

Early Years Inspectorate Regulatory Report

Pre School

TUSLA Identifier:	TU2015LD032
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Name of Service:	Little Angels
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Address of Service:	Battery Road, Longford, Co. Longford.
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Eircode:	N39 E268
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Name of Registered Provider:	Antonella Taaffe
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Service type:	Full Day, Part Time, Sessional
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Dates of Inspection:	12/12/2023
	13/12/2023

No of pre-school children Day 1	AM	55	PM	29
No of pre-school children Day 2	AM	55	PM	N/A

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
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Description of service

This full day care ground floor service is located in 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 1 to 6 years. The service is registered for a maximum number of 65 pre-school children, at any one time.

On the day of inspection, there were six playrooms in use, namely the Wobbler room, the Toddler room, the Junior Pre-school 1 room, the Junior Pre-school 2 room, the Senior Pre-school 1 room, and the Senior Pre-school 2 room. There is a designated sleep room with three cots. There is a designated kitchen where the main meals are prepared, cooked, and stored on site. There are outdoor play areas to the rear of the premises. The service is also registered for a school aged programme with an afterschool programme, and summer camps.

Staffing

The registered provider works in the service daily. There are fifteen staff including the registered provider who work in the service. Thirteen staff hold a Quality and Qualifications Ireland (QQI) at a Level 5 to 9, in Early Childhood Care and Education. The staff have documentary evidence of ongoing training and education. There is a staff member, who solely work directly with the school aged children. There is a clerical administrator. Additionally, there is a student over the age of 18 years on a childcare work placement, who was supervised when interacting with the children. Also, on the morning of Day 1 of the inspection, there was an adult teaching the older children action songs and dance who was supervised when interacting with the children.

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 days 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 deputize in the service.

(b)

On both days of the inspection, the registered provider was on the premises when the early years inspectors arrived and remained on site for the duration of the inspection. Documentary evidence in the form of staff rotas indicated that either the designated person in charge or deputy were available, on the premises, when the pre-school children were present.

The fifteen staff files and the file for the student over the age of 18 years on a childcare work placement and the adult teaching action music and dance, were reviewed.

(2)(a)&(b)

Thirty-four of the thirty-four validated written references on file, in respect of the fourteen staff and one student on a childcare work placement and the adult teaching music and dance were from a past employer or a source other than a past employer.

(c)

Garda vetting disclosures were available in respect of the fifteen staff and the student on a childcare work placement and the adult teaching music and dance.

(d)

Documentary evidence indicated that two of the staff /adults 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)

Thirteen staff working directly with the children had evidence of Quality and Qualifications Ireland (QQI) Level 5 to Level 9, in Early Childhood Care and Education.

Part III – Management and Staff

Regulation 11 - Staffing levels

(1) Subject to this Regulation, a registered provider shall ensure that there is at all times an adequate number of adults working directly with the children attending the pre-school service.

(2) Subject to paragraphs (4) and (5), a registered provider of a full day care service or a part-time day care service shall ensure that at all times the minimum ratio of adults to children specified in column (3) of Part 1 of Schedule 6 opposite a particular reference number specified in column (1) of that Part in respect of the age range of the children specified in column (2) thereof at that reference number is satisfied.

(8) Without prejudice to paragraphs (2) to (7)-

(a) a registered provider of a pre-school service other than a child-minding service or a sessional pre-school service shall ensure that there are at least 2 adults on the premises at all times.

Compliance Information

- (1)
At all times during the period of the inspection, the registered provider ensured that an adequate number of staff were working directly with the children.
- (2)
Documentary evidence in the form of attendance records and staff rosters indicated that adult child ratios were adhered to.
On the morning of Day 1 of the inspection, there were 55 children present. All children were aged between 1 to 5 years. There were eight staff directly caring for these children. Additionally, the registered provider acted as childcare relief and assisted with the administrative part of the inspection. At 11.00hrs, an additional staff member commenced in the service.
In the afternoon of Day 1 of the inspection, there were 29 children present. All children were aged between 1 to 5 years of age. There were eight staff, directly caring for and supervising these children. Additionally, the registered provider acted as childcare relief and assisted with the administrative part of the inspection.
On the morning of Day 2 of inspection, there were 55 children present. All children were aged between 1 to 5 years. There were eight staff directly caring for these children. Additionally, the registered provider acted as childcare relief and there was a clerical administrator who assisted with the administrative part of the inspection.
- (8)(a)

The registered provider ensured that there were 2 staff on the premises at all times while the pre-school was operating.

