

Early Years Inspectorate Regulatory Report

Pre School

TUSLA Identifier:	TU2015GY257		
Name of Service:	Castleross Creche & Playschool		
Address of Service:	Ervalagh, Ahascragh, Ballinasloe, Co. Galway.		
Eircode:	H53 H049		
Name of Registered Provider:	Noreen Kennedy		
Service type:	Full Day		
Date of Inspection:	19/07/2023		
No of pre-school children:	AM	27	PM 28
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		

Description of service

This privately operated pre-school was established in 2002. The service offers full day care and part time care provision from 7.30hrs to 18.00hrs, for children aged between 0 to 6 years, from Monday to Friday. Additionally, an Early Childhood Care and Education (ECCE) pre-school care programmes and sessional care programmes is offered. The service is registered to cater for a maximum number of 50 children, at any one time. There are four ground floor pre-school playrooms, namely the Baby room, the Toddler room, the Junior room, and the Summer room. On the inspection day, the Junior room was not operating. There is a designated kitchen where the main meals are prepared, cooked, and stored on site. There is a sleep room with five cots and two stackable beds, available for children requiring sleep provision. Quiet rest areas are available in each playroom for children to relax. There are outdoor play areas to the front, rear, and sides of the premises. The service offers a child centred play-based pre-school curriculum focusing on emerging interests.

Staffing

The registered provider is on the premises daily. There is a named person in charge and a deputy person in charge. There are eleven staff working in the premises, who 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.

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 announced and focused on the area of governance, health, welfare and development of child and safety. 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 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*
- (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 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.
- (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 eleven staff were reviewed.
- Twenty-two of the twenty-two, written validated references on file in respect of the eleven staff, were from a past employer or a source other than a past employer.
- (c) Garda vetting disclosures were available in respect of the eleven staff.
- (d) One staff member, who had lived outside the jurisdiction, for longer than 6 consecutive months, while over the age of 18 years, had the required police vetting.
- (4) The eleven 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 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 registered provider ensured that the minimum ratio of adults to children specified was maintained.
- On the morning of the inspection, there were 27 children present
- 3 children were aged between 6 months to 1 year,
 - 7 children were aged between 1 to 3 years,
 - 17 children were aged between 3 to 5 years.
 - There were 6 staff directly caring for these children.
- Additionally, a staff member was designated to kitchen duties, preparing, and serving the service meals.
- In the afternoon of the inspection, there were 28 children present
- 3 children were aged between 6 months to 1 year,
 - 8 children were aged between 1 to 3 years,
 - 17 children were aged between 3 to 5 years.
 - There were 6 staff directly caring for these children.
- Additionally, a staff member was designated to kitchen duties, preparing, and serving the service meals.
- (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)

A sample of eighteen children's records were reviewed by the early years inspector.

The entries reviewed were factual, consistent, and accurate.

The eighteen 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 registered provider 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. Highchairs were available to facilitate feeding younger children in the Baby room.
- 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, children from the Baby room, and Toddler room who wore nappies were changed in a sensitive and timely manner, on a regular basis. The privacy and dignity of a child having their nappy changed was preserved.
- 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, stacking, hammering, building, linking, drawing, inserting pins, painting and shaping playdough. The children played with tracks / transport vehicles, at pretend kitchen / house, dancing to action songs / nursery rhymes and at messy play/ artwork.

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 / water play, playing with gloop, at pretend play, climbing, stacking, brushing, digging, riding on tractors/ bicycles / push cars, at chalk play, on the slides/ rockers, chasing bubbles, 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 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 and via text messages, by phone calls, instant messaging application and by email.

- The younger children had individual my child record communication books advising of the child's likes, interests, needs and preferences. The records also included food and sleep provision, nappy changes, and any individual childcare needs. These records were given to parents and guardians daily.
- 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 for the older children included comparing big and small, the farm, on the beach, free drawing, all about me, hand prints, witches, happy Halloween, space ship, springtime, science, Christmas time, dinosaurs, shapes, paw patrol, mark making, finger painting, glue painting, Bridget's day, Valentines day, fireman, rainbows, Easter, lambs, birds nest, flowers, fish, the sand pit, tractors and bales of hay.
- The scrapbooks for the babies and toddler showed themes including my body, their artwork, some bunny loves you, tractors, ladybugs, hand, and footprints.
- 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.
- 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 in line with their 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 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 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.

