

Early Years Inspectorate Regulatory Report

Pre School

TUSLA Identifier:	TU2015GY151
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Name of Service:	Little Treasures Montessori School
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Address of Service:	Ashville, Kiltulla, Athenry, Co. Galway.
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Eircode:	H65 YP08
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Name of Registered Provider:	Majella O'Reilly
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Service type:	Full Day, Part Time, Sessional
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Date of Inspection:	09/05/2023
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No of pre-school children:	AM	49	PM	24
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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 & M. Gibbons
Title:	Early Years Inspectors

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 ground floor pre-school was established in 2006. The service offers full day care and part time care provision from 8.00hrs to 18.00hrs, for children aged between 2 to 6 years, from Monday to Friday. Additionally, Early Childhood Care and Education (ECCE) pre-school care programmes and sessional care programmes are offered. The service also operates a breakfast club and afterschool programme for school aged children. The service is registered to cater for a maximum number of 75 children at any one time. There are three pre-school playrooms, namely the Little Emeralds room, the Little Diamonds room, and the Little Sapphires room. There is also a designated Afterschool room, for school aged children. There is a kitchen where the main meals are prepared, cooked, and stored on site. There are stackable beds for children's sleep provision. Quiet rest areas are available in each playroom for children to relax. There are outdoor play areas to the rear and sides of the premises. The service offers a child centred play-based pre-school curriculum focusing on Montessori and emerging interests.

Staffing

The registered provider works in the service daily. There is a named person in charge and a deputy person in charge. There are fifteen staff working in the premises. Twelve staff hold a Quality and Qualifications Ireland (QQI) at a Level 5 to 8, in Early Childhood Care and Education. The staff have documentary evidence of ongoing training and education. There are two staff designated to the care of the school aged children. There is a caretaker / driver for ongoing repairs / maintenance and the collection of school aged children from the local national schools. Additionally, at the time of inspection, there was a transition year student under the age of 18 years on a school placement, who was supervised when interacting with the 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, safety, and facilities. The inspections 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 inspectors wish to acknowledge the cooperation of the registered provider, 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) There was a designated person in charge and there was a named person available to deputize in the service.
- (b) The registered provider was on the premises when the early years inspectors 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.
- (c) There was a clear management structure in the service that identified the lines of authority and accountability in the service, and the specific roles and responsibilities of each employee and unpaid worker.
- (2)(a)&(b) The files for the fifteen staff and the one student on a transition year placement were reviewed.
Thirty-two of the thirty-two written validated references on file, in respect of the fifteen staff and one transition year student under the age of 18 years, were from a past employer or a source other than a past employer.
- (c) Garda vetting disclosures were available in respect of the fifteen staff.
- (d) Three staff, who had lived outside the jurisdiction, for longer than 6 consecutive months, while over the age of 18 years, had the required police vetting. It was recognised that where applicable, these vettings were translated by a reputable source.
- It is acknowledged that the registered provider had an additional complete file for a contractor who attends the service, on a regular basis.
- (4) The twelve staff working directly with the children had evidence of Quality and Qualifications Ireland (QQI) Level 5 to Level 8, in Early Childhood Care and Education.

Part III – Management and Staff

Regulation 10 - Policies, procedures etc. of pre-school service

A registered provider of a pre-school service shall ensure that the written policies, procedures and statements specified in Schedule 5 are in place for the service.

Compliance Information

- The registered provider ensured that all required written policies, procedures and statements specified in Schedule 5 were in place for the service. These policies, procedures and statements were available in hard copy in the service and were also stored electronically.
- The registered provider confirmed that the policies and procedures were due for review and revision in May 2023 and once this process is complete, all staff and parents will receive copies of the revised policies and procedures. The registered provider indicated that she will updating the legislation, regulation, and guidance information in the revised policies, as appropriate.

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) At all times during the period of the inspection, the registered provider ensured that an adequate number of staff were working directly with the children.
- (2) The person in charge ensured that the minimum ratio of adults to children specified was maintained. On the morning of the inspection, there were 49 children present.
- 1 child was aged between 2 to 3 years,
 - 48 children were aged between 3 to 5 years.

There were eight staff directly caring for these children.

Additionally, the registered provider acted as childcare relief and assisted with the administration parts of the inspection. Also, there was a transition year student under the age of 18 years, on a school placement.

There was a staff member designated to kitchen duties, preparing, and serving the service meals.

In the afternoon of the inspection, there were 24 children present.

- 1 child was aged between 2 to 3 years,
- 23 children were aged between 3 to 5 years.

There were four staff directly caring for these children. Additionally, the person in charge and deputy person in charge acted as childcare relief and assisted with the administration parts of the inspection. Also, there was a transition year student under the age of 18 years on a school placement.

There was also a driver collecting school aged children.