Part IV – Information and Records

Regulation 15 – Record of pre-school child

(1) A registered provider of a pre-school service other than a pre-school service in a drop-in centre or a temporary pre-school service shall ensure that a record in writing is kept in respect of each pre-school child attending the service containing the following particulars:

- (a) the name and date of birth of the child;*
- (b) the date on which the child first attended the service;*
- (c) the date on which the child ceased to attend the service;*
- (d) the name and address of a parent or guardian of the child and a telephone number where that parent or guardian or a relative or friend of the child can be contacted during the hours of operation of the service;*
- (e) authorisation for the collection of the child;*
- (f) details of any illness, disability, allergy or special need of the child, together with all the information relevant to the provision of special care or attention;*
- (g) the name and telephone number of the child’s registered medical practitioner;*
- (h) record of immunisations, if any, received by the child;*
- (i) written parental consent for appropriate medical treatment of the child in the event of an emergency.*

(4) A registered provider shall ensure that a record in writing referred to in paragraph (1) is retained for a period of 2 years from the date on which the child to whom it relates ceases to attend the service.

(5) A registered provider shall ensure that a record in writing referred to in paragraph (2) is retained for a period of 2 years from the date on which the child attends the service.

Compliance Information

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

Seventeen children’s records were sampled and reviewed by the early year’s inspectors.

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

The seventeen children’s records contained the following:-

- The name and date of birth of the child.
- The date in which the child first commenced in the service.
- The date on which the child stopped attending the service (where relevant).

- The name and address of the child’s parent or guardian, and a telephone number where that parent or guardian (or a relative or friend of the parent or child) can be contacted during the hours of operation.
- Written authorisation / permissions for collecting the child.
- Details 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 nappy changing, toileting and toilet training.
- On the days of the inspection, nineteen children from the Wobbler room, Toddler room, Junior Pre-school 1 room, Junior Preschool 2 room, and the Senior Pre-school 2 room required nappy changing and were changed in a sensitive manner while having their dignity and privacy maintained.
- The older children had unrestricted access to the toilet and did not have to wait to use the toilet. Children were allowed to take their time during toileting. Staff encouraged and supported children to become more independent in toileting practices.

- Children were encouraged and supported to manage their own personal care appropriate to their own level of independence, and to develop self-help and personal hygiene skills.
- Children had plenty of opportunities to move themselves, to practice and improve their emerging skills, such as co-ordination and balance.
- The service supported the children in forming and sustaining positive relationships with staff.

For example:

- assigning a key person to each child;
 - showing respect for each unique child and developing their trust;
 - being actively involved in children’s play, where appropriate (initiating games, joining in when invited to by children);
 - behaving in a way that creates a positive atmosphere (having frequent social conversations, joint laughter and showing affection);
 - listening to the voice of the child as they communicate their needs, thoughts, and experiences both verbally and non-verbally, by reading children’s cues, gestures, and body language;
 - encouraging children to think critically, ask questions and respond to them in a way that promotes sustained shared thinking; nurturing and comforting children;
 - using soft tones, the child’s individual name, and getting down to their level and making eye contact.
- Visual aids (picture and word reminders) and instructions were displayed and used with the children to support their learning.
 - The atmosphere in the learning environment was encouraging and unhurried.
 - The children were supported to be confident about their identity and to have a strong sense of belonging, each day, while in the service.
 - 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, with social media interactive communication applications, a bespoke childcare application, and via profile scrapbooks / learning journals.
 - The service had a bespoke designated childcare application with interactive communication with parents and guardians. There was section with photographs and a description of the child engaged in activities. Staff observations, a child’s milestones and individual learning stories were captured. The childcare

application showed details of sleep provisions, meals, nappy changing / toileting, special activities, and a child's likes, needs and preferences and general observations / comments.

