

# Early Years Inspectorate Regulatory Report

## Pre School

<b>TUSLA Identifier:</b>	TU2015GY198				
<b>Name of Service:</b>	Newtown Kids Club Outdoor Preschool				
<b>Address of Service:</b>	28 The Granary, Abbeyknockmoy, Tuam, Co. Galway.				
<b>Eircode:</b>	H54 CA30				
<b>Name of Registered Provider:</b>	Sharon Skehill				
<b>Service type:</b>	Full Day				
<b>Date of Inspection:</b>	01/02/2024				
<b>No of pre-school children:</b>	<table border="1"> <tr> <td>AM</td> <td>22</td> <td>PM</td> <td>20</td> </tr> </table>	AM	22	PM	20
AM	22	PM	20		
<b>Address of the Early Years Inspectorate:</b>	TUSLA - Child and Family Agency, Early Years Inspectorate, Quality Assurance Directorate, Clinical & Administration Building, Block A - (1st Floor- Green Corridor), Merlin Park, Galway.				
<b>Inspection undertaken by:</b>	H. Heagney				
<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

This privately operated nature based outdoor early learning and care service is situated in a housing development in the village of Abbeyknockmoy, Co. Galway. The service offers a full day care and part time care provision from 8.00hrs to 17.30hrs. The service is registered for 25 pre-school children, aged 0 to 3 years of age. There is a secure outdoor play area to the rear of the premises for children's play, exploration, and fresh air. There is an outdoor classroom and all-weather sheltered sand area, that can be used during inclement weather. There are three childcare rooms namely the Little Acorns for the wobblers which is based on the ground floor and that Buttercups and Sunflower rooms for the toddlers on the first floor. There are two designated sleep rooms with five cots and two cots respectively. There are also ten stackable beds available for the older children's sleep provision. In each playroom, and in the outdoor classroom, quiet rest areas with a child size seating and soft matting are available for children to rest or opt out of an activity if he/ she wishes to do so. The premise has its own kitchen, where children's main meals are prepared, cooked, and stored on site. There is a dining room where the toddlers have their meals and snacks. A child centred play-based pre-school curriculum focusing on emerging interests is provided.

### Staffing

The registered provider works between this and her second pre-school service; outside the village of Abbeyknockmoy. Nine staff including the registered provider work in the service. Six staff hold a Quality and Qualifications Ireland (QQI) at a Level 5 to 10, in Early Childhood Care and Education. The staff have documentary evidence of ongoing training and education. There are two designated chefs / support persons who prepares, cooks, and serves the service meals and perform general duties. There is one office administrator.

### 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 registered provider, 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) There was a designated person in charge and there was a named person available to deputise in the service.

(b) The person in charge was on the premises when the early years inspector arrived and the registered provider attended from approximately 10.25hrs. Staff rosters indicated that either the designated person in charge or deputy were available on the premises at all times when the pre-school children were present.

Files for the nine staff were reviewed.

(2)(a)&(b) Eighteen of the eighteen written validated references, on file for the nine staff were from a past employer or from a source other than the past employer.

(c) Garda vetting disclosure was available in respect of nine staff. The service also demonstrated compliance with the Early Years Inspectorate Regulatory Notice requiring services to renew Garda vetting every three years.

(d) One of the staff had worked outside the jurisdiction, for six months or more, while over the age of 18 years of age and had the required police vetting.

(4) Six staff who were working directly with children, held a Quality and Qualifications Ireland (QQI), at a Level 5 to 10, in Early Childhood Care and Education. Copies of qualifications were on file for the six staff.

### 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 the adult child ratios were adhered to.

(2) Documentary evidence in the form of attendance records indicated that adult child ratios were adhered to.

On the morning of the inspection, there were 22 pre-school children aged between 1 to 3 years.

- 11 children were aged 1 to 2 years,
- 11 children were aged 2 to 3 years.

There were four childcare staff including the registered provider directly caring for these children. There were two staff who prepared, cooked, and served the meals and snacks and performed general supporting duties. There was an office administrator who assisted in the administration part of the inspection.

