

Early Years Inspectorate Regulatory Report

Pre School

TUSLA Identifier:	TU2015GY072
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Name of Service:	Coldwood Montessori
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Address of Service:	Coldwood N.S., Craughwell, Co. Galway.
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Eircode:	H91 KN52
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Name of Registered Provider:	Maggie Quinn
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Service type:	Sessional
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Date of Inspection:	12/01/2024
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No of pre-school children:	AM	18	PM	N/A
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Address of the Early Years Inspectorate:	TUSLA - Child and Family Agency, Early Years Inspectorate, Quality Assurance Directorate, Clinical & Administration Building, Block A - (1st Floor- Green Corridor), Merlin Park, Galway.
Inspection undertaken by:	H. Heagney
Title:	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
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Description of service

This privately operated prefabrication unit operates an early learning and care service at the side and rear of the Coldwood National School near the village of Craughwell, Co Galway. The service operates an Early Childhood Care and Education (ECCE) pre-school care and sessional programme from 9.15hrs to 12.15hrs, from Monday to Friday. The service is registered for pre-school children aged 2 years and 8 months to 6 years of age. There is one pre-school playroom and one school aged playroom with adjacent sanitary areas. There is a quiet rest area with child size seating and soft matting available for children to rest or opt out of an activity if he/ she wishes to do so. There are secure outdoor play areas to the front and side of the pre-school for children's play, exploration, and fresh air. There is also an outdoor all weather sheltered polytunnel which is used during inclement weather.

Staffing

The registered provider works in the service daily. Three staff including the registered provider work in the service and hold a Quality and Qualifications Ireland (QQI) at a Level 5 to 6, in Early Childhood Care and Education. The staff have documentary evidence of ongoing training and education.

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, premises, and facilities. The inspection may also focus on other areas as required.

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.*

(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) There was a designated person in charge and there was a named person available to deputize in the service.
- (b) The person in charge was on the premises when the early years inspector arrived and remained on site for the duration of the inspection.
- Documentary evidence indicated that either the designated person in charge or deputy were available, on the premises, when the pre-school children were present.
- The three staff files (including the registered provider) were reviewed.
- (2)(a)&(b) Six of the six validated written references on file in respect of the three staff, were from a past employer, or a source other than a past employer.
- (c) Garda vetting disclosures were available in respect of the three staff. The service also demonstrated compliance with the Early Years Inspectorate Regulatory Notice requiring services to renew Garda vetting every three years.
- (d) Documentary evidence indicated that two of the staff had lived outside the jurisdiction, for longer than 6 consecutive months, while over the age of 18 years, and had the required police vetting.
- (4) The three staff working directly with the children had evidence of Quality and Qualifications Ireland (QQI) Level 5 to Level 6, in Early Childhood Care and Education.

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)-

(c) a registered provider of a sessional pre-school service shall ensure that, where the person in charge operates the service single-handedly, a second person familiar with the operation of the service and in a position to provide assistance to the person in charge in operating the service is, at all times, within close distance of the service and available to attend the service to assist the person in charge in the event of an emergency.

Compliance Information

- (1) At all times during the period of the inspection, the person in charge ensured that an adequate number of staff were working directly with the children.
- (2) Documentary evidence in the form of attendance records and staff rosters indicated that adult child ratios were adhered to.
- On the morning of the inspection, there were 18 pre-school children present. All children were aged between 2 years and 10 months to 5 years. There were two staff directly caring for these children.
- (8)(c) The person in charge ensured that there were two staff on the premises at all times while the pre-school was operating.

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.*

(2) A registered provider of a pre-school service in a drop-in centre or of 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 particulars specified in subparagraphs (a), (d), (e) and (f) of paragraph (1).

(5) A registered provider shall ensure that a record in writing referred to in paragraph (2) is retained for a period of 2 years from the date on which the child attends the service.

Compliance Information

(1)(a)(b)(c)(d)(e)(f)(g)(h)&(i) Nineteen children's records were reviewed by the early year's inspector.

The nineteen records reviewed showed that the entries were factual, consistent, and accurate.

