

Early Years Inspectorate Regulatory Report

Pre School

TUSLA Identifier: TU2015DS083

Name of Service: Sticky Fingers Ltd

Address of Service: Roslyn, Hazelhatch Road, Newcastle, Dublin 22,

Eircode: D22 N257

Name of Registered Provider: Sharon Gorevan

Service type: Full Day, Part Time, Sessional

Date of Inspection: 14/05/2025

No of pre-school children: AM 28 PM 21

Address of the Early Years Inspectorate: Early Years Inspectorate,
Floor 7 Brunel Building,
Heuston South Quarter,
St. John's Road West,
Kilmainham, Dublin 8

Inspection undertaken by: H Sutherland, A Byrne

Title: Early Years Inspector and Inspection and Registration Manager

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

Sticky Fingers Ltd is a privately owned service in a rural setting in Dublin 22 that provides full day, part time, sessional and school age care. It caters for children aged one to six years in the preschool and extends to school age provision in the afternoon. The service operates Monday to Friday ,7:30am to 6:30pm. The premises comprises of a purpose built extension attached to the rear of the registered providers residence and a prefabricated building that contains two care rooms, a kitchen, toilet facilities and a separate sleep room. Additionally, the service has five fully enclosed outdoor areas.

Staffing

There are ten adults currently employed in the service, including the registered provider, assistant manager, deputy manager and seven childcare staff, two of which are employed under the access and inclusion model (AIM). The registered provider arrived shortly after the inspectors arrived and remained on the premises for the duration of the inspection. On the day of inspection there were six adults caring for twenty-eight children.

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 and safety. The inspection may also focus on other areas as required.

This inspection focused on an examination of compliance under the following regulations:

9(1)(a), (b), (c) (2) (a)-(d) and (4) Management and Recruitment

11(1), (2), Staffing Levels

19(1)(a) Health, welfare and development of child

23 Safeguarding health, safety and welfare of child

25 First Aid

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 inspectors wish to acknowledge the cooperation of the registered provider, assistant manager, deputy manager, 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
- (c) there is a clear management structure in the service that identifies the lines of authority and accountability in the service and the specific roles and responsibilities of each employee and unpaid worker.

(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.

(3) The procedures specified in paragraph (2) shall be carried out prior to any person being appointed, assigned or allowed access to or contact with a child attending the pre-school service.

(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 service had a designated person in charge and a named person to deputise as required.
 - (b) The deputy designated person in charge was present when the inspectors arrived unannounced to the service. A review of the staff roster showed that a designated person is on the premises at all times during the opening hours of the service.

(c) The service had a clear management structure and staff were aware of their own roles and responsibilities. A record detailing the roles of the team was displayed on the notice board.

(2) Following discussion with management it was confirmed that two adults had commenced working in the service since regulation 9 was last inspected on 18 September 2023.

Documentation required under regulation 9(2)(3)(4) was reviewed in respect of the two adults as detailed below. The requirements of Regulation 9(2)(c) relating to Garda Vetting was reviewed for all ten adults employed to work in the service.

(a) (b) There were two references available for one staff member which had been appropriately verified.

(c) Garda vetting disclosures were available for ten adults. The service also demonstrated compliance with the Early Years Inspectorate Regulatory Notice requiring services to renew Garda Vetting every three years.

(4) Documentation was available to show that two adults who work directly with children attending the service held at least a major award in Early Childhood Care and Education at Level 5 or above on the National Framework of Qualifications.

Non-Compliance Information

9(2)

(a) (b) There were no written validated references available for one staff member.

(d) Documentation was unavailable to establish whether one staff member had lived outside the State for a period of longer than 6 consecutive months as an adult.

(3) Documentation reviewed evidenced that the procedures specified above under 9(2) (a)(b)(d) had not been carried out prior to one adult commencing employment in the service, as detailed above under 9(2).

Corrective & Preventive Action submitted by the Registered Provider

Corrective and Preventive Action

9 (2) Two written validated references and a curriculum vitae have been obtained for one staff member. The registered provider has compiled a staff review form which clearly indicates the required records for staff working within the service and review dates.

Supporting documentation submitted

Two references, a curriculum vitae and copy of the staff review form submitted.

Summary Comment

The inspector has reviewed the actions and evidence submitted. The non-compliance identified under Regulation 9 (2) has been adequately addressed.

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.

Compliance Information

- (1) On the day of inspection there was an adequate number of adults working directly with the children.
There were six adults available to twenty-eight children in the morning and six adults available to twenty-one children in the afternoon.
- (2) The required adult to child ratio was maintained for the duration of the inspection.