In the afternoon, there were 20 pre-school children aged between 1 to 3 years.

- 10 children were aged 1 to 2 years,
- 10 children were aged 2 to 3 years.

There were four staff including the registered provider, caring for these children. There were two staff who prepared, cooked, and served the meals and snacks and performed general supporting duties.

There was an office administrator who assisted in the administration part of the inspection.

(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

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

Twenty-five children's records were reviewed by the early year's inspector.

The twenty-five 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 registered provider 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.

#### 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.
- On the day of inspection, twenty-one children wore nappies and were changed on a regular basis. The privacy and dignity of a child having their nappy changed was maintained. One child had unrestricted access to the toilet and did not have to wait to use the toilet. The staff used the correct language surrounding toileting / nappy changing.
- Children have 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 were observed at free play, connecting, stacking, building, linking, and drawing. The children played with transport vehicles, and various shapes. The staff showed children how to make St Bridgid’s crosses. At circle time, the staff read stories and children 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?’ ‘tell me what this is?’.

- The children spent significant time in the outdoor area to the rear and side the premises. The children engaged in digging, climbing, playing in the mud kitchens, exploring spiders, insects, and bugs, running, and chasing. The children enjoyed both water play and sand play.
- 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.
- The outdoor environment provided children with activities and opportunities for
  - fresh air, discovery, relaxing (e.g., a quiet area, planting areas),
  - releasing energy (e.g., playing chase),
  - physical exercise and play (e.g., jumping, climbing),
  - exploring, engaging, and experimenting with nature (e.g., at water play, gardening),
  - feelings associated with taking risks, learning about risk, and learning from risk, and challenging their own capabilities within safe limits.
- There was a sheltered transition area in the outdoor classroom, for suiting and booting where children were supported to dress/undress, put on/take off coats/boots. The registered provider ensured children had access to a variety of clothing for example, waterproof coats and trousers, and appropriate wellingtons and footwear.
- On speaking with the staff, the inspector was 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, via text messages, by phone calls, by email and via social media application. The children had individual copy books that were shared with parents' guardians detailing food provision, sleep provision, nappy changes and any other daily updates. The service provided a newsletter to parents and guardians on a seasonal basis.

- The staff collated individual profile scrapbooks showing photographs and a description of the experience that the child engaged in for example, playing, hands on, exploring, and investigating. Additionally, children's art and craft work was collated and given to parents and guardians on a regular basis.
- 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 inspector 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.
- The staff ensured that the children had ongoing opportunities to interact informally with one another for example at free play, parallel play, eating together. The staff provided opportunities for children to learn from each other and with each other, to work together, join in and contribute to projects and tasks for example making the St Brigid's day crosses.
- 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. 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)

- There were adequate and suitable facilities for each child to play.
- There was a wide variety of age and developmentally appropriate equipment available indoors and outdoors for the children to engaged with throughout the day.
- There were three indoor resourced playrooms 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.
- The design, organisation and resourcing of the indoor environment supported each child’s wellbeing, learning and development, within the ethos and philosophy of the service. The indoor environment was comfortable, inviting and laid out to accommodate the needs of all children and staff in the pre-school.

#### The Little Acorns, Buttercups and Sunflower

- Indoor playrooms were designed and arranged to:
  - 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 indoor 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 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.
- The equipment was stored on low-level shelving and was readily accessible to the pre-school children.
- The play equipment and materials were age and stage appropriate, they were designed to offer a child manipulative activity, to encourage hand eye co-ordination, to develop fine motor skills and logical thinking.
- 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 stacking materials, counters, magnets, links, connectors, threading materials, wooden pieces, activity centres, and phones. There were problem solving shapes, shape sorters, sensory frames, latch boards, jigsaws, insets, and puzzles. There were transport vehicles, musical toys, and a selection of books. There were little people, hand and finger puppets, dolls, and cuddly toys. There were mats, baskets, cardboard, flowers, cushions, soft seating, tables, and chairs. There were role play areas such as kitchens, theatre stages, and wooden workstations with various utensils. There were creative art and craft items including paper shredding trays, chalk, paints, cotton, wooden sticks, bibs, bowls, rollers, brushes, trays, blackboards, bits, and bobs.
- Displayed on the walls were visual aids, posters, educational materials, planners, and children's artwork. Displays included family walls, our daily routines, Galway, birthdays, leaves, lights, clocks, blackboards, kites, fans, and canopies.