In the afternoon there were 14 school aged children being cared for by two designated staff.

(8)(a) The registered provider ensured that there were two staff on the premises 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.*

(4) A registered provider shall ensure that a record in writing referred to in paragraph (1) is retained for a period of 2 years from the date on which the child to whom it relates ceases to attend the service.

(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

(a)(b)(c)(d)(e)(f)(g)(h) &(i)

- A sample of twenty children’s records were reviewed by the Early Years Inspectors.
- The entries reviewed were factual, consistent, and accurate.
- The twenty random children’s records contained the following:
 - The name and date of birth of the child.
 - The date on which the child first attended 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 the pre-school had a system to allow 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.

Compliance Information

- The staff encouraged and supported the children to be as independent as possible.
- The children were given sufficient time to eat in an unhurried manner. The staff complied with the service's healthy eating policy.
- The tables and chairs were suitable for the children's ages and stages of development.
- The children had unrestricted access to the toilet and did not have to wait to use the toilet. The staff used the correct language surrounding toileting. On the day of inspection, three children who wore nappies were changed in a sensitive and timely manner and on a regular basis.
- Children had plenty of opportunities to move themselves, to practice and improve their emerging skills, such as co-ordination and balance. Play activities and experiences were developmentally appropriate and suitably challenging. The children could move about freely and explore their environment. The children were observed at free play, making puzzles, mix and match, stacking, hammering, and building. The children played with tracks / transport vehicles, at pretend kitchen / house, at messy play, drawing and

artwork. The children chatted and showed the inspectors a collage of flags and special interesting facts, about certain countries. The children talked about the theme of the week, which was the life cycle of the butterfly. The staff read stories and children questioned the characters and gave their views. The staff used visual aids and probed with questions such as ‘who is this?’, ‘how many are there?’, and ‘where is that?’. The staff acknowledged a child’s achievements, and the children were observed having fun. In the outdoor area, the children played in the outdoor mud kitchens, at sand play, at pretend play, swing on the monkey swings, playing ball, at water play. The children were observed playing in the mud kitchen, stacking, brushing, digging, riding on tractors/ bicycles / push cars/ swivels, at chalk play, chasing, running, and playing catch.

- The staff supported children in forming and sustaining positive relationships by -
 - having a key person system for each child,
 - showing respect for each unique child and developing their trust,
 - 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,
 - using soft tones, the child’s individual name, and getting down to their level and making eye contact,
 - providing opportunities for individual and small group activities and play, leading to increased social awareness, co-operation, collaboration, teamwork, and a sense of belonging,
 - providing opportunities for children to learn from each other and with each other, to work together, join in and contribute to projects and tasks,
 - working with parents and guardians by sharing knowledge and observations of the child’s interests, strengths, developmental and care needs, approaches to learning, changes in their life, and any other concerns.
- Parents/guardians signed a parental agreement form and received a parent handbook with the service ethos, daily routines, strategies for supporting the children and the updated policies, procedures, response plans.
- On speaking with the staff, the inspectors were informed that they verbally provided parents 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, instant messaging application and by email.

- The staff created individual learning journals / profile scrapbooks for each child, showing the themes, experiences, and activities engaged in, along with photographs. The themes to date included ‘all about me’, healthy / hygienic habits, germs, hand washing, nature walk, painting conifer cones, sensory trays and Autumn leaves. Also included was evidence of Montessori time, rainbow road experiments, primary colours, water purification experiment, colour fountain experiment and a skittle and water experiment. There were themes on giant spiderwebs, pumpkin carvings, skeletons, road safety, Garda visit, Irish rail, planets, our galaxy, the water cycle, continents, love is in the air, and healthy teeth. There were themes on festivals such as Halloween, Thanksgiving, Festival of light, Diwali Indian celebrations, Christmas, New year, St Patrick’s day, Pancake Tuesday, odd sock day, and Easter.
- 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. The inspectors noted the staff acknowledged a child’s achievements ‘that is great’ ‘well done’ and used questions such as ‘what should we do next?’, ‘is there any other way to do this?’, to allow children to critically think and explore.
- On the day of the inspection the staff showed kindness. They were thoughtful, supportive, and reassuring whilst caring for the children. They cared for children by being supportive while the children engaged in free play, role play, and creative play. A climate was fostered where the children knew their boundaries. The staff supported children to enter social groups, and to learn to help and positively engage with other children. They encouraged and praised children for specific, positive, and appropriate behaviours. Children were given positive alternatives, rather than just being told ‘no’. Children were supported in preventing, managing, and resolving conflict. Older 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.

