

# Early Years Inspectorate Regulatory Report

## Pre School

<b>TUSLA Identifier:</b>	TU2015GY268		
<b>Name of Service:</b>	Tiny Tots Creche & Educational Preschool		
<b>Address of Service:</b>	Enterprise Centre, Parkmore, Creagh, Ballinasloe, Co. Galway.		
<b>Eircode:</b>	H53 H5W3		
<b>Name of Registered Providers:</b>	Jennifer Sheridan & Erol Moody		
<b>Service type:</b>	Full Day, Part Time, Sessional		
<b>Date(s) of Inspection:</b>	25/04/2023		
<b>No of pre-school children:</b>	AM	50	PM 36
<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		
<b>Authority to Inspect</b>			
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		

### Description of service

This full day care service is on the ground floor of the enterprise centre grounds in Creagh, a townland of Ballinasloe, Co. Galway. The service operates a full day care service from 8.00hrs to 18.00hrs. An Early Childhood Care and Education (ECCE) and sessional care pre-school programmes are also offered. The service caters for children aged between 0 to 6 years. The service is registered for a maximum number of 54 pre-school children, at any one time. The service is registered to provide an after-school programme for school aged children. There are four playrooms, the Baby room, Toddler room, Junior Preschool room and Senior Preschool room. There is a designated kitchen where the main meals are prepared, cooked, and stored on site. Quiet rest areas are available for children to opt out of an activity if he/ she wishes to do so. There were two sleep rooms with two and three cots respectively, available for younger children requiring sleep provision. Additionally, there are stackable beds for older children's sleep provision. There are outdoor play areas to the rear and side of the premises. A child centred play-based pre-school curriculum focusing on emerging interests and an enquiry-based programme is provided.

### Staffing

The registered provider is on the premises, daily. There is the designated person in charge and a named deputy manager. There are a total of eleven staff including the registered provider. Nine staff hold at least a major award in Quality and Qualifications Ireland (QQI) level 5 to level 8 in Early Childhood Care and Education, or a qualification deemed by the Minister to be equivalent. The staff have documentary evidence of on-going training and education. There are also two designated chefs who prepares, cooks, and serves the service meals and snacks.

### Methodology

Tusla's Early Years Inspectorate is the independent statutory regulator of early years services in Ireland. The Child Care Act 1991 (Early Years Services) Regulations 2016 define the duty of a registered provider to ensure the safety and well-being of children and to comply with these regulations. This Act also gives Tusla the authority to assess compliance with the regulations. The purpose of regulation in relation to early years services is to ensure that the care, safety, and well-being of children attending such services is upheld. Inspections of early years services are planned based on the following:

- Previous inspection history
- Any information received in relation to the service

The findings on inspection are based on:

- Information obtained through examination of documentation
- Direct observation
- Discussion with relevant staff

This inspection was unannounced and focused on the area of governance, health, welfare and development of child, safety, and facilities. The inspections may also focus on other areas as required.

Inspection findings are documented in the inspection report which is first issued in draft format to the service with an opportunity to respond to any findings. Where statutory requirements are identified as not being met, the registered provider must demonstrate how they have rectified the non-compliance and will prevent any non-compliance from re occurring. The Corrective Action and Preventive Action plan (CAPA) will be used to inform decisions about compliance with regulatory requirements. Where the registered provider fails to meet the statutory requirements an escalation process may be commenced.

The inspectorate reserves the right to edit responses received for reasons including clarity, completeness, and compliance with administrative and legal processes.

The contents of the report are compiled by the inspectorate body.

### Acknowledgments

The 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.*

*(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 either the person in charge or registered provider 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.

(2)(a)(b)(c)(d)

No new staff had commenced working in the service since the last inspection 11<sup>th</sup> of August 2022.