- There was evidence of daily routines, learning templates and developmental checklists showing the child's strengths, interests, and developmental care needs.
- Staff collated for each child a profile scrapbook my learning journal, showing the 'child's journey' using photographs of the child engaged in activities, and samples of a child's work. The themes to date included my first day, emotions, my drawings / paintings, handprints, my name is, this is me, build a house, scavenger hunt, scarecrow, nature walk, tracing, acorns, table tops activities, spiderman, Garda visit, traffic lights, pizza, pumpkins, Halloween, spiders, animals, the seasons, months of the year, the weather, mix and match, float and sink, science week, light up a table, thanksgiving, pyjamas day, penguins, air /water/ land, transport vehicles, chalk mark making, biscuit week and Christmas.
- On Day 1 of the inspection, the staff had organised a Christmas concert, disco and family get together in a nearby hall for the children and their families. Additionally, the service was offering a get together Christmas dinner for all the children and the staff, the week before Christmas.
- 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 days of inspection, the children were observed to free play, at story time, at circle time, at construction building, connecting, threading, at pretend kitchen / house, and sorting stacking materials. The children painted, played games, puzzles, and insets. The children enjoyed playing with a selection of transport vehicles. The children fed, and dressed baby dolls, played with small world furniture, and engaged in cutting and making shapes with playdough. They enjoyed art and craft work including painting, and sensory play.
- On the days of inspection, in the outdoor areas, the children were observed climbing on the wooden boat, at role play in the playhouses, playing on transport vehicles, scooters and balance bicycles, running, chasing, sorting, exploring and having fun.
- 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. In all the playrooms, the children were given choice on what to do next.
- The staff were observed helping children to find solutions, supporting them, and talking to the children in a variety of ways, discussing, questioning, modelling, and commentating, extending a child's activities, and

initiating games and activities. The staff provided significant opportunities for the child to decide their play activities and experiences.

- Staff responded to the younger children in a timely and appropriate way when they were crying or when becoming upset.
- Staff used positive strategies to support children’s inclusion. For example, the inspectors noted that the staff acknowledged a child’s engagement in an activity ‘that is great’ ‘well done’ and used questions such as ‘what should we do next?’, ‘is there any other way to do this?’, to allow children to critically think and explore.
- The staff 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)

- The space in the six playrooms 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;

- divided 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 service had safe and comfortable spaces for infants, toddlers, or children not walking, to lie, roll, creep, crawl, pull themselves up, learn to walk, and to be protected from children who were more mobile.
- Staff had a comfortable place to sit, hold, and feed infants, and to read with, interact with and comfort children.
- 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 environment, based on the child’s needs, choices, interests and age and stage of development.
- The children had access to enough varied materials and equipment, which were rotated to suit the changing programme, to suit current and new interests and skill levels.
- Materials and equipment were arranged so they were visible and readily accessible to promote independent access by children. There were different interest areas provided, where equipment and materials of similar use were arranged or grouped together.
- There were play materials with a variety of colours, textures, shapes, and sizes to experiment with and explore that 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, pins, suckers, bricks, shape cutters and blocks. There were problem solving items such as insets, puzzles, counters, timers, links, matching cards, frames, games, and jigsaws. There were measuring and pouring items, such as scoops, jugs, cartons, and containers. There were role play areas such as kitchens and houses with utensils and furniture. There were creative play areas with a selection of art and craft materials including easels, paints, glue, pencils, crayons, and paper. There were soft toys, shapes, animals, dinosaurs, dolls, action figures, baby baths, and doctors’ sets. There were transport vehicles such as trains, tracks, cars, tractors, and trailers. There were age and stage appropriate furniture, rocking and

musical toys. There were sensory areas with glitter boards, mirrors, and bead activity cubes. There were library book areas.

- Displayed on the walls were visual aids, posters, educational materials, and children’s artwork. Displays included our amazing work, birthdays, handprints, Christmas arts and craft works. There were displays on Winter, our families, and nursery rhymes. There were Christmas trees and decorations on the walls and hanging from the ceilings.

(1)(b)

Rest quiet areas were provided in each playroom the form of a soft seating, bean bags, matting to facilitate a child to rest or opt out of an activity if he or she chose to. There was a designated sleep room with three cots. There were four stackable beds available in the pre-school service for any child attending the full day care / part time service requiring sleep provision.

(3)(a)

Outdoor area

The outdoor environment provided children with activities and opportunities for

- fresh air, discovery, relaxing (e.g., a quiet area, bespoke furniture in the shape of transport vehicles),
 - releasing energy (e.g., playing chase),
 - physical exercise and play (e.g., jumping, climbing),
 - exploring, engaging, and experimenting with nature (e.g., mud kitchen),
 - feelings associated with taking risks, learning about risk, and learning from risk, and challenging their own capabilities within safe limits.
- The service balanced the need for safety with the need to provide physical, challenging experiences for children. The equipment and materials in the outdoor play areas supported children’s play, movement, and exploration, and provided opportunities exclusive to the outdoors.
 - The outdoor play areas were secured by walls and covered with impact absorbing matting and artificial grass and tarmacadam.
 - The staff advised that the outdoor areas were an extension of the indoor playrooms and linked with the learning that goes on inside. On the days of inspection, all the children had opportunities to be outside, as often as possible.
 - There were three all-weather sheltered areas and three storage sheds. There was adequate equipment for children’s learning and development including a wooden bus with wheels, a Garda station, a shop, and

a teepee. There were tyres, a boat, a car, scooters, bicycles, rockers, and transport vehicles. There was a bench, tables and a mud kitchen.