The Baby room

Materials and items of interest included sensory mats, links, connectors, soft shapes, blocks, soft books, shape sorters, stacking materials, and little people. There was an activity centre with balls, rattlers, and sensory animals and mirrors. There was a music mat and musical table with notes, audio books, numbers, and a clock. There were stacking and hammering materials. There were cuddly toys and soft seating.

Displayed on the walls were posters, visual aids, photographs, artwork, and themes including little Picasso, emotions, educational posters, happy birthday, my body, our family, welcome to the farm, and learning stories / transitions.

The Toddler room

Materials and items of interest included flashcards, puzzles, insets, suckers, pins, blocks, connectors, puzzles, magnets. There was playdough with shape cutters, rolling pins and tins. There were mix and match items, latch boards, hair dressing vanity items and bubble wands. There were rubber mats, cardboard boxes, and pasta / cereal trays with utensils. There were musical instruments, little people, action figures, animals, dinosaurs, transport vehicles and tracks. There were pots, containers, jugs, trays, baskets, cots, dolls, and bibs. There were two kitchens with kitchen utensils.

Displayed on the walls were posters, visual aids, photographs, artwork, and themes including family photographs, nursery rhymes, the weather, today is, animals, under the sea, a star is born, birthdays, ice cream day and a photograph of each child.

The Summer room

Materials and items of interest included a globe, art trays and blackboards. There was dress up clothing on a rail with wings, shoes, hats, hair accessories, which were adjacent to a mirror. There was a dolls house with small world items. There was a kitchen with cutlery, weighting scales, crockery, and utensils. There were potato heads, puzzles, games, pins, pin boards, jigsaws, zip/ latch/ buckle boards. There were colour sorting games, magnets, blocks, counters, insets, mix and match cards.

There were art and craft materials including paints, glue, shape cutters, and glitter. There were cereal and pasta trays with small world toys. There was an enclosed tent / quiet rest area and a canopy area.

Displayed on the walls were posters, notice boards, visual aids, photographs, artwork, and themes including today is, artwork, a tree, our birthdays, leaf craft work, painted paper plates and how are you feeling.

(b) Rest / quiet areas were provided in the playrooms in the form of child size seating, and foam matting to facilitate a child to rest or opt out of an activity if he or she chose to. The sleep room have five cots and two stackable beds were available for the children should they require a rest.

(3)(a) **Outdoor area**

- The outdoor play equipment and materials were age and stage appropriate. The outdoor areas were surrounded and secured by fencing and gates.

To the front of the premises

- This area was covered with artificial and real grass, concrete paths, and tarmacadam. There was a wooden activity centre with climbing rope, slide and steps. There were swing baskets and cushion seating swings. There were picnic tables, a gloop tray / activity table, tyres, balls, and tables. There were tyres, balls, and water basins with sea world utensils. There was a compost area with buckets, shovels, scoops, and spoons. There was a sheltered area with an outdoor sink, soap, and hand towels. There was a musical frame, basketball hoop, a water frame area, stacking areas, blocks, a construction table, and mud kitchens. There were houses, stables, garages, and baskets. There was a mix and match game, and various planters / flower gardens. There were tractors, trucks, diggers, and wheelbarrows. There were tables, benches, seating, balancing beams, and a wellington shed.

There was an outdoor classroom with a ground artificial grass surface. There was a seating reading area, blocks, a trolley, tracks, tables, art trays, transport vehicles, dolls. There were storage boxes with a selection of toys and a shelving area with paints, puzzles, and cardboard.

There was a wooden shed with a mounted blackboard, chair couch, book shelving, books, cuddly toys, and ornaments.

There was an all-weather sheltered area with prams, bicycles, scooters, mats, tyres, pallets, and mounted blackboards.

There was a mud kitchen with a kettle, pans, pots, washing machine. There were crates, tree trucks, tables rockers, containers, cones, and real-world items.

To the side of the premises adjacent to the Summer room

- There was a gravel area with buckets, helmets, shovels, whisks, trucks, buckets, containers, spoons, and transport vehicles. There was an all-weathered sheltered area for the storage of bibs, wellingtons, and coats.