Compliance Information

- (1)(a) 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 provided a range of challenging, diverse, creative, and enriching experiences for all children appropriate to their ages / stage of development. The atmosphere in the learning environment was encouraging and unhurried. The play materials and environment were changeable, flexible, and responsive to the emerging changing needs, preferences, and interests of the children. The staff encouraged children to interact and to engage with a range of materials, activities, and equipment in the environment, based on the child’s choices, age and stage of development.

The Playrooms

The indoor playrooms were laid out to provide a range of developmentally appropriate, challenging, diverse, creative, and enriching experiences for the children.

The playrooms were designed and arranged to

- maintain a space that was clean, organised, and free of clutter,
- accommodate children individually, and in small groups,
- divide the space into areas that were supplied with materials organised in a way to support children’s play and learning,

- give all children access to the same facilities, activities and play opportunities, to promote their welfare and development.
- The equipment was stored on low-level shelving and was readily accessible by the pre-school children.
- The play equipment and materials were designed to offer a child manipulative activity, to encourage hand eye co-ordination, to develop fine motor skills and logical thinking.

Little Emeralds

Materials and items included Montessori equipment on open shelving units. There was a construction area with construction toys, links, connectors. There were transport vehicles – trucks, tractors, cars, dolls, and a dolls house. There were arts and crafts material including crayon's, blank paper, templates, paints, brushes, stampers, stickers, scissors, and glue. There were open ended materials including blocks and play dough. There was a shop with shop items and a cash register. There was a library book area.

Displayed on the walls were posters, visual aids, photographs, artwork, and themes including flowers, birthdays, flags of the world, family, and home pictures. Children's artwork was also on display.

Little Diamonds

Materials and items included books and cushions in an arched reading area. There were cars and construction toys. There was mark-making equipment such as pencils, chalk, crayons, blank paper, and templates. There were open-ended materials such as blocks, play dough. There were action figures, a dolls house with furniture, baby dolls and clothes, a toy washing machine. There were puzzles, links, connectors, games, and insets. There was a sensory table with various natural materials such as grains for pouring and spooning.

Displayed on the walls were posters, visual aids, photographs, artwork, and themes including a building brick set wall, a mark making board, birthdays, flags of the world, family, and home pictures. There were also pictures and images related to emotions and transitions within the service, displayed on the wall.

Little Sapphires

Materials and items included buckles, ties, laces, snap, and zip frames. There were puzzles, insets, jigsaws, and games. There were coloured shapes, pins, rods, towers, sandpaper numbers/ letters, magnets, links, connectors, and cubes. There were kitchens with fruit pieces, aprons, shop register, jugs, trays, plants, and containers. There were dolls houses, dolls, action figures, doctors' sets, visibility jackets, animals, transport vehicles and tracks.

There were art and craft materials such as crayons, stencils, pencils, markers, paints, paper, stampers, scissors, glue, easels, straws, glitter, and eraser boards.

Displayed on the walls were posters, visual aids, photographs, artwork, and themes including birthday flowers, the cycle of the butterfly, the months of the year, the world, colours in Irish, the emergent curriculum, beep beep day, continents, how to brush your teeth and flags of the world. Additionally, there were ribbons and tapestries hanging from the walls and ceiling.

In the service entrance lobby, there was a community wall with photographs and areas of interest / amenities for local towns and townlands including Loughrea, Kiltullagh, New Inn, Esker and Athenry.

(1)(b) A rest / quiet area was provided in each of the playrooms in the form of child size seating, cushions, bean bags, and matting to facilitate a child to rest or opt out of an activity if he or she chose to.

(3)(a)

Outdoor area

- The outdoor environment was laid out to accommodate the learning and developmental needs of the children. The outdoor area was surrounded by fencing and gates. The areas were covered with an impact absorbing surface, grass, and concrete paths.
- To one the side of the premises, there was a hut with tables, chairs, and a Buddha. There were two sand units and one water unit with utensils. There was a climbing frame, push cars, brushes, watering cans, and planter containers. There were wall mounted creepy crawlies / bird decorations, and a bug hotel.
- To the rear of the premises, there was an all-weather sheltered area with benches, chairs, push cars, tunnels, bicycles, transport vehicles, monkey swings, hoops, target bears, spinners, scooters, and mats. On the fencing there were visual aids.
- In the grass area to the rear of the premises, there were climbing frames, monkey bars with ladders/ steps, tunnels, tyres, a balancing bridge, and picnic tables. There was an activity centre with steps, slide and a bridge vantage area. There was a house with counters, kitchen, matting and an activity table. There were mud kitchens with pots, pans, containers. There was mushroom seating, tyres, a slide, and water butt.
- To the side of the premises there was an all-weathered sheltered area with bench seating and a table. There were planters and bird feeders.

