GENERAL SAFETY:</p> <ol style="list-style-type: none"> Water temperature [was] too high, thermostat temperature [has been] reduced to safe level. <p>FIRE SAFETY:</p> <ol style="list-style-type: none"> Fire system checks and records up to date. (Evidence attached). <p><u>PREVENTIVE ACTION</u></p> <p>GENERAL SAFETY:</p> <ol style="list-style-type: none"> Regular water temperature checks, boiler temperature only to be regulated by management and will be monitored to ensure it is at a safe level.

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	<p>FIRE SAFETY:</p> <p>2. Regular service checks for fire alarm system and extinguishers.</p> <p>EVIDENCE SUBMITTED</p> <p>GENERAL SAFETY:</p> <p>1. The following evidence was included in the service’s Corrective & Preventive Action (CAPA) plan submitted to the Inspectorate on 02/02/2022.</p> <ul style="list-style-type: none"> • A ‘wash hand basin temperature record’ was submitted indicating that regular water temperature checks had been conducted by staff. This document showed that a total of 19 water temperature readings had been recorded during January 2020, with all temperature readings in the range of c. 35°C - 37°C. • The service also submitted a photograph showing a temperature measuring probe being used to measure the temperature of running water. The probe’s digital display showed a water temperature reading of 35.1°C. <p>FIRE SAFETY:</p> <p>2. The services corrective and preventive action response received by the Inspectorate on 18/01/22 included documentary evidence confirming that the service’s fire detection and alarm system had been serviced and tested in accordance with the requirements of I.S 3218:2013 + A1 2019 on 14th December 2021. The information submitted also included confirmation that the service’s fire extinguishers were inspected in accordance with the servicing standards I.S. 291:2015 on 10th December 2021.</p>
<p>Summary Comment:</p>	<p>The registered provider’s corrective and preventive actions, together with the evidence submitted to the inspectorate on 18/01/22 indicates that the service has addressed the issues noted at inspection in relation to Regulation 23 and have put measures in place to achieve regulatory compliance.</p>

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.

Part VI – Safety

Regulation 25 - First Aid

<p>Compliance Information:</p>	<p>(2)(a) A first aid box which was marked, easily recognisable and accessible to adults in the pre-school was stored on a high shelf in the large playroom.</p> <p>(b) A suitably equipped first aid box was available for use by the adults in the event of an emergency in the service. There was evidence that staff had completed regular monthly checks of first aid supplies using a checklist displayed on the service’s noticeboard.</p>
<p>Non-Compliance Information:</p>	<p>(1) There was no documentation available to show that there was at least one adult available to the children at all times in the service who held up-to-date certification demonstrating that they had successfully completed the FAR (First Aid Response) course delivered by a trainer approved by the <i>Pre-Hospital Emergency Care Council</i> (PHECC).</p> <p>It is acknowledged that the registered provider stated that each of the 3 staff members working directly with the children in the service had recently completed FAR training but the certificates for this had not yet been issued.</p>
<p>Corrective & Preventive Action submitted by the Registered Provider</p>	<p><u>CORRECTIVE ACTION</u></p> <p>(1) Adult 1, 2 and 3 all had completed first aid course on 11/08/2021 but we are awaiting certificates. See attached evidence. Request for certificates has been sent.</p> <p><u>PREVENTIVE ACTION</u></p> <p>(1) All first aid qualifications will be kept up to date</p> <p><u>EVIDENCE SUBMITTED</u></p> <p>(1) On 21/01/22, the registered provider submitted to the Inspectorate copies of 3 certificates confirming that 3 adults working directly with children in the service had successfully completed the FAR (First Aid Response) course delivered by a trainer approved by the <i>Pre-Hospital Emergency Care Council</i> (PHECC). Each of the 3 certificates submitted showed an expiry date in August 2023.</p>
<p>Summary Comment:</p>	<p>The registered provider’s corrective and preventive action statements provided on 18/01/21, together with the evidence submitted to the inspectorate on 21/01/22 indicates that the service has addressed the issues noted at inspection in relation to Regulation 25 and confirms that measures are in place to achieve regulatory compliance in this regard.</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

Compliance Information:	<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 at 9:55am on 03/11/2021 when 16 pre-school children and 4 adults were present.</p> <p>(4) A notice of the procedures to be followed in the event of a fire was on display in a conspicuous position in the premises.</p>
Non-Compliance Information:	<p>(1)(b) An appropriate record of the number, type, location and maintenance of the service’s firefighting equipment was not available in the service.</p>
Corrective & Preventive Action submitted by the Registered Provider	<p><u>CORRECTIVE ACTION:</u> (1)(b) Record of the number, type, location and maintenance of firefighting equipment is available and onsite in premises. See attached evidence.</p> <p><u>PREVENTIVE ACTION:</u> (1)(b) Ongoing update of records and services.</p> <p><u>EVIDENCE SUBMITTED:</u> (1)(b) The services corrective and preventive action response received by the Inspectorate on 18/01/22 included a certificate of inspection / declaration of conformity confirming that the service’s fire extinguishers were inspected in accordance with the servicing standards I.S. 291:2015 on 10th December 2021. The information submitted to the Inspectorate on 18/01/22 also included certification confirming that the service’s fire detection and alarm system had been serviced and tested in accordance with the requirements of I.S 3218:2013 + A1 2019 on 14th December 2021.</p>
Summary Comment:	<p>The registered provider’s corrective and preventive actions, together with the evidence submitted to the inspectorate on 18/01/22 indicates that the service has addressed the issues noted at inspection in relation to Regulation 26 and have put measures in place to achieve regulatory compliance.</p>

Additional Significant Risk(s) to Children Additional Significant Risk Identified

Regulation 8 – Notification of change in circumstances

8. (1) A registered provider of a pre-school service other than a temporary pre-school service shall, subject to paragraph (3), notify the Agency in writing of any proposed change in the details in relation to the pre-school service contained in the register pursuant to section 58C(2) of the Act or Regulation 7(2) at least 60 days before it is proposed that the change would take effect.

(3) Where a registered provider has been unable for good and proper reason to notify the Agency within the time specified in paragraph (1) or (2), as the case may be, of a change in the details in relation to the pre-school service contained in the register pursuant to section 58C(2) of the Act or Regulation 7(2), the registered provider shall notify the Agency in writing of the change as soon as possible thereafter.

Non-Compliance Information:	On the day of inspection, it was found that a notification of a proposed change in circumstances with regards to a change of the person in charge of the pre-school had not been submitted to the Early Year’s Inspectorate’s Registration Office within the required notification period.
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Corrective & Preventive Action submitted by the Registered Provider	<p><u>CORRECTIVE ACTION:</u> Change of circumstances has been submitted to Early Year’s Inspectorate Registration Office and has been approved.</p> <p><u>PREVENTIVE ACTION:</u> Prompt notification to Early Year’s Inspectorate Registration Office if a change in circumstances arises again.</p> <p><u>EVIDENCE SUBMITTED:</u> The service’s CAPA response did not include a submission of evidence in relation to Regulation 8. However, confirmation that approval had been granted in respect of the service’s proposed Change in Circumstance application for a change of Person in Charge was issued from the Early Years Inspectorate’s Registration Office on 12/01/22 confirming the registered provider’s corrective action statement.</p>
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Summary Comment	The registered provider’s corrective and preventive actions supplied in the CAPA response, together with confirmation that the service’s application for a proposed Change in Circumstances was approved by the Early Years Inspectorate’s Registration Office, indicates that the service has addressed the issues noted at inspection in relation to Regulation 8 and have put measures in place to achieve regulatory compliance.
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