

# Early Years Inspectorate Regulatory Report

## Pre School

**TUSLA Identifier:** TU2015FL242

**Name of Service:** Parkview Creche

**Address of Service:** 1 Luttrellpark View, Castleknock, Dublin 15, Co. Dublin

**Eircode:** D15 KX9E

**Name of Registered Provider:** Erica Duffy

**Service type:** Full Day, Part Time, Sessional

**Date of Inspection:** 02/10/2023

<b>No of pre-school children:</b>	AM	19	PM	17

<b>Address of the Early Years Inspectorate:</b>	Early Years Inspectorate 2 <sup>nd</sup> Floor, Unit 4/5 The Nexus Building Blanchardstown Corporate Park Ballycoolin Dublin 15   D15 CF9K
<b>Inspection undertaken by:</b>	T. Nelson
<b>Title:</b>	Early Years Inspector

### Authority to Inspect

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

Conditions if applicable

Not applicable.

### Description of service

Parkview Creche is one of three services operated by the registered provider and is a fulltime day care service located in a residential area of Dublin 15. The service is registered to provide early childhood care and education to a maximum of 28 children aged 0 to 6 years Monday to Friday and also provides two sessional Early Childhood Care and Education (ECCE) programmes, from 9.00am – 12.00pm and 1.00pm to 4.00pm.

Parkview Creche operates from converted residential premises and has three care rooms. One the ground floor is the Wobbler room (0 to 2 years old), a cot room, nappy changing facilities and the kitchen. On the first floor is the Toddler room (2 - 3 years old) and the Preschool room (2 years and 8 months – 5 years old). Further sanitary facilities are available on this floor. A fully enclosed outdoor area is located to the side and rear of the premises.

### Staffing

There are currently five staff employed by the service including the person in charge and four childcare staff who work directly with the children. The person in charge manages the oversight of the service and provides cover where needed across the rooms. The registered provider does not work in the service. All five staff were present on the day of the inspection.

### Methodology

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

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

The findings on inspection are based on:

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

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

The inspection focused on an examination of compliance under:

- Regulation 9(1),(2)(a)(b)(c)(d), (4) Management and Recruitment
- Regulation 11(1),(4),(8) Staffing Levels
- Regulation 19(1)(a) Health, Welfare and Development of child
- Regulation 23 Safeguarding the Health, Safety and Welfare of the Child
- Regulation 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 inspector wishes to acknowledge the cooperation of the person in charge, staff and children who were present on the day of the inspection.

### Part III – Management and Staff

#### Regulation 9 – Management and recruitment

(1) A registered provider shall ensure that-

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

(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 named person to deputise as required.
- (b) The person in charge was present during the inspection.

The files of the five staff were reviewed and the registered provider had completed the following checks to ensure the staff members were suitable and competent:

- (2)
- (a) Five validated written references were available from recent past employers.
  - (b) Five validated written references were available from a source other than a past employer.
  - (c) Completed Garda vetting disclosures were available in respect of the five staff members.

(d) Four adults who had lived outside of the state for six months or more as an adult had international police vetting from that state available for inspection.

(4) The five staff who worked 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 or a qualification deemed eligible by the Department of Children, Equality, Disability, Integration and Youth Affairs.

### 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) There were an adequate number of adults available to the children to provide for their care needs. There were four adults available to the 19 children when the inspector arrived unannounced to the service in the morning at 9.30am. An additional adult was available from 11.00am to provide support during mealtime and sleep and to provide cover for lunches.

(2) The correct adult/child ratio was maintained in the service throughout the inspection at all times.

The adult child ratios during the morning session were maintained as follows;

- Wobbler room - 1 adult to 5 children aged between 1-2 years old.
- Toddler room - 1 adult to 5 children aged between 2-3 years old.
- Preschool room - 1 adult to 9 children aged between 2 years and eight months - 5 years old.

(8)(a) There was a minimum of two adults on the premises throughout the inspection. The review of the staff roster provided for a minimum of two adults to be on the premises during the services operational hours.

### 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 child's learning, development and well-being was facilitated in the service as evidenced by the following:

##### Basic Needs:

- The children received regular and adequate meals throughout the day and the mealtime experience was observed to be a pleasant and sociable occasion for the children where staff were observed to sit at the table with the children to support them. Suitable utensils were provided for their comfort and potable drinking water was freely available in the rooms.
- The children were observed to have the freedom to move throughout their care room and engage in self-directed play. This promoted independent choice and decision making.
- There was an area in the rooms where children could take a break from activities and rest. The transition to sleep time for the children in the Wobbler and Toddler rooms was observed to be a relaxed experience where the children were quietly settled to sleep under the supervision of staff.
- A child was observed to be held while being bottle fed, providing comfort before sleep.

##### Supporting Relationships:

- The adults in the setting were observed to be warm and respectful to the children and children were responded to immediately if upset.
- New children to the service were given the opportunity to attend on a phased or staggered basis to support them to gradually transition to the new environment, and staff were observed to be sensitive to their needs. This was in line with the service settling in policy.

