

Early Years Inspectorate Regulatory Report

Pre School

TUSLA Identifier:	TU2015LD016		
Name of Service:	StepbyStep		
Address of Service:	Bundoon, Killoe, Co. Longford.		
Eircode:	N39 HH02		
Name of Registered Provider:	Mary Corr		
Service type:	Full Day, Part Time, Sessional		
Date of Inspection:	04/10/2023		
No of pre-school children:	AM	36	PM 21
Address of the Early Years Inspectorate:	Early Year's Inspectorate, TUSLA, Child and Family Agency, Government Buildings, Convent Road, Roscommon, Co. Roscommon.		
Inspection undertaken by:	A. Kennedy & H. Heagney		
Title:	Early Years Inspectors		
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 full day care service is located in a rural townland named 'Bundoon', near the town of Longford. The service operates a full day care service from 8.00hrs to 18.00hrs. 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.

On the day of inspection, there were three playrooms in use, namely 'the Daisy room' and 'the Sunflower room' on the ground floor and 'the Sweetpea room' on the first floor. There is also a sensory room and an art room on the ground floor. There is a designated kitchen where the main meals are prepared, cooked, and stored on site. There are outdoor play areas to the rear and side of the premises. There is a forest area, all-weather sheltered areas, and an outdoor cabin classroom. The service is also registered for a school aged programme with a breakfast club, afterschool programme, and summer camps.

Staffing

The registered provider works in the service daily. Thirteen staff including the registered provider work in the service. Ten staff 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. There are two staff members, who solely work directly with the school aged children. There is a designated chef who cooks the service main meals.

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 inspectors wish to acknowledge the cooperation of the registered provider, staff and children who were present on the day of the inspection.

Part III – Management and Staff

Regulation 9 – Management and recruitment

(1) A registered provider shall ensure that-

- (a) the service has a designated person in charge and a named person who is able to deputise as required,*
- (b) at all times during the period when the pre-school service is being carried on, the designated person in charge or the named person referred to in subparagraph (a) is on the premises, and*

(2) A registered provider shall ensure that each employee, unpaid worker and contractor is suitable and competent taking into consideration the nature of the needs of children, including by-

- (a) consideration of references from the person's past employers, if any, and in particular the most recent employer, if any,*
- (b) consideration of references from reputable sources in the case of a person who has no past employers,*
- (c) consideration of the vetting disclosure received from the National Vetting Bureau of the Garda Síochána in accordance with the Act of 2012 in respect of the person, and*
- (d) ensuring, insofar as is practicable, that where a person has lived in a state other than the State for a period of longer than 6 consecutive months, he or she provides police vetting from the police authorities in that state.*

(4) A registered provider shall ensure that, without prejudice to the generality of paragraph (2) and subject to paragraphs (5) and (6), each employee working directly with children attending the service holds at least a major award in Early Childhood Care and Education at Level 5 on the National Qualifications Framework or a qualification deemed by the Minister to be equivalent.

Compliance Information

- (1)(a) 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 inspectors 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 service was operating.
- The thirteen staff files were reviewed.
- (2)(a)&(b) Twenty-six of the twenty-six validated written references on file in respect of the thirteen staff, were from a past employer or a source other than a past employer.
- (c) Garda vetting disclosures were available in respect of the thirteen 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) Ten 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.

Non-Compliance Information

- (2)(d) One staff member who had worked outside the jurisdiction for longer than 6 consecutive months, while over the age of 18 years, did not have the required police vetting.

Corrective & Preventive Action submitted by the Registered Provider

Corrective and Preventive Action

The registered provider submitted a written response to state the application for police vetting commenced on the 6th of October and was approved on 1st of November 2023.

Supporting documentation submitted

On the 7th of November 2023, a copy of the police vetting for the one staff member, was submitted to the office of the early years' inspectorate.

Summary Comment

The inspectors have reviewed the action and evidence submitted. The non-compliance identified under Regulation 9, has been adequately addressed.

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 36 children present. All children were aged between 1 to 5 years of age. There were five staff directly caring for these children. Additionally, the registered provider and the person in charge acted as childcare relief and assisted with the administration elements of the inspection.
- In the afternoon, there were 21 children present. All children were aged between 1 to 5 years. There were four staff, directly caring for and supervising these children. Additionally, the registered provider and the person in charge acted as childcare relief and assisted with the administration elements of the inspection.
- (8)(a) The registered provider ensured that there were two 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;

(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)(c)(d)(e)(f)(g)(h)&(i)

A sample of ten children's records were reviewed by the early year's inspectors.