The children's records contained the following:-

- The name and date of birth of the child.
- The date in which the child first commenced in the service.
- The date on which the child stopped attending the service (where relevant).
- The name and address of the child's parent or guardian, and a telephone number where that parent or guardian (or a relative or friend of the parent or child) can be contacted during the hours of operation.
- Written authorisation / permissions for collecting the child.
- Details are recorded of any illness, allergy, or additional need(s) the child had, together with all the information relevant to the provision of specific care or attention.
- The name and telephone number of the child's registered medical practitioner.
- A record of any immunisations the child has had.
- Written parental or guardian consent was included to allow the child to have appropriate medical treatment if there was / is an emergency.

(4)&(5) The person in charge advised and documentary evidence from file review indicated, that all relevant children's records were kept for 2 years from the date a child stops attending the service.

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

- Each child was given enough time to eat and enjoy their snacks without being rushed. The atmosphere during snack time was relaxed, with pleasant social interaction among the children and staff.
- The crockery, cutlery and drinking utensils used were suitable for the children's ages and stage of development.
- The staff responded to children's individual personalities, sensitivities and needs in relation to toileting. The children had unrestricted access to the toilet and did not have to wait to use the toilet. Children were allowed to take their time during toileting. Staff encouraged and supported children to become more independent in toileting practices.
- Children were encouraged and supported to manage their own personal care appropriate to their own level of independence, and to develop self-help and personal hygiene skills.
- Children had plenty of opportunities to move themselves, to practice and improve their emerging skills, such as co-ordination and balance.
- The service supported the children in forming and sustaining positive relationships with staff.

For example, by:

- assigning a key person to each child;
- showing respect for each unique child and developing their trust;
- being actively involved in children's play, where appropriate (initiating games, joining in when invited to by children);
- behaving in a way that creates a positive atmosphere (having frequent social conversations, joint laughter and showing affection);
- listening to the voice of the child as they communicate their needs, thoughts, and experiences both verbally and non-verbally, by reading children's cues, gestures and body language;
- encouraging children to think critically, ask questions and respond to them in a way that promotes sustained shared thinking; nurturing and comforting children;

- using soft tones, the child’s individual name, and getting down to their level and making eye contact.
- Visual aids (picture and word reminders) and instructions were displayed and used with the children to support their learning.
- The atmosphere in the learning environment was encouraging and unhurried.
- The outdoor environment provided children with activities and opportunities for
 - fresh air, discovery, relaxing (e.g., a quiet area, digging boxes, water play areas),
 - releasing energy (e.g., playing chase),
 - physical exercise and play (e.g., jumping, on the balancing bridge),
 - exploring, engaging, and experimenting with nature (e.g., gardening),
 - feelings associated with taking risks, learning about risk, and learning from risk, and challenging their own capabilities within safe limits (e.g., using the climbing frame).
- The staff ensured children had access to a variety of clothing for example, waterproof coat and trousers, and appropriate wellingtons and footwear for outdoor play.
- The children were supported to be confident about their identity and to have a strong sense of belonging each day while in the service.
- Staff encouraged children to interact and to engage with a range of materials, activities, equipment in the outdoor environment, based on the child’s needs, choices, interests and age and stage of development.
- Children engaged in construction, stacking, building, dress up / role play, playing house and shop, puzzle making, painting, and drawing. The children identified letters and words beginning with s and l. There was also circle and story time. In the outdoor area the children were observed on the balancing bridge, on the climbing frame, using tractors, rockers, and push cars, at water play, exploring for bugs and worms, digging, brushing, running, chasing, and playing kitchen house.
- On speaking with staff, the inspector was informed that they verbally provided parents and guardians with daily information on their child’s experiences in the pre-school including the child’s likes, interests and preferences and play activities engaged in. This information was provided at collection times and via text messages, by phone calls, and by email. Each child had a learning journal / scrapbook identifying their likes preferences and showing their art / craft work. The staff also collated each child’s artwork in designated drawers, and these were given to parents and guardians on a seasonal basis. Staff advised that they completed observations on each child on a bimonthly basis. There was evidence of short, medium, and term curriculum planning.