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

Lunchtime was observed to be a calm social experience and the pace was unhurried. Children's lunches were provided by the parents and contained a variety of healthy options in line with the services healthy eating policy. Staff reported that the service provides breakfast, dinner and tea in the evening. Dinner consists of a hot meal and

is prepared off site by an external catering company and delivered to the service. Nutritional information and a corresponding menu for these meals was available and displayed for parents reference. Children were encouraged to take an active role in the mealtime routine by handing out lunch boxes to their peers. This practice promoted autonomy and gave the children a sense of responsibility. Drinking water was available and accessible to children throughout the morning. Nappy changing was carried out on a schedule and as required, staff were observed to use this one-to-one time to engage in gentle conversation ensuring a calm, positive experience. Older children were supported to use the toilet independently. Young children were provided with the opportunity to sleep following their lunch and areas with rugs and cushions were available for older children to rest if required.

The inspectors observed interactions that reflected a culture of respect and inclusion where children's voices were heard. Staff were consistently observed positioning themselves at children's level using eye contact and the children's names and provided time for children to communicate through verbal and non-verbal cues. Inspectors observed one of the children playing in the sand area and proudly called a staff member over to see their creation. The staff member responded with genuine interest and praise acknowledging the child's effort which reinforced their sense of achievement. Connections with parents and families was supported through use of an app, email and informal conversation during handovers. Staff were observed to be familiar with parents greeting them by name and engaging in positive conversations. The service also advised how they invited parents to participate in the programme of activities by bringing calves and ducks into the service to enhance children's learning experiences.

The indoor environment was laid out with a variety of interest areas and materials that supported choice and sustained engagement. For example, children were observed to be immersed in play with sensory boxes filled with rice, pasta and flour which was dyed to create a gravel effect. This activity promoted a calming engaging outlet for exploration. Dress up materials and home corners were available encouraging creative thinking and communication skills. Children were observed playing with the home corner equipment in small groups. They moved comfortably around the space moving the materials from one area to another to extend their play. Construction materials for example small blocks were available to support early maths skills, hand eye coordination and fine motor skills. The inspectors observed children building structures with the small blocks and discussing what they were building and what size blocks were needed. Mark making materials were available offering opportunity for self-expression. Children were observed using these materials developing vocabulary and conversational skills as they described their creations to their peers.

The service had a variety of outdoor areas available with natural and artificial grass and all children were observed to engage in outdoor play during the inspection. Balance beams, bikes, tyres and tunnels challenged coordination and risky play. Raised flower beds allowed children to observe and care for growing plants. A music wall invited creative sound exploration. Large sand boxes provided opportunities for children to dig, pour and mould, building on early maths concepts like volume and weight. A large natural garden filled with trees, arched hedges and items such as picnic benches, logs, swings, a seesaw and wheelbarrows were also available.

Staff reported how observation and reflective conversation with children guides the curriculum. In partnership the children and staff identify ideas that become a focus of learning. For example, the children were learning about transport and staff described how this idea stemmed from the children's interests. Staff were observed to sing songs in Irish and English with the children as part of their daily routine which promoted their emerging language skills. Children eagerly joined in which created a playful atmosphere.

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 entrance doors into the service were adequately secured to prevent unauthorised persons accessing the service or children exiting unsupervised.
- Toys and play equipment used by the children were observed to be safe for the age group, maintained and in good condition.
- Cleaning agents and medication were stored out of reach of children.
- Staff were aware of children's food allergies and adequately described how allergies are managed in the service.
- Exposed corners in the outdoor area were fitted with protective padding reducing the risk of injury to a child.

Infection Control:

- Care rooms were visibly clean and well maintained. Cleaning schedules were displayed in each room outlining cleaning tasks.
- Pedal operated bins were in use in the sanitary areas to support effective hygiene practices.
- Liquid soap, warm water and single use paper towels were available at wash hand basins.
- Children were supported to wash their hands after nappy changing, toileting, before mealtimes and after outdoor play.
- All outdoor sandboxes were fitted with secure covers when not in use to prevent contamination.

Administration of Medication:

- Staff clearly demonstrated knowledge of the services procedure to safely administer medication to a child and documentation was available for use should it be required in line with the services administration of medication policy.
- A care plan was available for one child and staff clearly described procedures to be followed in the event of the child requiring medication.

Safe Sleep:

- Staff were observed to carry out physical checks on sleeping children every ten minutes.
- A sleep log was maintained detailing the temperature, breathing pattern, colour and position of the child.
- Standard cots and low-level sleep mats were available for sleep and were used in accordance with children's developmental needs.
- The temperature of the rooms where children slept were maintained at the required temperature range.

Fire Safety:

- Emergency exits were observed to be unobstructed for the duration of the inspection.
- Fire evacuation procedures were displayed in prominent positions in the care rooms.
- The designated assembly point for fire drills was clearly marked with a prominently displayed sign.
- Staff adequately detailed the procedure to safely evacuate children from the service in the event of a fire and advised that evacuation drills are carried out on a monthly basis.
- A written record was available detailing fire drills that had taken place in the service. The record showed that the last fire drill took place on 20 April 2025.

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) There was evidence to show that three adults hold certification in First Aid Responder (FAR) training and were available to the children during the inspection.
- (2) (a) A suitably equipped first aid box was available and stored safely in an easily accessible and prominent position in the service.
(b) The first aid box was observed to be available to the children attending the service.