

Early Years Inspectorate Regulatory Report

Pre School

TUSLA Identifier:	TU2015MH130
--------------------------	-------------

Name of Service:	Daughters of Charity Mobuhay Early Childcare Development Service (Mosney)
-------------------------	--

Address of Service:	Mosney Accommodation Centre, Mosney, Co Meath
----------------------------	---

Eircode:	A92 ED6V
-----------------	----------

Name of Registered Provider:	Tracey Monson
-------------------------------------	---------------

Service type:	Sessional
----------------------	-----------

Date of Inspection:	06/06/2024
----------------------------	------------

No of pre-school children:	AM	17	PM	11
-----------------------------------	----	----	----	----

Address of the Early Years Inspectorate:	Early Years Inspectorate, 181-189 Lakeshore Drive, Airside Business Park, Swords, Co. Dublin K67 Y5C6.
Inspection undertaken by:	S. Taaffe
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

Daughters of Charity Mabuhay Early Childcare Development Service (Mosney) is a sessional early years service which is conducted on the grounds of an accommodation centre for international protection applicants, with 900 residents accommodated on an 80-acre site in rural Co. Meath. There are 3 pre-school rooms in operation in the service and a separate multi-lingual library and sensory room are also provided. The service is registered to accommodate a maximum of 50 pre-school children. A service is provided to children aged between 2 and 6 years for 38 weeks each year and participates in the Early Childhood Care and Education (ECCE) scheme, currently providing a morning session which runs from 9.00am to 12.00midday and an afternoon session which runs from 12.30 – 3.30pm each weekday. School aged children are not accommodated in the service.

Staffing

The service employs a total of 9 staff members including a service manager who coordinates the day to day operational management of the service and who is available to support staff and assist with the care of the children when required. Eight of these 9 staff members work directly with the pre-school children while 1 of the 9 staff members is employed to carry out cleaning duties in the service for 2 hours each afternoon. A further adult is present in the service as part of a supervised work placement while participating in a Community Employment (CE) scheme and engaged in a childcare training programme, undertaking formal learning and work which, once completed, can lead to a Level 5 qualification on the National Framework of Qualifications (NFQ). The registered provider is the director of the not-for-profit child and family public service organisation and does not work directly with the children attending the service.

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. The inspection may also focus on other areas as required.

The inspection focused on an examination of compliance under regulations 9, 11, 15, 19, 23, 24, 25 and 26; however, on inspection additional non-compliance which posed a risk was identified under Regulation 8. These findings are outlined within the relevant regulations within this report.

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 II - Registration and Register

Regulation 8 - Notification of change in circumstances

(1) A registered provider of a pre-school service other than a temporary pre-school service shall, subject to paragraph (3), notify the Agency in writing of any proposed change in the details in relation to the pre-school service contained in the register pursuant to section 58C(2) of the Act or Regulation 7(2) at least 60 days before it is proposed that the change would take effect.

Non-Compliance Information

(3) On the day of inspection there was no evidence available to show that the registered provider had notified the Early Years Inspectorate of a change in circumstances in relation to the following as per the schedule 4 Form for Notification of Change in Circumstances:

- The service is registered to operate from 9.00am to 12.00midday and from 1.00pm to 3.00pm. However, the service operates from 9.00am to 12.00midday and from 12.30pm to 3.30pm each weekday.

Corrective & Preventive Action submitted by the Registered Provider

The registered provider stated the following corrective actions and preventive actions have been undertaken:

Corrective Action:

Following the inspection, on 24/06/2024, the new manager submitted a notification of the change of circumstance form to the Inspectorate for the change of operating hours.

Preventive Action:

Any change of circumstance will be notified immediately to the Inspectorate.

Supporting documentation submitted

The registered provider submitted a copy of the change in circumstances form which the service had submitted to the Inspectorate following the inspection, detailing the service's operating hours.

Summary Comment

Written confirmation has been received from the Inspectorate's change in circumstances office showing that the service's application to change their registered operational hours had been received and was approved on 03/07/2024. The non-compliance identified under Regulation 8 on inspection has been adequately addressed.

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) The service manager was the designated person in charge of the service and there was a named person appointed to deputise as required.

(b) The service manager was present and in charge of the service when the inspector arrived unannounced at 9.30am on the day of inspection. The service manager was present in the service for the duration of the inspection.

All staff files were reviewed. These consisted of 11 files which were maintained in respect of the registered provider, the 9 staff members employed in the service and the CE scheme participant.

(2)(a)(b) There were 2 written, validated references available for the 11 adults whose files were reviewed.

(c) Garda vetting disclosures had been obtained for the 11 adults whose files were reviewed. The service demonstrated compliance with the Early Years Inspectorate Regulatory Notice requiring services to renew Garda vetting every three years.

(d) International police vetting was available for 3 staff members who had resided in 1 country outside of the Irish jurisdiction and for 1 staff member who had resided in 2 countries outside of the Irish jurisdiction, all for more than 6 consecutive months as adults.