- Staff adjusted the level of support provided to children depending on the child's abilities, allowing for children's partial participation and participation with support.
- The staff listened to children in a caring, gentle way when they expressed emotions, and reassured them that it is normal to experience positive and negative emotions at times. The staff acknowledged and accepted children's feelings (positive and negative) and the relationships between children's actions and other's responses. The staff supported children to enter social groups, and to learn to help and positively engage with other children. The staff encouraged and praised children for specific, positive, and appropriate behaviours. The children were given choice on what to do next.
- The Montessori programme of care was flexible and guided by the children's choices. Children were supported by the staff during periods of individual and group-based activities, the staff sensitively supervised and intervened when necessary.
- The staff were observed helping children to find solutions, supporting them, and talking to the children in a variety of ways, discussing, questioning, modelling, and commentating, extending a child's activities and initiating games and activities. The staff provided significant opportunities for the child to decide their play activities and experiences.
- Staff used positive strategies to support children's inclusion. For example, the inspector noted that the staff acknowledged a child's engagement in an activity 'that is great' 'well done' and used open ended questions such as 'what should we do next?', 'is there any other way to do this?', to allow children to critically think and explore.
- Throughout the inspection, the voice of the child, their choices, interests and their age and stage of development were considered. The children were given positive alternatives, rather than just being told 'no'. The children were supported in preventing, managing, and resolving conflict. Children could identify, name, and explore their feelings both positive and negative.

Part V - Care of Child in Pre-school Service

Regulation 20 – Facilities for rest and play

(1) Subject to this regulation, a registered provider shall ensure that-

(a) having regard to the number of pre-school children attending the service, their respective ages and the amount of time they spend on the premises, there are adequate and suitable facilities for each child to play indoors and, where required by these Regulations, outdoors, during the day, and

(b) there are adequate and suitable facilities for a pre-school child to rest during the day, and in the case of an overnight pre-school service, during the day and the night.

(3) A registered provider of a full day care service, a part-time day care service or a childminding service, other than such a service to which paragraph (2) applies, shall ensure that-

(a) a suitable, safe, and secure outdoor space to which the pre-school children attending the service have access on a daily basis is provided on the premises, or

(b) Where no such space is provided, the pre-school children attending the service have access on a daily basis to a suitable outdoor space.

Compliance Information

(1)(a) The space in the pre-school playroom was designed and arranged to:

- maintain a space that was clean, organised and free of clutter;
 - accommodate children individually, in small groups and in a large group;
 - divide into areas that were supplied with materials organised in a way to support children’s play and learning;
 - give children with additional needs access to the same facilities, activities and play opportunities as the other children, to promote their welfare and development.
- The design, organisation and resourcing of the environment supported each child’s wellbeing, learning and development, within the ethos and philosophy of the service.
 - The environment was comfortable and laid out to accommodate the needs of all children in the pre-school.
 - The environment provided a range of challenging, diverse, creative, and enriching experiences for all children in line with their stage of development. Staff encouraged the children to interact and to engage with a range of materials, activities, equipment in the indoor and outdoor environment, based on the child’s needs, choices, interests and age and stage of development.

- The children had access to enough varied materials and equipment, which were rotated to suit the changing programme, to suit current and new interests and skill levels.
- Materials and equipment were arranged so they were visible and readily accessible to promote independent access by children. There were different interest areas provided, where equipment and materials of similar use were arranged or grouped together.
- There were play materials with a variety of colours, textures, shapes, and sizes to experiment with and explore were freely available in the service. For examples: open-ended objects such as a selection of interest trays, counters, threading material, pins, rings, a wooden clock, suckers, towers, stairs, and rods. There were problem solving items such as various shapes, insets, puzzles, counters, jigsaws, timers, links, sandpaper letters and alphabet, matching cards, dressing frames, wooden rainbows, and games. There were dolls houses, and small world items. There was a three-tier nature unit with owls, pumpkins, cones, snails, and binoculars. There were construction and building materials such as stacking shapes, pegs, screws, links, and connectors. There were measuring and pouring items, such as jugs, scoops, weighting scales, and containers. There were role play areas such as kitchen home area with food items, utensils, ironing boards, and cleaning items / equipment and a hairdressing area with accessories and a dress up clothing rail. There were creative play areas with a selection of art and craft materials with easels, aprons, cloths, paints, pencils, shape cutters, playdough, and paper. There were books, animals, a globe, dolls, doll accessories, action figures and sensory mats. There were age and stage appropriate transport vehicles, rockers, castles, a puppet theatre, and musical instruments.
- Displayed on the walls were visual aids, photographs, posters, educational materials, notice boards, schedules, and children's artwork. Displays included good manners, Autumn tree, foxes, handprints, rainbows, birthdays, snowmen, all about me, continents, footprints, nursery rhymes, colours, days of the week, the life cycle of the frog and a painted window mural.

(1)(b)

- Comfortable soft seating spaces with child size couches for children and adult seating for staff to sit and relax were provided where positive interactions and relationships were supported.