- Additional outdoor play equipment was stored in one of the three storage sheds.

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 9.00hrs, the service provided children with the opportunity for breakfast cereal, toast and milk, to any child who was hungry.
- At 10.30hrs, the children had a selection of fruit pieces, sandwiches, crackers, yogurts, cheese, provided by parents and guardians.
- On Day 1, at 13.00hrs, the children had meatballs, with mashed potatoes, broccoli, carrot and sweetcorn, which was cooked on site.
- On Day 2, at 13.00hrs, the children had vegetable curry with rice, which was cooked on site.
- At 15.30hrs, the children had fruit pieces, sandwiches, crackers, yogurts, cheese, wraps supplied by parents and guardians.
- The meals and snacks were of appropriate textures for infants and toddlers.
- The children attending the service on a full day care and part time basis had two meals and two snacks. The children attending the full day care service had a hot meal provided by the service. 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 area was available in each playroom to allow the children the opportunity to 'self-serve' their drinks.
- Perishable items were stored in the fridge 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:

- There was a buzzer access system, into the main entrance front doors.
- The staff only areas, kitchen, staff sanitary area and storage areas were secure and thereby inaccessible to a pre-school child.
- The external outdoor play area was 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 playroom temperatures were thermostatically controlled, to ensure the temperatures were maintained between 18°C to 22°C.
- Radiators were thermostatically controlled not exceeding 50°C to prevent potential burning.
- Heavy equipment and furnishings were anchored appropriately.
- The five highchairs in the Wobbler room were fitted with appropriate safety harnesses.
- Windows within a child's reach had safety access devices as a safety precaution.
- 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 staff 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 hazard or potential 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 nappy changing, after toileting, after using a tissue, and after playing outdoors.
- There were two designated nappy changing mats with two designated wash hand basins. The children in nappies were changed in a timely manner, on a regular basis. Staff involved in nappy changing wore a disposable apron and gloves. There was a foot pedalled airtight sealable bin for the disposal of nappies.
- Staff advised of the steam sterilisation procedures for infants feeding equipment and soothers.
- The toys and play equipment were maintained in a clean and hygienic condition.
- 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 service had cleaning records for the materials, equipment, and furnishings.

Administration of Medication:

- Through discussion with the inspectors, the staff demonstrated that they were aware of the correct procedures for the administration of medicines.

Safe Sleep:

- Children were observed sleeping on demand following cues / signs of tiredness. Throughout the day infants and toddlers, were observed sleeping in cots in the designated sleep room.
- 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'.
- Sleep records were kept for each child's sleep, recording the time a staff member physically checks a child, and their signature. Additionally, the records included a sleeping child's colour, position, breathing and the temperature of the sleep room with the opportunity to document any necessary remedial actions taken.
- A digital 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.
- All linen provided was clean, dry, and stored in high cupboards.

- Rest / quiet areas were provided in each of the playrooms to facilitate a child to rest or opt out of an activity if he/she chose.

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) Thirteen staff working in the pre-school service had evidence of a current paediatric first aid qualification.

(2)(a) Five suitably equipped first aid boxes were available and in an easily accessible conspicuous position.

(b) The first aid boxes were readily available, with content items within date.

Part VI – Safety

Regulation 26 - Fire safety measures

(1) A registered provider shall ensure that a record in writing is kept of-

(a) any fire drill that takes place in the premises, and

(b) the number, type and maintenance record of fire fighting equipment and smoke alarms in the premises.

(4) A notice of the procedures to be followed in the event of fire shall be displayed in a conspicuous position in the premises.

Compliance Information

(1)(a)

Arrangements were in place to record monthly fire drills. The last documented fire drill was dated 7th of November 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 13th of December 2023. Records indicated that the last maintenance documentation for the fire detection system were dated 12th of September 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 66 pre-school children included the following: -

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