

# Early Years Inspectorate Regulatory Report

## Pre School

<b>TUSLA Identifier:</b>	TU2015DR072
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<b>Name of Service:</b>	Cedar Montessori School
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<b>Address of Service:</b>	Applewood Cottage, Leopardstown Road, Leopardstown, Dublin 18, Co. Dublin
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<b>Eircode:</b>	D18 N1N8
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<b>Name of Registered Provider:</b>	Sharon Mc Cready
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<b>Service type:</b>	Sessional
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<b>Date(s) of Inspection:</b>	10/10/2023
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<b>No of pre-school children:</b>	AM	N/A	PM	12
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<b>Address of the Early Years Inspectorate:</b>	Tusla – Child & Family Agency, 1st Floor, Trinity Building, IDA Business Park, Bray, Co Wicklow
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<b>Inspection undertaken by:</b>	Mary Redmond
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<b>Title:</b>	Early Years Inspector
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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).

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

This private childcare service was established in 2009 by the current registered provider. Sessional care and education is provided for children aged two to five and a half years of age. The service operates two sessions daily from 9am to 12.30pm and 1pm to 4.30pm Monday to Friday for 38 weeks of the year.

The service is located in two rooms within the registered provider's domestic dwelling in a residential area of south county Dublin; a purpose-built structure in the garden accommodates another room for pre-school children. The children have access to a large, enclosed garden area which is located to the rear of the domestic dwelling.

### Staffing

There are four adults employed in the service including the registered provider who works in the service on a daily basis. Adults working in the service had attained major awards in Early Childhood Care and Education at Levels 5, 7 and 8 on the National Framework of Qualifications. One adult had a qualification deemed by the Department of Children, Equality, Disability, Integration & Youth (DCEDIY) to meet the requirement.

### 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 areas of governance and health, welfare and development of child.

The inspection plan was to assess compliance under the following regulations:

Regulation 9 Management and recruitment

Regulation 11 Staffing levels

Regulation 15 Record of pre-school child

Regulation 16 Record in relation to pre-school service

Regulation 19 Health welfare and development of child

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 reoccurring. 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 registered provider and staff who facilitated the inspection and children who were present on the day of the inspection.

### 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

(2)

(a) There were written validated references available from previous employers for two adults employed in the service.

(b) Appropriate references from other sources were available for two adults who did not have previous employers.

(c) Garda vetting was available for four adults.

(d) Police vetting was available for three adults for whom it was required.

Three adults had attained at least a major award in Early Childhood Care and Education at Level 5 on the National Framework of Qualifications and one adult had a qualification deemed by the Department of Children, Equality, Disability, Integration & Youth (DCEDIY) to meet the regulatory requirement.

### 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.*

#### Compliance Information

(1) There were an adequate number of adults working directly with children attending the service. There were two adults working directly with twelve children; the registered provider was also available.

### Part IV – Information and Records

#### Regulation 15 – Record of pre-school child

*(1) A registered provider of a pre-school service other than a pre-school service in a drop-in centre or a temporary pre-school service shall ensure that a record in writing is kept in respect of each pre-school child attending the service containing the following particulars:*

- (a) the name and date of birth of the child;*
- (b) the date on which the child first attended the service;*
- (c) the date on which the child ceased to attend the service;*
- (d) the name and address of a parent or guardian of the child and a telephone number where that parent or guardian or a relative or friend of the child can be contacted during the hours of operation of the service;*
- (e) authorisation for the collection of the child;*
- (f) details of any illness, disability, allergy or special need of the child, together with all the information relevant to the provision of special care or attention;*
- (g) the name and telephone number of the child's registered medical practitioner;*
- (h) record of immunisations, if any, received by the child;*
- (i) written parental consent for appropriate medical treatment of the child in the event of an emergency.*

#### Compliance Information

(1) A random selection of records were reviewed for ten children who were attending the service. The records reviewed contained the following particulars:

- (a) The name and date of birth of each child.
- (b) The date on which each child first attended the service.

- (c) There was an area on the registration form where the date when a child would cease to attend the service will be recorded.
- (d) The names, addresses and telephone number of parents were recorded and information where parents can be contacted during the hours of operation of the service were also available.
- (e) Names and contact details of other adults who were authorised to collect children were available.
- (f) The documentation available supported the recording of specific illnesses, allergies, disabilities and dietary preferences for children.
- (g) The name, address and telephone number of each child's general practitioner (GP) was recorded.
- (h) Parents had indicated which immunisations their children had received.
- (i) There was written parental consent for medical treatment of children in the event of an emergency.

### Part IV – Information and Records

#### Regulation 16 – Record in relation to pre-school service

*(1) A registered provider shall ensure that a record in writing is kept of the following information in relation to the service:*

- (h) details of attendance by each pre-school child on a daily basis;*
- (i) details of staff rosters on a daily basis;*
- (j) details of any medication administered to a pre-school child attending the service with signed parental consent;*
- (k) details of any accident, injury or incident involving a pre-school child attending the service.*

#### Compliance Information

- (1)
- (h) Documentation was available to record children's attendance in written format.
  - (i) A staff roster was available.
  - (j) Documentation was available to demonstrate that signed parental consent was required prior to administering medication to a child, should it be required, and that administration of medication should be witnessed.
  - (k) Details of accidents and incidents were recorded and there was evidence available that parents were informed following an accident or incident involving their 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, and

#### Compliance Information

(1)(a)

Each child's learning, development and well-being was facilitated within the daily life of the service.

Children were engaged in a variety of appropriate activities during the inspection including eating together, playing together and other interactions between children which were well managed by adults who were caring for them.

Adults working with children ensured that their individual needs were identified and met effectively. There was support from adults for children to negotiate resolutions rather than solving problems for them. Children were encouraged to be independent appropriate to their age and stage of development, for example, by tidying up and putting on their own coats.

During activities adults used opportunities to extend children's learning and development using appropriate language which children identified with as activities were based around children's interests, for example, during an imaginative "make-up" play session. Adults working with children modelled good language skills describing what children were doing and providing new words to build on their vocabulary.

The materials and equipment were presented effectively and included a good range of developmentally appropriate equipment, arts and crafts materials and other open-ended materials which were well organised and provided ample opportunities for children to participate in activities.

The outdoor area provided opportunities for sensorial play through the provision of water play with an outdoor sink and planting area.