(4) Nine 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.*

### Compliance Information

- (1) Documentary evidence indicated that an adequate number of staff were working directly with the children. At all times during the period of the inspection, the person in charge 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 50 children present
- 5 children were aged between 1 to 2 years,
  - 14 children were aged between 2 to 3 years,
  - 31 children were aged between 3 to 5 years.
- There were seven staff directly caring for these children. Additionally, one of the registered provider's acted as childcare relief.
- On the afternoon of the inspection, there were 36 children present
- 5 children were aged between 1 to 2 years,
  - 12 children were aged between 2 to 3 years,
  - 18 children were aged between 3 to 5 years.
- There were seven staff directly caring for these children. Additionally, one of the registered provider's acted as childcare relief.
- There was also a designated chef, preparing, cooking, and serving the service meals.
- (8)(a) The registered provider ensured that there were always two staff on the premises while the service 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 eleven children's records were reviewed by the Early Years Inspector.

- The entries reviewed were factual, consistent, and accurate.

The eleven 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.
- 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.
- There was frosting on the visual window on the door into the nappy changing room and the registered provider advised, and the inspector observed that the nappy changing room was used on an individual child basis, to ensure a child's dignity.
- Fifteen children from the Baby and Toddler rooms, who wore nappies were changed in a sensitive and timely manner, on a regular basis.
- The children had the opportunity to rest or relax in a designated cosy area in each of the playrooms. Additionally, there were two designated sleep rooms with five cots for younger children's sleep provision.
- 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 could move about freely and explore their environment. The children were observed at free play, hammering, playing with puzzles, games / insets, playing house / kitchen, stacking, at construction, shape sorting, connecting, and playing with animals / dinosaurs. The children were observed at messy play, playing in the ball pool and climbing on shapes. The children chatted about

Spring and the weather they liked. 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, all the children had the opportunity to play outside. The children played on rockers, at digging, on the slides, at pretend play on the mud kitchens, using the swings, riding on tractors/ bicycles, chasing, running, and playing catch.

- The staff supported children in forming and sustaining positive relationships by -
  - having a key person system for each child,
  - showing respect for each unique child and developing their trust,
  - listening to the voice of the child as they communicate their needs, thoughts, and experiences both verbally and non-verbally, by reading children’s cues, gestures, and body language,
  - using soft tones, the child’s individual name, and getting down to their level and making eye contact,
  - providing opportunities for individual and small group activities and play, leading to increased social awareness, co-operation, collaboration, teamwork, and a sense of belonging,
  - providing opportunities for children to learn from each other and with each other, to work together, join in and contribute to projects and tasks,
  - working with parents and guardians by sharing knowledge and observations of the child’s interests, strengths, developmental and care needs, approaches to learning, changes in their life, and any other concerns.
- Parents/guardians signed a parental agreement form and received a parent handbook with the service ethos, daily routines, strategies for supporting the children and the updated policies, procedures, response plans.
- On speaking with the staff, the 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 staff created individual learning journals / profile books for each child, showing the themes, experiences, and activities engaged in, along with photographs. The themes to date included best friends,

this is me, horsey horsey, numbers, drawings, fruits / vegetables I have tried, all about love, daffodils, and I love you, Mam.

- The service used a childcare application which allowed the staff to interactively communicate with parents and guardians on their child’s care needs and learning experiences. The childcare application captured a child’s attendance record, daily care needs such as food, medication, nappy changing and sleep provision. Learning and picture stories were collated showing the individual child’s likes, interests, and preferences. There were also photographs of children engaging in activities and their art and craftwork. There was also evidence that the staff participated in monthly planning.
- 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.

(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 pre-school 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.

### Baby room

Materials and items included transport vehicles, a kitchen with utensils, puzzles, insets, mix and match, balls, beanbags, mats, a ball pool, cuddly toys. There were shape sorters, animals, soft shapes, containers, activity chairs, stacking materials, hammering items, blocks, books, musical instrument, and push/ pull toys. There were art and craft materials including paints, paper, brushes, and craft items.