The sample records reviewed showed that the entries were factual, consistent, and accurate.

The ten children's records contained the following:-

- The name and date of birth of the child.
- 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 were 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 snack(s) and meal(s) 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 toileting and toilet training. 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. On the day of inspection, fifteen children from the Daisy and Sweetpea rooms wore nappies and were changed on a regular basis, in a sensitive manner.
- Children were encouraged and supported to manage their own personal care appropriate to their own level of independence. Children were assisted 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:

- 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 in each of the playrooms and used with the children to support their learning.
- The atmosphere in the learning environment was encouraging and unhurried.
- The service provided parents and guardians with daily information, including significant events or activities involving their child, for example, verbal communication at drop of and collection times, and notice boards with upcoming events / schedules.
- The service used an interactive social media application ‘app’ showing children’s activities, events, themes, and learning. The ‘app’ collated the service calendar, policies, procedures, fire drills, risk assessments, cleaning schedules, daily indoor and outdoor assessments, attendance records, pre-school records, medication administration and any potential accident and incidents. The ‘app’ also collated a profile for each child with photographs of the child engaged in the activity and staff observations under various childcare standard heading’s including wellbeing, social and emotional.
- The themes for the month included road safety, Autumn, nature walks, animals, the weather, song stories and Halloween.
- The staff also completed short, medium, and long-term curriculum planning goals.
- 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 adjusted the level of support provided to children depending on the child’s abilities, allowing for children’s partial participation and participation with support.

- On the day of inspection, the children were observed at free play, painting, stacking, playing house, playing with transport vehicles, dressing dolls, and making pancakes and ice-cream. For the road safety theme, the children engaged in making traffic lights and drawing zebra crossings.
- On the day of inspection, in the outdoor areas, the children were observed at water play, making soup, collecting leaves, feeding the dinosaurs sand, and exploring in the forest.
- 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 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 learning 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. The inspectors 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.
- The staff supported children to enter social groups, and to learn to help and positively engage with other children. They encouraged and praised children for specific, positive, and appropriate behaviours. Children were given positive alternatives, rather than just being told ‘no’. Children were supported in preventing, managing, and resolving conflict. Children could identify, name, and explore their feelings both positive and negative.

Part V - Care of Child in Pre-school Service

Regulation 20 – Facilities for rest and play

(1) Subject to this regulation, a registered provider shall ensure that-

- (a) having regard to the number of pre-school children attending the service, their respective ages and the amount of time they spend on the premises, there are adequate and suitable facilities for each child to play indoors and, where required by these Regulations, outdoors, during the day, and
- (b) there are adequate and suitable facilities for a pre-school child to rest during the day, and in the case of an overnight pre-school service, during the day and the night.

(3) A registered provider of a full day care service, a part-time day care service or a childminding service, other than such a service to which paragraph (2) applies, shall ensure that-

- (a) a suitable, safe and secure outdoor space to which the pre-school children attending the service have access on a daily basis is provided on the premises.

Compliance Information

(1)(a) In each playroom, the space was designed and arranged to:

- maintain a space that is clean, organised, and free of clutter;
 - accommodate children individually, in small groups and in a large group;
 - divide into areas that were supplied with materials organised in a way to support children’s play and learning;
 - give children with additional needs access to the same facilities, activities and play opportunities as the other children, to promote their welfare and development.
- The 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 was comfortable, inviting and laid out to accommodate the needs of all children and staff in the pre-school.
 - The environment provided a range of challenging, diverse, creative, and enriching experiences for all children in line with their stage of development. Staff encouraged the children to interact and to engage with a range of materials, activities, equipment in the indoor and outdoor environments, based on the child’s needs, choices, interests and age and stage of development.
 - The children had access to enough varied materials and equipment, which were rotated to suit the changing programme, to suit current and new interests and skill levels.
 - Materials and equipment were arranged so they were visible and readily accessible to promote independent access by children. There were different interest areas provided, where equipment and materials of similar use were arranged or grouped together.
 - There were play materials with a variety of colours, textures, shapes, and sizes to experiment with and explore were freely available in the service.