(3)(a) Outdoor area

- The designated outdoor play was to the side of the pre-school. The outdoor area was covered by a combination of grass, tarmacadam, and artificial grass surfaces. The area was securely surrounded by metal and wooden fencing.

- The service balanced the need for safety with the need to provide physical, challenging experiences for children.
- There was an all-weather sheltered poly tunnel that children could use during inclement weather.
- There was a sufficient quantity of materials and equipment, toys, and furniture for all children. Equipment and materials facilitated all types of play and learning, engaged all the children, and kept them active and involved, whilst supporting and encouraging each child to experiment and explore.
- On the day of inspection, all the pre-school children played outside. The equipment and materials in the outdoor play area supported children’s play, movement, and exploration. Materials and equipment included playhouses, picnic tables, slides, rockers, see saws, a caterpillar tunnel, bicycles, push cars, shopping trolleys, and tractors. There was a sand unit and water basins with utensils, a climbing frame, a mounted blackboard, and storage boxes for toys. There were kitchens with utensils and digging planting areas.

Part V - Care of Child in Pre-school Service

Regulation 22 – Food and drink

A registered provider shall ensure that adequate and suitable, nutritious, and varied food and drink is available for each pre-school child attending the pre-school service.

Compliance Information

- The service had a healthy eating policy.
- The children had their snack of fruit pieces, cheese, meat slices, yogurt, crackers, wraps, and sandwiches, provided by parents and guardians.
- Children’s drinks were available to allow the children the opportunity to ‘self-serve’.
- Plates, and cutlery, were offered to the children at their snack time.
- Perishable items from children’s lunch boxes were stored in a fridge.

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 entry to the premises and the staff only areas were secure and thereby inaccessible to a pre-school child.
- The external outdoor play area was secure so that children could not leave the area unsupervised and unauthorised persons could not enter the area.
- Fire doors were unobstructed.
- All cleaning agents were stored inaccessible to the children.
- Leads, cables, and flexes were secured and or inaccessible to prevent any trips or strangulation hazard.
- The playroom temperatures were thermostatically controlled, and maintained between 18°C to 22°C.
- Thermostatically controlled warm water not exceeding 43°C to facilitate hand washing was available to facilitate hygienic hand washing.
- Heavy equipment and furnishings were anchored appropriately.
- Openable windows were high and thereby inaccessible to the children.
- All toys and play equipment were observed to be safe and in good condition.
- There were no pits or ponds in the designated outdoor areas to cause any risk of injury to the pre-school child.
- There was a documented risk assessment system for the indoor and outdoor play areas, for checking that toys and equipment were not broken, in a clean condition and maintained in a good state of repair.
- The staff clearly identified to the early year’s inspector, the drop off and collection procedures for children.
- A system was in place to ensure that daily records of attendance were kept for all the children, attending the pre-school.

Infection Control:

- Hand washing facilities were provided with a supply of warm water, liquid hand soap and disposal paper towels.
- Children were observed washing their hands after toileting, after messy play and outdoor play and prior to their snacks.
- Tabletops and work surfaces were cleaned with disposal paper towels and disinfectant spray.
- The playroom was kept adequately ventilated with the windows and the door left open whilst maintaining the room temperatures at the required levels.
- Adequate supplies of disposable tissues were readily available in the playroom.
- The service had a cleaning templates and schedules.

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) Two staff working in the pre-school service had evidence of a current paediatric first aid qualification.

(2)(a) A suitably equipped first aid box were available and in an easily accessible conspicuous position.

(b) The first aid box was readily available, with content items within date.

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 firefighting 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

- (1)(a) Arrangements were in place to record monthly fire drills. The last documented fire drill was dated December 2023.
- (b) A record of the number, type, and maintenance of firefighting equipment in the service was on file, last annual maintenance dated 9th of August 2023.
Records indicated that the last maintenance for the fire and smoke detection system was dated 9th of August 2023.
- (4) A notice of the procedures to be followed in the event of a fire was displayed in the playroom.

Part VI – Safety

Regulation 28 – Insurance

A registered provider shall ensure that the pre-school service is adequately insured.

Compliance Information

The service had insurance with an expiry date 27th of November 2024, which was for a sessional service for 22 children and a school age service for 33 children which included the following: -

- public liability insurance,
- insurance against fire and theft,
- buildings insurance,
- insurance for outings undertaken as part of the service provision.