(1)(b)

- There were comfortable equipped spaces for children and staff to sit and relax provided where positive interactions and relationships were supported.
- There were two designated sleep rooms with five cots and two cots respectively. There are also ten stackable beds available for the older children's sleep provision. In each playroom, and in the outdoor

classroom, 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.

(3)(a)

Outdoor area to the rear and side of the premises

- On the day of inspection, all the children had the opportunity to be in the outdoor area on several occasions.
- The service balanced the need for safety with the need to provide physical, challenging experiences for children. The layout or design of the outdoor environment supported children to play alone and in small and large groups.
- There were sufficient materials and resources available to support children’s learning and development when outdoors. There was emphasis on the provision of natural recyclable play, learning and creative materials. For example, wood, stone, mud, gravel, sand, trees, logs, puddles, planting / digging areas, hills, tunnel / bridge, mud kitchen, and creative spaces. Equipment and materials in the outdoor environment included a variety of natural and/or artificial materials which support children’s holistic development and wellbeing.
- The outdoor area had grass, tarmacadam, artificial grass, gravel, and bark surface coverings. There were push cars, wheelbarrow, trucks, cones, bicycles, tractors, and slides. There were trees, mounts, herb boxes, planted tyres and raised planting areas. There was a plastic activity centre with two slides, steps, tunnels, and a hideout area. There was a wooden activity centre with two swings, a slide, viewing post, ladder, and handles. There was a mud kitchen, with a sink, toaster, microwave, pans, cups, pots, and bowls. There were activity trays, crates, and pallets. There were waterplay trays with stones, water, toy fish and ocean accessories. There was an activity tray on pallets with watering cans, pots, boats, and piping. There were playhouses, easels, tyres, a wooden bridge/ tunnel, and bird feeders. There was a gravel area with wooden pieces, transport vehicles, trucks, logs, helmets, and diggers. There was a wooden table and a selection of small and large transport vehicles. There was a large all weathered sheltered sand area with buckets, shovels, scoops, transport vehicles and designated covering.
- The outdoor all weather sheltered classroom had two wooden walls, one building premises glass wall and an open fenced gate section. There was a selection of shelving, tables, and seating. There were animals, timers, tracks, wooden blocks, bubbles, baskets, insets, crayons, books, sensory blocks, pipe cleaners, and mats. There was a sand unit with containers, shapes, and scoops. There were dolls, cots, and accessories. There were two mounted blackboards. There was a welcome friends sign and wind chimes.

- There were push prams, a two-seater and four-seater to facilitate the children not yet walking to go on outings into the village.

## 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 registered provider advised that healthy eating was promoted within the service by visual aids, and adherence to best practice guidelines. The snacks and meals were provided by the service and prepared and cooked on site.
- The daily menu was displayed on a white board in the downstairs lobby corridor area.
- Between 8.00hrs to 9.00hrs, the children had the opportunity for cereal, with milk.
- At 11.00hrs, the children had leek and potato soup and bread.
- At 14.00hrs, the children had mince beef savoury pasta with carrots and broccoli.
- At 16.00hrs, the children were offered rice cakes and vegetables.
- Cutlery and plates were offered for children's snack / mealtimes.
- Clean and safe drinking water was at a low-level and accessible to children in each of the playrooms and in the outdoor classroom.