To the rear and side of the premises adjacent to the Baby / Toddler rooms

- This area was covered with tarmacadam, pebble/ gravel, and artificial and real grass. There was a wooden lidded sand unit with utensils. There were push cars, rollators, prams. There were picnic tables, blocks, water basin with utensils, and playhouses. There was a wooden house with a kitchen, bowls, pots, and footballs. There was a mud kitchen with utensils. There were seating and open swings, rockers, slides, tyres, and an activity centre with double slides and chair swings.
There was an all-weathered sheltered area with artificial grass surface which had a ball pool, soft seating, mounted blackboards, and tracks. There were playhouses, containers, plates, scoops, transport vehicles, frames, and small balls. There was an all-weathered sheltered area for the storage of bibs, wellingtons, and coats.

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. There was a three-week menu displayed on the notice board.
- The service had a designated chef who prepared and cooked the meals and snacks. The breakfast, main meals and evening snacks for children attending on a full day-care basis were provided by the service.
- Before 9.00hrs, the children had the opportunity for breakfast cereals with milk.
- At 10.00hrs, the children were provided with their morning snack provided by parents and guardians which consisted of yogurts, a selection of sandwiches, crackers, cheese, rice cakes and wraps of various fillings, a selection of fruits including strawberries, blueberries, grapes, apples, oranges, and bananas.

- At 13:00hrs, the main meal, which was cooked on site, of chicken casserole, with mashed potatoes, carrots, parsnips, and onions, was offered.
- At 15:00hrs, an afternoon an evening meal of a ham toastie was offered.
- From 17:00hrs, a snack consisting of crackers, yogurts, fruit pieces was offered to any child who was hungry.
- At each meal and snack the children had the opportunity for seconds and or an alternative. Older children could self-serve with the assistance of a staff member.
- The inspector was advised that the presently three children attending the service, have a milk bottle. The inspector noted as per best practice that formula milk was made up at home and stored in a refrigerator until use.
- 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 walls, 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 toilet, 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 Baby room.
- The heating system was thermostatically controlled, to ensure the temperature was maintained between 18°C to 22°C.

- The nappy changing area had an integrated step-up stairs so a staff member could safety supervise a child accessing the mat.
- On the day of inspection, the water was thermostatically controlled with a temperature reading of 34.7°C.
- 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 / storage 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.
- There was a designated nappy changing area. 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 disposable aprons when nappy changing.
- 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 inspector 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.
- A sterilizer was available in the Baby room for the sterilizing of soothers. Each child's soother was labelled and readily identifiable.
- 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:

- Staff advised the inspectors that no child was presently on medication.
- Medications were stored inaccessible and out of children's reach. Medications examined were within date.
- The staff demonstrated to the inspector 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 was a designated sleep room with five cots and two stackable beds for children’s sleep provision. On the day of inspection, children were observed sleeping on demand.
- The sleep policy detailed the correct temperature, lighting, ventilation, space between cots and child safety requirements.
- The inspector observed and documentary evidence indicated that the staff physically checked sleeping children every 10 minutes. The service kept documented sleep records. Records for sleeping children included a record of the room temperature and the position, colour and breathing of the child (as per the safe sleep for under 2’s best practice guidelines for childcare services policy) and the signature of the staff member who checks the sleeping child.
- A digital probe thermometer was available in the sleep room and used as the method of recording the sleep room temperature and therefore taking remedial action when temperatures were above 20 °C and below 16 °C.
- A supply of clean linen was available for each child.
- Age /tog appropriate sleeping bags and or cellular blankets that allow air to circulate were used for sleeping children under 2 years of age.

Outing:

- The service had adequate insurance for outings.
- The service showed evidence of complying with their outing policy, in relation to adult child ratios and first aid requirement provision.
- The registered provider advised of a recent outing to a pet farm with the older children and their parents and guardians.

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. Two staff had current training in first aid for children.
- (2)(a) There were three first aid boxes located in the Summer room, Junior room and Toddler room. The first aid boxes were safely stored, easily accessible and in a conspicuous position, with the content items in date.
- (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 22nd of June 2023.
- (b) Records were available in relation to the number, type, and maintenance of fire-fighting equipment with The annual service dated 23rd of September 2022.
- The smoke and fire detection alarm system for the premises had the last annual service dated 23rd of September 2022.
- (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 with an expiry date 27th of March 2024, was for 50 children attending a full day care service, included the following -

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