For examples: open-ended objects such as play dough, construction and building materials such as stacking shapes, magnets, links, connectors, threading material, suckers, and blocks.

There were problem solving items such as insets, puzzles, counters, timers, weighting scales, and jigsaws.

There were role play areas such as kitchens, vanity areas, shops, houses, and construction tables with utensils and tools.

There were creative play areas with a selection of art and craft materials and easels.

There were animals, dinosaurs, transport vehicles, musical instruments, dolls, action figures, puppets and dress up clothing.

- Displayed on the walls were visual aids, posters, educational materials, and children’s artwork. Displays included ‘all about me’, road safety, autumn, our community, animals, leaves, and visual aids. There were also plants, various shapes, decorations, and lights.

(1)(b)

- There were cosy areas with soft seating, shapes, cushions, and mats. There was a designated sleep room with six cots for any younger child attending on a part time or full day care basis requiring sleep provision. The service also had four stackable beds for any older child requiring sleep provision.

(3)(a) Outdoor areas

- The service balanced the need for safety with the need to provide physical, challenging experiences for children.
- The equipment and materials available in the outdoor play area provided children with play, movement and exploration opportunities that are exclusive to the outdoors.
- The outdoor areas were an extension of the indoor areas and linked with the learning that goes on inside. On the day of inspection, all the children had opportunities to be outside.
- There were all-weather sheltered areas with concrete surface. There was a wooden mud kitchen with a kettle, bowls, cups, containers, water holder, pots, pans, and cans. There was a sand unit with utensils. There was a writing desk, plant pots, wooden blocks, a compost basin, a mix and match game and a wellington storage area. There were six wooden themed playhouses with a construction, hospital, veterinary surgeon, and shop items. There were push cars, tractors, dividers, and plants. There was a painted mural wall and mounted blackboard.
- There was a tarmacadam area with imprinted games, and symbols. There were playhouses, planters, a bench and an outdoor wash hand basin with designated soap and hand towels.
- There was a designated fenced off area for the children from the Daisy room with an artificial grass and real grass surface. There was an all-weathered sheltered area. There were push cars, transport vehicles, tables, chairs, picnic tables, tracks, tea sets, a house, castle, slide and kitchen with utensils.

- There was a grass area with plants, trees, and seating. There were fairy gardens with mushrooms, chimes, lights, fairies, signs, miniature tea sets and butterfly bug hotels. There was a construction area with blocks, cones, tyres, signs, piping, dinosaurs, and diggers.
- There was also an outdoor cabin classroom with easels, shelving, seating, a large weighting scale, and a dress up rail with clothing. There were wooden shapes, connectors, links, art and craft materials and bibs. There were animals, dinosaurs, and sand trays. Children’s artwork, decorations, plants, and camouflage were on display. There was also hanging lights and decorations from the ceiling.
- There was a fenced off forest area with gravel and rubber matting pathway, various trees, and a willow tunnel. There was a mud kitchen, tabletop, and stall with utensils. There was a construction table, picnic tables, wooden planks, trunks, and seating. There was a fire pit. On display was a menu for stone soup, flower tea, stick stew, mud pie and grass gumbo.

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 for any child who was hungry.
- At 10.30hrs and 15.30hrs, the children had their snack of fruit pieces, yogurt, crackers, sandwiches, and bread sticks, provided by parents and guardians.
- The children attending the full day care service had a hot meal provided by the service. On the day of inspection, at 12.45hrs, the main meal was chicken casserole.
- The registered provider advised that the staff ensured that each meal / snack had two food groups.
- The registered provider advised that there was a supply of food in the kitchen, for any child requiring additional food.
- A drinks table was available in each playroom to allow the children the opportunity to ‘self-serve’ their drinks.
- Perishable items from children’s lunch boxes were stored in designated fridges.

