

Early Years Inspectorate Regulatory Report

Pre School

TUSLA Identifier:	TU2015GY199
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Name of Service:	The Willows Outdoor Preschool
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Address of Service:	Newtown, Abbeyknockmoy, Tuam, Co. Galway.
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Eircode:	H54 TD50
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Name of Registered Provider:	Sharon Skehill
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Service type:	Full Day, Sessional
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Date(s) of Inspection:	31/10/2023
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No of pre-school children:	AM	21	PM	20
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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 nature based outdoor early learning and care service, is in the grounds of a former primary school, in a rural location called Newtown, near the village of Abbeyknockmoy, Co. Galway. This service offers a full day care and part time care provision from 8.00hrs to 17.30hrs. The service operates an Early Childhood Care and Education (ECCE) pre-school care and sessional programme from 9.30hrs to 12.30hrs, from Monday to Friday. The service is registered for pre-school children aged 2 to 6 years of age. The service also caters for school age children with a breakfast club, afterschool, and holiday school age programmes. There are secure outdoor play areas to the back and side of the premises for children's play, exploration, and fresh air. There are also outdoor all weather sheltered areas namely 'the Outdoor classroom', 'the Barn' and 'the Garden room' with everyday items to encourage children's natural curiosity and eagerness to explore and create. The registered provider advised that the children play predominantly outside and benefit developmentally as they hone their sensory and motor skills and build more awareness and confidence around nature and their surroundings. There are also three ground floor childcare rooms in the former primary school namely the Sycamore room, Bloom room and Oak room. There are five stackable beds available for pre-school children's sleep provision. In outdoor areas and indoor playrooms, quiet rest areas with 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.

Staffing

The registered provider works in the service daily. Twenty-three staff including the registered provider work in the service. Seventeen 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 is a designated chef who prepares, cooks, and serves the service meals. There is one office administrator. There are five staff designated to the care of children attending the school age service.

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 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.*

(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 registered provider was the person in charge and 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 twenty-three staff files were reviewed.
- (2)(a)&(b) Forty-six of the forty-six validated written references on file in respect of the twenty-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 twenty-three staff.
- (d) Documentary evidence indicated that one 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) Seventeen staff working directly with the children had evidence of Quality and Qualifications Ireland (QQI) Level 5 to Level 10, 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)-*
- (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) 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 21 pre-school children present. All children were aged between 2 years and 6 months to 4 years. There were five staff directly caring for these children. The registered provider was supernumerary and acted as childcare relief and assisted with the administration parts of the inspection.
- Additionally, there were 8 school aged children aged 5 to 9 years being cared for by three staff members.
- In the afternoon of the inspection, there were 20 pre-school children present. All children were aged between 2 years and 6 months to 4 years of age. There were five staff, directly caring for and supervising these children.
- Additionally, there were 8 school aged children aged 5 to 9 years being cared for by three staff members.
- (8)(a) The registered provider ensured that there were 2 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.*

(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-four children’s records were sampled and reviewed by the early year’s inspector.

The twenty-four records reviewed showed that the entries were factual, consistent, and accurate.

The sampled 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

- Each child was given enough time to eat and enjoy their snacks and meals without being rushed. The atmosphere during mealtimes 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 nappy changing and toileting and toilet training.

Three pre-school children wore nappies, and one child wore pull ups and these children were changed on a regular basis.

The older 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, a planting area),
 - releasing energy (e.g., playing chase),
 - physical exercise and play (e.g., jumping, climbing),
 - exploring, engaging, and experimenting with nature (e.g., water, gardening),
 - feelings associated with taking risks, learning about risk, and learning from risk, and challenging their own capabilities within safe limits.
- There were sheltered transition areas 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 coat and trousers, and appropriate wellingtons and footwear.

- 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 encourage 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 were outside for the majority of the day.
- Children engaged in physical exercise and play for example jumping, climbing, exploring, engaging and experimenting with nature. Children engaged in water play and gardening. Children enjoyed the swinging; bridge making; stacking magnets and blocks. The children enjoyed climbing the activity centre, using the slide, playing team games, running, chatting, playing catch, painting, making ghosts and pumpkin craftwork. The children showed the inspector their regular visitors 'Mr Robin', who happily viewed the children having fun and playing games.
- 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 preschool 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, by email, via parent and guardian social media interactive application and via a monthly newsletter.
- The service communicated with parents and guardians using individual profile journals for each child showing photographs, conversations, observations to gain deeper understanding of a child's perspectives on their own early childhood setting journey. Interactions and points of focus to date in the journals included my story profile, with picture and voice stories, learning goals and dispositions, transitions, a child's use of language, and the child's emerging interests and the service themes.
- There were also photographs of children engaging in activities and children's art and craftwork. Each individual child had a photographic and interest planning board.
- 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 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.
 - (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.
 - A wide variety of age and developmentally appropriate equipment was available indoors and outdoors for children throughout the day.
 - There were three indoor resourced playrooms that children could use during inclement weather.

- 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, trees, logs, puddles, planting, digging areas, hills, tunnels, mud kitchen, music areas, 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.
- 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.

(1)(b)

- Comfortable equipped spaces for children and staff to sit and relax were provided where positive interactions and relationships were supported.
- There were five stackable beds for children’s sleep provision.