### 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:

- There was a buzzer access system, into the main entrance front door.
- The external outdoor play areas were secure so that children could not leave the area unsupervised and unauthorised persons could not enter the area.
- The service had a system to ensure that equipment was maintained, cleaned, checked and removed if damaged or worn.
- The registered provider ensured all aspects of the outdoor environment were reviewed and risk-assessed to ensure the safety of all the children attending, thus ensuring children were protected from catch points, sharp points, and protruding hardware; getting trapped; and tripping hazards.
- There were no pits or ponds in the outdoor area to cause any risk to the pre-school child.
- Staff supervised all children by both sight and sound in all areas with access to water.
- The sand area in the outdoor play areas was covered when they were not in use.
- Fire doors throughout the building were unobstructed.
- All cleaning agents were stored inaccessible to the children.
- Leads, cables, and flexes in the indoor playrooms were secured and or inaccessible to prevent any trips or strangulation hazard.
- 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.
- All toys and play equipment were observed to be safe and in good condition.
- The registered provider 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:

- Staff involved in the serving of food and nappy changing used disposable aprons and gloves when nappy changing.
- The children's belongings for nappy changing and the barrier creams were clearly individually labelled and stored within the nappy changing area.
- The two nappy changing areas had a leak-proof, sealable airtight container for the disposal of nappies.
- The nappy changing policy was displayed on the wall of the nappy changing area and staff completed individual child's copybooks for each child requiring nappy change, with a section for staff comment / remedial action taken.
- Children's soothers were sterilized using a steam sterilizer.
- A cleaning and disinfection schedule was presented and available for inspection. There were cleaning schedules and records for the playrooms, communal areas, sanitary areas, and outdoor areas and on the cleaning and disinfection procedure undertaken in the service. The records reviewed showed that high contact areas were cleaned regularly during the day and the service was thoroughly cleaned each evening after it had closed.
- The outdoor play equipment was cleaned after each child's use, and prior to each child's use - with documented records maintained.
- Tabletops and work surfaces were cleaned with disposable paper towels and disinfectant spray, the inspector observed this practice on the day of inspection.
- The playrooms were observed to be kept adequately ventilated with the windows left open whilst maintaining the room temperatures at the required levels.
- Adequate supplies of disposable tissues were readily available in the playrooms.

### Administration of Medication:

- Medication was stored inaccessible to the pre-school children.
- On the day of inspection, no child was on medication.
- Staff advised that the suncreams supplied by parents and guardians, and stored in the service, had dates of expiry checked on an annual basis.

### Safe Sleep:

- There were two and five cots, in two respective sleep rooms on the ground floor. There were also ten stackable beds available for older children's sleep provision. Children were observed sleeping on demand following signs of tiredness, in cots, on the day of inspection, with a sleep room temperature of 18.9°C. At

12.10hrs, in the two designated sleep rooms, six children aged 1 to 2 years were observed sleeping in cots. Also, at 12.15hrs, in the Butterfly room, nine children aged 2 to 3 years, were observed sleeping on stackable beds, with two staff supervising these children.

- Each child had designated linen.
- A staff member physically checked sleeping children's, colour, position and breathing and the room temperature and this was reflected in the sleep records.
- The sleep policy detailed the correct temperature, lighting, ventilation, and child safety requirements.
- There was a thermometer in the sleep rooms to ensure safe sleep room temperatures of 16 to 20°C.

### 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 three staff who were trained in first aid for children were available to the children, attending the pre-school service.
- (2)(a) There were two first aid boxes, with content items within date, safely stored, easily accessible and stored in conspicuous position one on the ground floor and one on the first floor.
- (b) The service demonstrated that the first aid boxes 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 fire fighting 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 1st of February 2024.
- (b) Records were available in relation to the number, type, and maintenance of fire-fighting equipment with the annual service dated 11<sup>th</sup> of April 2023.
- The smoke and fire detection alarm system for the premises had the last annual service dated 11<sup>th</sup> of April 2023.
- (4) Notices were displayed within the pre-school 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 a full day care service for 28 children at any one time, with an expiry date of 27<sup>th</sup> of March 2024, was available.

The insurance covered

- public liability,
- personal accident,
- against fire and theft,
- outings,
- building.