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 staff only areas, kitchen, staff sanitary area and storage areas were secure and thereby inaccessible to a pre-school child.
- The external play areas were secure so that children could not leave the area unsupervised and unauthorised persons could not enter the area.
- 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 the children, attending the pre-school.
- Leads, cables, and flexes were secured and or inaccessible to prevent any trips or strangulation hazard.
- The temperatures in each playroom were thermostatically controlled, to ensure the temperatures were maintained between 18°C to 22°C.
- 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.
- Windows were fitted with safety access devices and there were visibility posters on the glass doors as a safety precaution.
- There were records of a regular pest control system.
- All toys and play equipment were observed to be safe and in good condition.
- There was a documented risk assessment system for the indoor and outdoor play areas, for checking that toys and equipment were not broken, in a clean condition and maintained in a good state of repair.
- The registered provider clearly identified to the early year’s inspectors, the drop off and collection procedures for children.
- There were no pits or ponds in the outdoor area to cause any risk of risk to the pre-school child.

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 toileting, after nappy changing after using a tissue, and after playing outdoors.
- The toys and play equipment were maintained in a clean and hygienic condition.
- A refrigerator was provided in the kitchen and in the playrooms, 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 a cleaning schedule template and cleaning records for the materials, equipment, and furnishings.

Safe Sleep:

- There was a designated sleep room with six cots. There were four stackable beds available for any older child requiring sleep provision.
- In the designated sleep room at 14.30hrs, four children under 2 years of age were observed sleeping in cots, while one older child was observed sleeping on a stackable bed in the Daisy room. Additionally, children were observed sleeping on demand throughout the period of inspection.
- There was a safe sleep policy that detailed temperature, lighting, ventilation, space between cots and child safety requirements as per the 'safe sleep for under 2's best practice guidelines for childcare services policy'.
- Records indicated the time a staff member physically checks a sleeping child, and the sleeping child's colour, position, breathing and the temperature of the sleep room with the opportunity to document any necessary remedial actions taken.
- The inspectors observed and documentary evidence indicated that the staff physically checked sleeping children every 10 minutes.
- A pod 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.
- Each child had a designated linen.
- In each of the playrooms, the children had the opportunity to rest or relax with soft seating in the form of child size couches, matting and cushions in designated cosy areas.

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) Three suitably equipped first aid bags were available and in an easily accessible conspicuous position.
- (b) The first aid bags 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 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) Arrangements were in place to record monthly fire drills. The last documented fire drill which was received post inspection, was dated 5th 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 was dated 14th of September 2023. Records indicated that the last annual maintenance for the smoke and fire detection system was dated 13th of March 2023.
- (4) A notice of the procedures to be followed in the event of a fire was displayed in each playroom.

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 54 pre-school children and 24 school aged children included the following: -

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

Part VII - Premises and Space Requirements

Regulation 29 – Premises

A registered provider shall ensure that the premises of the service are-

- (a) of sound and stable structure,*
- (b) safe and secure,*
- (c) kept adequately lit, heated, and ventilated*
- (d) cleaned, maintained, and repaired, as required, and*
- (e) equipped with adequate and suitable sanitary facilities.*

Compliance Information

(a) From a visual inspection the premises were of sound and stable structure.

The service’s exterior walls, roof and foundation appeared to be structurally sound, weather/water-tight, to ensure protection from the weather elements.

The interior floors, walls and ceilings appeared to be well finished, with no evidence of mould.

Drainage and septic tanks were inaccessible to children.

(b) Exits were clearly identified and visible during service hours.

Electrical sockets were safe.

Floor coverings were secure and non-slip.

(c) There was natural lighting from the windows in the outer walls, in each playroom.

The artificial lighting provided was shatter proof.

(d) The service had a cleaning schedule.

(e) There were two designated nappy changing areas one on the ground floor adjacent to the Daisy room and one on the first floor adjacent to the Sweetpea room.

There were five toilets and four wash hand basins for children's use.

There was a designated staff toilet with a wash hand basin.

Non-Compliance Information

(e) There was an insufficient number of adult toilets and designated wash hand basins. The regulation requires that one toilet and one wash hand basin should be provided for every eight staff. Records indicated that there were more than eight staff working in the premises in any one day.

Corrective & Preventive Action submitted by the Registered Provider

Corrective and Preventive Action

The registered provider submitted a written response to state that the plumber completed works on 28th of October 2023 for a designated adult toilet and wash hand basin.

Supporting documentation submitted

Photographic evidence was submitted to the office of the early years inspectorate of the additional adult toilet and wash hand basin.

Summary Comment

The inspectors have reviewed the action and evidence submitted. The non-compliance identified under Regulation 29, has been adequately addressed.