Displayed on the walls were visual aids, posters and educational materials including birds, fish, Minnie Mouse, colours, shapes, animals, and a mirror.

### **Toddler room**

Materials and items included telephones, stacking materials, hammering items, cots, dolls, counters, blocks, and books. There was a kitchen with utensils, connectors, links, activity tables, tracks, transport vehicles, links, connectors, shapes and animals. There were sand units with utensils.

Displayed on the walls were visual aids, educational materials and posters with themes including birthday balloons, the alphabet, shapes, look at what we made, animals, birds, a tree, and stickers.

### **Junior Preschool room**

Materials and items included insets, games, puzzles, containers. There were sand trays with utensil, farmyards with animals, and musical instruments. There were magnets, blocks, shapes, connectors, links, stickle bricks, and transport vehicles. There were bean bags, dress up dolls clothing, dolls /action figures. There were trays, doctors' sets, a shop with items and a register. There were art and craft materials including shape cutters, playdough, trays, glue, crepe paper, paint pots, glitter, stampers, rollers, crayons, and sponges. There were books, mats, a construction table with utensils and helmets. There were animals, dinosaurs, and small world items.

Displayed on the walls were visual aids, educational material and posters with themes including my first alphabet, our sticker charts, Aistear, our class timetable, stickers, numbers, birthdays, family tree, rainbows, shapes, colours, photographs, and our amazing work.

### **Senior Preschool room**

Materials and items included art materials including scissors, trays, brushes, paper, shape cutters, and stampers. There were connectors, threading items, tracks, links, magnets, screws, and transport vehicles, there were small world items, sand trays with utensils, shapes, puzzles, insets, animals, and farms. There were massage brushes, pins, Montessori towers / stairs / rods, stacking items, mix and match cards and games. There were soft shapes, a vanity dresser with hair heads and hair dressing items, and a kitchen with utensils. There were transport vehicles, dress up clothing, books, trays, containers, paints, and art craft materials.

Displayed on the walls were visual aids, posters and educational materials with themes including shapes, the alphabet, super star, ready to learn, amazing work, colour mixing, class timetable, we are shooting for the stars, and notice board art.

(3)(a)

### **Outdoor areas**

The equipment and materials available provided children with play, movement and exploration opportunities that were exclusive to the outdoors. The outdoor play areas were divided by fencing and gates.

The three outdoor areas were covered with impact absorbing matting and grass.

In the small outdoor area, there were basket and chair swings, tractors, and bench seating. There was a wooden tepee with a soft seating base, and a smaller activity centre. There were decorative flowers and leaves on the fencing.

In the larger outdoor area, there were slides with viewing hut, ladders, climbing frames and swings. There were houses, kitchens, rockers, push prams, push toys, scooters, see saws, seating, and storage boxes. There were mats, balancing boards, chairs, trucks, cars, and an activity centre with slide, climbing steps, ladder, and viewing post. This area also had an all-weather sheltered area with blackboards, push cars, activity tables, kitchens, shops, and seating.

The third grass fenced area had a goal post, a slide/ viewing hut, tyres, and a tree.

One of the registered provider's advised the inspector of a separate outdoor play area, for school aged children.

### 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. For children attending on a full day care service, all meals and snacks were supplied by the service.
- There was a four-week menu displayed on the notice board in the lobby for parents and guardians to view.
- The service had two designated chefs who prepared and cooked the meals and snacks.
- From 8.00hrs, the children had the opportunity for breakfast cereals with milk.
- From 10.00hrs, the children were provided with toast, cheese, fruit pieces and milk. The children attending the Early Childhood Care and Education (ECCE) and sessional care pre-school had the opportunity for snacks provided by parents and guardians.