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

- There was a healthy eating policy. The healthy eating was promoted within the service by visual aids, and adherence to best practice guidelines. There was a three-week menu displayed on the notice board.
- The service had designated staff who prepared and cooked the meals and snacks.
- From 8.00hrs, the children had the opportunity for breakfast cereals with milk and toast.
- At 10.30hrs, the children had their morning snack provided from home which consisted of yogurts, a selection of sandwiches, crackers, cheese, rice cakes and wraps with various fillings. The children had a selection of chopped fruits including strawberries, blueberries, grapes, apples, oranges, and bananas.
- At 12:30hrs, the main meal of was offered consisted of potatoes, carrots, tomato sauce and chicken goujons. The children had the opportunity for seconds and or an alternative. After the main meal the children had the opportunity of having apple, orange pieces and or raisins.
- At 15:00hrs, the children had their own snacks provided by parents and guardians including sandwiches, crackers, rice cake, fruit pieces and yogurts.
- From 17:00hrs, a snack consisting of fruit pieces, raisins, crackers, and butter was offered, by the service.
- Cutlery, plates, and crockery were offered for children’s meal / snack times.
- Clean and safe drinking water was at a low-level and accessible to children in each playroom and in the outdoor play areas.
- There were fridges for the storage of perishable food items from children’s snacks in each playroom.

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 external doors were appropriately secured to prevent a child gaining unsupervised access and unauthorised persons gaining access to the premises.
- The external outdoor play areas were secured by fencing and gates so that unauthorised persons could not access or enter the area or children could not exit unsupervised.
- The door into the kitchen, staff toilets, storage areas and staff room had a system of security.
- All toys and play equipment were observed to be safe and in good condition.
- There were intact safety straps as per manufacturer’s instructions, on the highchairs in the Nursery room.
- Blinds had fastener devices as a safety measure preventing any potential hazard access.
- The heating system was thermostatically controlled, to ensure the temperature was maintained between 18°C to 22°C.
- The water was thermostatically controlled with a temperature reading of 32°C and 34.7°C, on the day of inspection.
- Documented risk assessments for the playrooms and outdoor play areas were available for review.
- Cleaning products were stored out of child reach within each of the playrooms and in designated utility areas.

Infection Control:

- Staff prompted and supervised the children to wash their hands before eating and following nappy changing / toileting, messy play, and outdoor play.
- Adequate liquid soap and paper towels were available at the wash hand basins in the sanitary areas and the playroom wash hand basins.
- There were two designated nappy changing areas. The nappy mats were intact. The children’s barrier creams were individually labelled. There was an airtight sealable foot operated lidded bin for the disposal of nappies in each of the nappy changing areas. Staff involved in the serving of food wore disposal aprons when nappy changing. On the day of inspection, three children wore nappies.
- The toys and play equipment were maintained in a clean and hygienic condition.

- A cleaning and disinfection schedule was available in the service. There were suitable cleaning products available in the service. The inspectors noted high contact areas, were cleaned regularly, as per best practice guidance. The outdoor play equipment was cleaned prior to/ after a child's use, with documented records maintained.
- Adequate supplies of disposable tissues were readily available in each of the playrooms.
- There were foot pedaled lidded bins in the sanitary areas and playrooms.

Administration of Medication:

- A child who was taking prescribed medication, with the prior written permission of their parents/guardians had a comprehensive care plan with clear guidance /backup provision in case of emergency, available for review.
- Medications were stored inaccessible and out of children's reach. Medications examined were within date.
- The staff demonstrated to the inspectors their knowledge of best practice with regards to the safe storage, administration of and documentation requirement for any medication given in the premises.

Safe Sleep:

- There were eight stackable beds available for children requiring sleep, if required.
- The sleep policy detailed the correct temperature, lighting, ventilation, space between cots and child safety requirements.
- In each playroom, quiet rest areas with a child size seating and soft matting were available for children to rest or opt out of an activity if he/ she wishes to do so.

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 for children was available at all times to the children attending the pre-school service. Twelve staff had current training in first aid for children.
- (2)(a) There was a first aid bag and first aid cabinet and a supply of first aid items in a designated press area. The first aid items were safely stored, easily accessible, in a conspicuous position, and in date.
- (b) The service demonstrated that the first aid cabinet / bag / press were fully equipped and available to the children attending the pre-school service.

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) A written record was available of the monthly fire drills completed in the service. The last recorded fire drill was dated 24th of April 2023.
- (b) Records were available in relation to the number, type, and maintenance of fire-fighting equipment with the annual service dated 23rd of August 2023.
- The smoke and fire detection alarm system for the premises had the last annual service dated 26th of January 2023.
- (4) Notices were displayed within the service of the procedures to be followed in the event of fire in the premises.

Part VI – Safety

Regulation 28 – Insurance

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

Compliance Information

The service's insurance specifying the address of the service, catering for full day care service for 65 children at any one time, with an expiry date of 27th of March 2024, was available. The insurance covered -

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