

Early Years Inspectorate Regulatory Report

Pre School

TUSLA Identifier:	TU2015LK077		
Name of Service:	Killeedy Preschool		
Address of Service:	Old Girls National School, Ashford, Ballagh, Co. Limerick		
Eircode:	V42 R529		
Name of Registered Provider:	Laura McEnery		
Service type:	Sessional		
Date(s) of Inspection:	11/06/2024		
No of pre-school children:	AM	20	PM N/A
Address of the Early Years Inspectorate:	Tusla Early Years Inspectorate Office, Estuary House, 2 nd Floor, Henry Street, Limerick.		
Inspection undertaken by:	M Riordan		
Title:	Early Years Inspector		

Authority to Inspect

The Tusla Early Years Inspectorate carries out inspections of Early Years Services under Section 58(J) of the Child Care Act 1991 (as inserted by Section 92 of the Child and Family Agency Act 2013).

Conditions if applicable

Not applicable

Description of service

Kileedy Pre-school is a community pre-school service situated in the rural village of Ashford in County Limerick. It offers a morning sessional service from 9.00am to 12.00md, Monday to Friday. The service operates from an old former schoolhouse building in the rural village. Within the facility, children have access to a large well-resourced preschool room. The outdoor area surrounding the school provides a well-planned and adventurous play area for the children.

Staffing

The chairperson of the committee is the registered provider of the service. A designated person in charge is appointed to manage the day to day running of the school. There are 2 additional people employed to work at the service. A relief staff person is also available to cover staff while on leave. All staff who work at the school hold the required qualifications in Early Childhood Care and Education.

Methodology

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

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

The findings on inspection are based on:

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

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

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

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

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

Acknowledgments

The inspector wishes to acknowledge the cooperation of the person in charge, staff and children who were present on the day of the inspection.

Part III – Management and Staff

Regulation 9 – Management and recruitment

(1) A registered provider shall ensure that-

- (a) the service has a designated person in charge and a named person who is able to deputise as required,*
- (b) at all times during the period when the pre-school service is being carried on, the designated person in charge or the named person referred to in subparagraph (a) is on the premises, and*
- (c) there is a clear management structure in the service that identifies the lines of authority and accountability in the service and the specific roles and responsibilities of each employee and unpaid worker.*

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

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

Compliance Information

- (1)(a) The designated person in charge of operating the service was in charge on the day of the inspection. There was a named person available who was able to deputise in their absence.
- (b) During the period of the inspection, a designated person in charge was present and the staff roster indicated a person in charge was always available on the premises.
- (2)(a) Two written and validated references from past employers were available for all staff at the facility.
- (b) All references were from either past employers or from a reputable source such as a former school or college attended.
- (c) Garda vetting disclosures received from the National Vetting Bureau of An Garda Síochána were available for each staff member and all certificates were dated within the last 3 years.
- (d) Police vetting required for another state was available for 1 staff member at the service.

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.

(3) Subject to paragraph (5), a registered provider of a sessional pre-school service shall ensure that at all times the minimum ratio of adults to children specified in column (3) of Part 2 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) therefore at that reference number is satisfied.

Compliance Information

(1) The service operates a morning session from 9.00am to 12.00md. On the day of the inspection there were 20 children present with 2 staff members. A student was present on placement on the day of the inspection. The adult child ratio met the requirements of Regulation 11.

(3) At all times the service ensured that the minimum ratio of adults to children was adhered to in the service.

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.*

Compliance Information

- (1) A sample of 11 children's enrolment forms were reviewed. The service had a record in writing containing the following particulars for each of the children.
- (a) The name and date of birth of the child.
 - (d) The name and address of a parent or guardian of the child and a telephone number where that parent or guardian 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 received by the child was completed on 9 of the 11 forms reviewed.
 - (i) Written parental consent for appropriate medical treatment of the child in the event of an emergency.

Non-Compliance Information

The following particulars were not included on the registration forms

- (b) The date on which the child first attended the service.
- (c) Provision to record the date on which the child ceased to attend the service.
- (h) Record of immunisations received by the child was not completed on 2 of the 11 forms reviewed.

Corrective & Preventive Action submitted by the Registered Provider

Corrective and Preventive Action

The particulars in each child's registration form were reviewed and all the requirements including the date the child first attended, ceased to attend and all immunisation records were added as required.

Supporting documentation submitted

Copies of the updated and amended forms were submitted.

Summary Comment

The inspector has reviewed the actions and the evidence submitted. The non compliances identified have been adequately addressed.

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, and

Compliance Information

BASIC NEEDS:

There was a healthy eating policy in place in the service. A mid-morning snack provided by the parents was served each morning. Parents were advised on a range of suitable, healthy snack options to consider when preparing children's lunch boxes. All perishable foods were stored in a fridge. Children has easy access at all times to their drinks when inside and when outside in the outdoor play areas.

Children had unrestricted access to the toilets located next to the pre-school room. Hot water, liquid soap and paper hand towels were accessible to promote hygienic washing of hands. Staff were available to assist children if needed. Tissues and wipes were accessible to the children at all times and all waste was disposed of properly in foot pedal operated, lidded bins.

The preschool room had been recently renovated with new furniture, flooring and play materials all added to the facility. Interest areas were well developed, providing children with lots of different and interesting places to play and learn. A rest area with soft couches, large bean bags, cushions and sensory lamps created a relaxation space for children to rest when needed, away from more active play spaces.

The outdoor area was well resourced and contained numerous play spaces to facilitate more active play opportunities. An area for climbing, running, playing ball games, gardening, digging, cycling, and using ride on toys was provided outside. The outside area provided opportunities for adventure, exploring, engaging, and experimenting with nature.

Staff were observed to engage in a kind and caring manner towards the children. The atmosphere was calm, and all children were active and engaged in play. Work was in progress getting ready for their upcoming graduation ceremony and children were enthusiastic about performing at the event. Lots of recent fundraising for the school had taken place with all areas of the service upgraded with the proceeds raised by the local community.

PHYSICAL AND MATERIAL ENVIRONMENT:

The service operated from 1 large playroom. The room was subdivided into many play areas and low-level shelving units helped split and identify each of the play stations. All furniture was new and in excellent condition. Low level tables and chairs were used for many tabletop activities and for dining at mealtimes. Low level, open shelving contained a wide range of play materials. Children were able to easily pick and choose equipment independently. The library area provided a comfortable space for children to relax and read a book. A low-level bookshelf was well stocked with a wide range of reading materials. The home corner was clearly identifiable with lots of cookers, utensils, food props, dolls, prams, and home appliances all grouped together. Messy play areas were provided with lots of art and craft materials accessible to the children.

Lots of photos of the children at work and play were stored in each child's journal. Samples of their artwork was also displayed in their books and on the walls around the room.

Children spend long periods of time each day in the outdoor areas. The school yard and the playground provided space for use of ride on trikes, bikes, and scooters. Climbing equipment was safely secured with shock absorbent rubber matting covering all areas where there was a fall height. Mud kitchens provided an imaginative play space outdoors. A timber fence surrounding the outdoor play area had lots of interactive play attachments displayed. A garden area was accessible at the rear of the school. A steel railing had recently been added along the top of the wall at the front of the premises to ensure children did not access the road unsupervised at any time.