

# Early Years Inspectorate Regulatory Report

## Pre School

<b>TUSLA Identifier:</b>	TU2015GY164
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<b>Name of Service:</b>	Moylough Community Playschool Ltd.
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<b>Address of Service:</b>	Community Hall, Moylough, Ballinasloe, Co. Galway
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<b>Eircode:</b>	H53 X6C1
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<b>Name of Registered Provider:</b>	Jacqueline Crowe
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<b>Service type:</b>	Sessional
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<b>Date of Inspection:</b>	08/09/2023
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<b>No of pre-school children:</b>	AM	10	PM	No.
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<b>Address of the Early Years Inspectorate:</b>	Early Years Inspectorate, Quality Assurance Directorate, Child and Family Agency, Clinical & Administration Building, Block A (1st Floor- Green Corridor), Merlin Park, Galway.
<b>Inspection undertaken by:</b>	F Kelly.
<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).

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

The community childcare service is located in Moylough village, Co Galway. The service operates a sessional service for pre-school children aged between 2 to 6 years; from 08:30 0hrs to 13.00hrs. The service consists of 1 large playroom. An outdoor play area was located at the rear of the building. The service can cater for up to 22 pre-school children at any one time.

### Staffing

The registered provider work in the service on a daily basis and was on the premise on the day of the inspection. A total of 3 adults worked with the pre-school children on the day of 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.

The inspection focused on an examination of compliance under regulations 9,11 and 19. These findings are outlined within the relevant regulations within this report.

A sampling process was used to assess compliance under regulation 19, Health, Welfare and Development of the Child.

Inspection findings are documented in the inspection report which is first issued in draft format to the service with an opportunity to respond to any findings. Where statutory requirements are identified as not being met, the registered provider must demonstrate how they have rectified the non-compliance and will prevent any non-compliance from 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 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*

*(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 registered provider was the designated person in charge and there was a named person who was able to deputise as required.
- (b) During the period of inspection, the registered provider was on the premises during the inspection.
- (2)(a) There were 2 written and appropriately validated references available from their most recent employer for the adults working in the service.
- (b) There were 2 written and appropriately validated references available from a source other than the previous last employer for the adults working in the service.
- (c) Garda Vetting disclosures were available for the staff working in the service.
- (d) Police Vetting disclosure was not required as the adult working in the service that had not lived outside the jurisdiction for a period of over 6 months.
- (4) The registered provider ensured that all adults working directly with children had at least a major award in Early Childhood Care and Education at level 5 on the National Qualification Framework .

### 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) During the period of inspection there were adequate numbers of adults working with the pre-school children attending the service.
- (2) At 10 .00 am on the day of inspection, the following playroom was in operation.  
Playroom 1, there were 3 adults working with 10 preschools children.

## 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

- The children brought their own snacks and lunch in line with the healthy eating policy of the service. The timing of the snacks was appropriate, and the food observed was healthy and nutritious. The children had fruit, crackers, cheese, wraps and healthy sandwiches for the morning snacks. The children had access to their Individual drinking bottles throughout the session. The staff sat with the children during the morning snack and ate their own snack while initiated conversations with the children. The staff were observed listening and speaking to the children about the contents of the children's lunch boxes and making healthy eating choices.
- The children were all toilet trained and either toileted independently or with some assistance as required. The children's sanitary areas were conveniently located adjacent to the playroom which facilitated independence in toileting.
- Children's behaviour was consistently managed in a positive manner by adults, with an emphasis on positive reinforcement and encouragement.
- Adults were observed to be responsive to the children's cues for help e.g at toileting, when completing tasks, transitions during the session and at snack time.
- The children were observed washing their hands before eating their morning snack, outdoor play and after toileting and messy play. Hand washing was both encouraged and supervised by the adults.
- The children had the opportunity to relax in the cosy corner which was available in the playroom. Children were observed using this area on numerous occasions throughout the session.

### OUTDOOR PLAY AREA

- Children got the opportunity to move freely between the various areas of the outdoor play area during the period of the inspection. The children got an opportunity to play in the outdoor area each day. The children were able to move freely between the indoor play area and the outdoor play areas, the staff moved around the areas and supervised, assisted and engaged with the children throughout the session.
- The outdoor play area has a large selection of areas to explore and such as climbing frame, sand pit, timber boat and covered shelters. These areas also have a range of toys and equipment that can be used in the outdoor area.
- The children also had an area where they sowed flower bulbs and vegetables, they were sown in various pots and a raised flower bed in the outdoor area, where the children could view their progress. On the day of inspection, the children were observed picking baby carrots, they were heard discussing what they would do with them when they brought them home after the session.
- The service had developed a “bug hotel” with old pallets and various types of timber. The children had informed the inspector that they placed a caterpillar in it the day previous to the inspection and they were waiting for it to turn into a butterfly.
- There was a sheltered area that was located just adjacent to the doors of the playroom, the children used for a range of tabletop activities, such as sand play and role playing. This play area was shaded from the strong sun on the day of inspection and when it was too hot to play in the grassed area at the back of the premises they could safely play in this space. The service had brought various activities such as arts and crafts, block building, soft seating with picture books into this space from the indoor play area. On the day of inspection, the group of children were observed area, playing in the outdoor area for a long period of time.

### INDOOR PLAY AREA

- The play area was designed to provide different experiences for the children. The playroom was bright and well laid out with a variety of distinct interest areas. Wall spaces were effectively used to display photographs of the children and their families, art works and posters relating to the current curricular plan.
- The service used play equipment in the role-playing areas that were familiar to the children such as real pots, pans, kettles and microwaves, which encourages the children to share experiences from home. The children were observed playing in the home area, where a conversation was overheard between children

and staff at the miniature clothesline, on what parent at home was responsible was various task in the household.

- All of the play and educational resources were accessible to children on open shelving at their height. The children were observed on various occasion taking toys and puzzles off the shelves playing with them and before playing with a different toy or puzzle they returned the first toy to where they got it without any prompts or direction from the staff members.