- From 12.00hrs to 12.30hrs, the main meal of mince beef, cauliflower, seasonal vegetables, and potatoes was offered. An alternative meal of sausages, potatoes and sweetcorn was given to any child declining the main meal.
- At 14.00hrs, the children had a selection of fruit pieces.
- From 16.00hrs, the evening snack consisted of toasted pancakes with berries.
- At each meal and snack the children had the opportunity for seconds and or an alternative.
- 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.
- There were fridges for the storage of perishable food items from snacks provided by parents and guardians for children, attending the Early Childhood Care and Education (ECCE) and sessional care programmes.

## Part VI – Safety

### Regulation 23 - Safeguarding health, safety, and welfare of child

*A registered provider shall ensure that all reasonable measures are taken to safeguard the health, safety and welfare of a pre-school child attending the service and that the environment of the service is safe.*

#### Compliance Information

##### General Safety:

- The external doors were appropriately secured to prevent a child gaining unsupervised access and unauthorised persons gaining access to the premises.
- The external outdoor play areas were secured by fencing and gates so that unauthorised persons could not access or enter the area or children could not exit unsupervised.
- The door into the kitchen, staff toilet, and office had a system of security. Staff also had access to the adjacent enterprise centre staff facilities.
- 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.
- There were high windows and or restrictive access devices on the low-level windows in the playrooms, as a safety security precaution.
- Blinds had fastener devices as a safety measure preventing any potential risk.
- Leads, cables, and flexes were wall mounted to prevent any trip or strangulation hazard.

- The heating system was thermostatically controlled, to ensure the temperature was maintained between 18°C to 22°C.
- On the day of inspection, the water was thermostatically controlled with a temperature reading of 32°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.

### 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 / nappy changing area wash hand basins.
- There was a designated nappy changing room. The two 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. Staff involved in the serving of food, wore disposal aprons when nappy changing. There was a mobile step-up system with a handrail to prevent a staff member having to lift a child onto the nappy mats.
- 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.
- 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:

- Medication was stored inaccessible to the pre-school children.
- Medicines examined were within date.
- Staff advised suncreams / dates of expiry were checked on an annual basis.

### Safe Sleep:

- There were two designated sleep rooms with three cots (adjacent to the Baby room) and two cots (adjacent to the Toddler room), for younger children's sleep provision. On the day of inspection, the sleep room adjacent to the Toddler room was not in use. Ten stackable beds were available and used for older children's sleep provision.

- On the day of inspection, children were observed sleeping on demand. At 12.00hrs, ten children were observed sleeping on stackable beds and at 12.45hrs three children from the Baby room were observed sleeping in cots.
- 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 pod thermometer was available in the sleep rooms 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.
- Cellular blankets that allow air to circulate were used for sleeping children under 2 years of age.

### 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. Six staff members had current training in first aid for children.
- (2)(a) There was a wall mounted cabinet and a first aid bag with first aid content items within date, safely stored, easily accessible and stored in a conspicuous position.
- (b) The service demonstrated that the first aid cabinet /bag were fully equipped and available to the children attending the pre-school service.

### Part VI – Safety

#### Regulation 26 - Fire safety measures

- (1) A registered provider shall ensure that a record in writing is kept of-
- (a) any fire drill that takes place in the premises, and
  - (b) the number, type and maintenance record of firefighting equipment and smoke alarms in the premises.
- (4) A notice of the procedures to be followed in the event of fire shall be displayed in a conspicuous position in the premises.

#### Compliance Information

- (1)(a) A written record was available of the monthly fire drills completed in the service. The last recorded fire drill was dated 14<sup>th</sup> of March 2023.
- (b) Records were available in relation to the number, type, and maintenance of fire-fighting equipment with the annual service dated August 2022. The smoke and fire detection alarm system for the premises had the last annual service dated 2<sup>nd</sup> of February 2023.
- (4) Notices were displayed within the service of the procedures to be followed in the event of fire in the premises.

### Part VI – Safety

#### Regulation 28 – Insurance

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

#### Compliance Information

The service's insurance with an expiry date 27<sup>th</sup> of April 2024, was for a full day care covering 54 pre-school children and 22 school aged 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.