(3)(a) Outdoor area

- The service balanced the need for safety with the need to provide physical, challenging experiences for children. The area was secured by fencings and walls and covered with grass, and bark surfaces.
- On the day of inspection, the pre-school children were in the outdoor area to the side of the premises. The equipment and materials in the outdoor play area supported children’s play, movement, and exploration. Materials and equipment included a wooden boat with sand, a log area with selection of transport vehicles, an activity centre with two swings, a slide, and a vantage house. There were hula hoops, dinosaurs, animals, dolls, and houses. There were home kitchen areas with pots, pans, kettles, microwave, and utensils. There were planted fish boxes and tyres and raised beds with vegetables and herbs. There were bug hotels, plants and trees, easels, and mounted blackboards. There were water basins on pallets with boats, wooden bridges, and utensils. There were construction areas with helmets, piping, weighting scales, scoops, buckets, shovels, and forks. There was a castle with little people. There were tree trunks, tub chairs, bench seating, tables, and chairs. There were paint boards, paper and a selection of paints and craft materials. There were wooden pieces, blocks, pumpkins, leaves, twigs, logs, and chestnuts.

- The ‘Garden room’ (a wooden structure) was located to the side of the premises. There was a picnic table with seating and chairs. There was a rechargeable bulb lamp and a reading area with books. There were dolls, a keyboard, paints, art and craft materials, sensory bottles, real world grocery packaging, shapes, transport vehicles, wooden pieces, blocks, and massage brushes.
- Childrens artwork, a family wall, bunting, the seasons, a photographic planning board with a child’s interests was displayed on the walls.
- On the day of inspection, the school aged children played in the outdoor area to the rear of the premises.

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.
- From 8.00hrs to 9.30hrs, the service provided breakfast of cereals and fruit to any child who was hungry.
- From 11.00hrs to 11.40hrs, the children had a rolling snack of bread rolls, chopped grapes and apples, provided by the service. The staff advised the inspector that the rolling snack time involves children being allowed to choose when they have a snack, rather than making all children sit and eat at the same time. Staff advised the inspector that it was very beneficial for children who like to eat more slowly or preferred the choice to eat rather than interrupt their play and learning.
- At 13.50hrs, the children in had beef vegetable stew with mashed potatoes which was cooked on site. The children were offered milk with their main meal.
- At 16.00hrs, the children were offered crackers, cheese, and fruit pieces, provided by the service.
- The premise has its own kitchen. There is a designated chef and another staff member trained in food safety management system based on the principles of Hazard Analysis Critical Control Point (HACCP).
- The children attending the service on a full day care and part time basis were offered had two meals and snacks. The registered provider advised that the staff ensured that each meal snack had two food groups and each meal / snack was no more than three hours apart. The registered provider advised that there was a supply of food in the kitchen, for any child requiring additional food.
- The crockery, plates and drinking utensils were suitable for the age and stages of development.
- A drinks table was available in in the outdoor area to allow the children the opportunity to ‘self-serve’ their drinks.

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, and 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.
- Sand areas in the outdoor play areas were covered when they were not in use.
- Fire doors throughout the building were unobstructed.
- All cleaning agents were stored inaccessible to the children.
- A system was in place to ensure that daily records of attendance were kept for all of the children, attending the pre-school.
- 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.

Infection Control:

- Hand washing facilities were provided with a supply of warm water, liquid hand soap and disposable paper hand towels.
- During the inspection, the children were assisted and encouraged to wash their hands prior to eating, after nappy changing, after toileting, after using a tissue, and after playing outdoors.
- There was a designated nappy changing area with a designated wash hand basin. On the day of inspection, three children wore nappies. These children were changed in a timely manner, on a regular basis. Staff involved in nappy changing wore a disposable apron and gloves. There was a foot pedalled airtight sealable for the disposal of nappies.
- The toys and play equipment were maintained in a clean and hygienic condition.
- A refrigerator was provided in the kitchen, for the storage of perishable foods.
- The playrooms were observed to be kept adequately ventilated with the windows and doors left open whilst maintaining the room temperatures at the required levels.
- The registered provider had cleaning records for the materials, equipment, and furnishings.

Safe Sleep:

- Children were observed sleeping on demand following cues / signs of tiredness. At 13.00hrs, four children were observed sleeping for one hour, on stackable beds in an all-weather sheltered area, named 'the Barn'.
- The inspector observed that a staff member stayed with the sleeping children. The staff member advised sleeping children were always supervised.
- All linen provided was clean, dry, and stored in labelled containers.
- The sleep area was shaded to support children to sleep comfortably.
- The staff took individual and reasonable measures to ensure sleeping children were not cold or uncomfortable, with adequate blankets etc.
- The other pre-school children had relaxation, chill out time.
- Rest quiet areas were provided in each of the playrooms, in the all-weathered sheltered areas and in the outdoor play areas to facilitate a child to rest or opt out of an activity if he/she chose to.

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)
Seven staff working in the pre-school service had evidence of a current paediatric first aid qualification.
- (2)(a) Two suitably equipped first aid boxes were available and in an easily accessible conspicuous position.
- (b) The first aid boxes were 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 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) Arrangements were in place to record monthly fire drills. The last documented fire drill was dated 23rd of October 2023.
- (b) A record of the number, type, and maintenance of firefighting equipment in the service was on file. Records indicated that the last annual maintenance for the firefighting equipment and smoke and fire detection system was dated 11th of April 2023.
- (4) A notice of the procedures to be followed in the event of a fire was displayed in the lobby and in the playrooms.

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 March 2024, which was for a full day care service for 77 children and included the following: -

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