- Images of the children and their families were displayed throughout the rooms, supporting the child's inclusion and a sense of welcome in the setting.

### Physical and Material Environment:

- The indoor environment was pleasant, uncluttered and welcoming, with toys and equipment laid out on easy to access labelled shelving. This facilitated a sense of security and predictability for young children.
- The furniture was suitable to the age and stage of the children in the rooms and was laid out to define areas of interest. This can promote more engaging play experiences for young children.
- There was real life meaningful equipment, resources and play experiences available in the rooms including home areas, construction areas, and areas to promote curiosity and creativity. For example, in the Toddler room, the theme of Autumn was extended to the sensory equipment available, which included dried oats, apples, cinnamon sticks and a range of pumpkins and gourds. In the wobbler room there was shredded paper, crushed cereals, rich and pasta freely accessible to provide children with a range of different sensory experiences.
- The outdoor play area was surfaced in a soft synthetic tile, allowing for outdoor play in inclement weather. Equipment available in the outdoor area included a large slide and climbing structure, planters, picnic tables, an outdoor kitchen, a sand table with props to extend the play, a playhouse, a small slide and a range of ride on equipment. These provide for physical play experiences for the children to develop gross motor skills.

### Programme of Activities:

- There was a plan of activities displayed in the rooms and this was reflected in products of these activities displayed in the rooms. For example, the plan for October in the Wobbler room was the sky and Halloween, and the children were observed painting clouds on the day.
- Play was the central mode of learning, and the planning of activities evolved as a result of observations of the emergent play interests of the children.
- Early literacy development was supported through the range of books, flash cards, and labels visible throughout the rooms. Staff were heard signing songs and reciting rhymes throughout the day and the children were observed to be familiar with these. This rhythm and repetition can facilitate language development.

## 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

The service had the following safeguards in place:

##### General Safety:

- The entrance to the service was managed and monitored by staff to restrict unauthorised persons from gaining access to the premises and the lock was up high out of reach of children to prevent children from exiting the service unsupervised.
- There were documented up-to-date daily risks assessment in place where the rooms and the outdoor area were checked for hazards.
- Radiator covers were in place throughout the premises.
- The kitchen was cordoned off and was inaccessible to children on route to the outdoor play area.

##### Infection Control:

- The premises were in a clean and hygienic condition and documented up-to-date cleaning records were available and displayed in the premises.
- Thermostatically controlled warm water, liquid soap and single use paper towels were available at all wash hands basins used by the children and the staff members.
- Staff were observed to support children to hand wash before and after mealtime and after outdoor play.
- Children's bed linen was stored individually in labeled bags.
- Individual labeled cups were available for children to drink from.

##### Administration of Medication:

- Documented care plans were available for children requiring medication and staff were aware of the procedures

##### Safe Sleep:

- Children under two years had the use of a cot and all children in the setting were observed to use cellular blankets.
- A log was maintained where the colour, breathing, and position of sleeping children was checked every 10 minutes.
- Cots and sleep mats were positioned 50 cms apart to allow room for staff for to tend to sleeping children.

## Non-Compliance Information

### General Safety:

1. The blind cord in the Toddler room was not secured and could pose a risk of injury to the children.

### Infection Control:

The following increased the potential risk of infection:

2. The nappy disposal systems required repeated hand contact with the disposal unit. This did not support effective infection control.
3. The mattress on one of the cots was not protected with a waterproof cover that was either wipeable or washable.

## Action submitted by the Registered Provider

### Corrective & Preventive Action

#### General Safety:

1. Corrective Action: The blind cord In the Toddler room was broken and not documented on the daily risk assessments. A company was engaged to replace the blind.

Preventive action: Staff and management will carry out daily risk assessments thoroughly – complete observation of their rooms will be considered, and any risks removed or replaced as a matter of priority.

#### Infection Control:

2. Corrective action: No hand use is required with the disposal units. They are foot pedals in place.

Preventive action: All staff also received training and have certification in nappy changing procedures. No use of any hands occurs during this time as all staff use the units pedal bin as directed.

3. Corrective action: One mattress had no plastic cover. The service has adequate covers and also spares in the setting – the staff member in charge of changing bed linen that week simply forgot to add the cover that morning, it was just a human error when dressing the cots.

Preventive Action: Management will double check after bed linens are changed that adequate covers are put onto each cot.

### Supporting documentation submitted

#### General Safety:

1. Photographic evidence.

#### Infection Control:

2. Photographic evidence.
3. No evidence submitted.

## Summary Comment

The inspector has reviewed the actions and evidence submitted. The non-compliance identified under Regulation 23 has been adequately addressed.

## Part VI - Safety

### Regulation 25 - First aid

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

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

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

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

## Compliance Information

(1) The service provided evidence that a person trained in First Aid Responder training was available at all times to the children attending the pre-school.

(2)(a) and (b) A suitably equipped first aid box was available and was safely stored in an easily accessible and conspicuous position on the premises.