(4) All 8 staff members who worked directly with the pre-school children in the service held a major award in Early Childhood Care and Education at Level 5 - 8 on the National Framework of Qualifications (NFQ).

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) During the inspection there were an adequate number of adults working directly with the children.

(3) The adult to child ratios were correct in the service when the inspector arrived unannounced at 9.30am and remained so throughout the inspection.

The following adult to child ratios were observed on the morning of the inspection:

- In Room 1 there were 7 children aged between 3 years 10 months and 5 years 1 month being cared for by 2 staff members, with one of these staff members employed in a post which was funded by the Minister as part of the Access and Inclusion Model scheme.
- In Room 2 there were 3 children aged between 4 years 3 months and 5 years 1 month being cared for by 2 staff members, with one of these staff members funded by the Minister as part of the Access and Inclusion Model scheme.

- In Room 3 there were 7 children aged 3 years 8 months to 5 years 1 month being cared for by 2 staff members, in addition to the CE scheme participant who was working under supervision in a supernumerary capacity.

During the afternoon session Room 1 and Room 2 were in operation with a total of 11 children present, being cared for by 5 staff members across the two rooms.

The service manager engaged with parents and supported staff members and children when required during the inspection.

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) The registered provider ensured a record was kept in writing in relation to the children's details as outlined in Regulation 15 (a) to (i). All children's registration forms were reviewed and each form was found to be appropriately completed with the required information.

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

(1)(a) The following are examples of how each child's learning, development and well-being was facilitated in the service:

Basic Needs of the Children:

- The staff members were observed working collaboratively and responsively which created a caring, supportive and warm atmosphere for the children in the service. The staff members demonstrated sensitivity and responsiveness to each child's stories, questions and their non-verbal cues and needs (both individual needs and, for some children, their additional needs), thereby fostering each child's inclusion and involvement in interactions and in their preferred activities.
- A range of healthy snacks and drinks were provided by the service for the children's morning snack. Toasted buttered brown bread, cheese slices, water melon, blue berries, yogurts and croissants were included in the food items served to the children. Additionally, in each pre-school room fruit bowls with bananas, apples and mandarin oranges provided by the service were available for the children to take from low level shelving throughout the session, should they feel hungry at any stage. Drinking water was provided and accessible to the children both indoors and outdoors during the inspection.
- The staff members were observed to be responsive to the children's cues should they need to use the toilet, with discreet supervision and assistance provided when required.
- All children engaged in outdoor play on the day of inspection and were given a choice in when they wished to go outside.

Supporting Relationships around Children

- The staff members were observed using welcoming facial expressions and warm vocal tones when engaging with the children and showed a keen interest in what each child was doing. The staff members

were observed affirming and offering meaningful praise and encouragement to the children for their efforts and involvement in activities.

- In both the indoor and outdoor play environments the staff members were observed engaging in play and activities with the children at an individual, small group and large group level.
- The service placed an emphasis on supporting the children to recognise and to become aware of their emotions with interactions, discussions, books, posters and puppets used to support the children in this regard. The staff members in each room displayed anticipation and prompt responsiveness when children experienced challenges in interactions or within the environment and when children chose to change or opt out of activities.
- Children's behaviour was observed to be skilfully managed in a positive and caring manner as the staff members approached children's behaviour in a calm and supportive manner and used a problem solving approach to conflict resolution.
- A wide range of approaches were implemented to ensure regular two-way communication took place with the parents and there was evidence of strong family engagement with the service. Examples of this included information on their children's learning and development being shared with parents informally at drop-off and collection times on a daily basis and formally a number of times throughout the year. The service implemented an open door policy and parents were invited to "stay and play" for as long as they wished to on a daily basis, with photographs on display showing parents and their children engaged in play activities in the service. Parents attended the service for celebrations including national days, a Christmas party and end of year graduation. For example, Africa Day had recently taken place with parents, staff and children photographed celebrating the event in national dress, eating traditional African food, dancing and playing traditional musical instruments. The service also delivered parenting support sessions, liaised with schools and offered advocacy and informal support to parents.

Physical and material environment:

- The High Scope approach was implemented in the service with the pre-school rooms set up with clearly defined interest areas and an extensive range of developmentally appropriate play materials to support children in their learning experiences. The staff members arranged the learning environment so that children had free access to open-ended, creative, sensorial, real and natural materials. It was evident that each area had been carefully considered by the staff members to ensure they were visually stimulating and inviting for children. The interest areas included home corners containing wooden kitchen units

equipped with real world utensils and appliances, glass and delph crockery, real vegetables including celery, lettuce, carrots, cucumber, potatoes and carrots; art areas with recyclable materials; construction areas and well-resourced library areas.

- Sand tables with plenty of sand, spades, buckets and plastic sea creatures; water tables with sudsy water; and a range of playdough were provided and the children were observed engaged in these sensory play experiences in each of the three rooms when the inspector arrived unannounced to the service and throughout the session.
- Representations of the children, their families and their learning experiences were very visible in the service as evidenced through the broad range of photographs on display.
- The service placed an emphasis on ensuring the children’s homes, families, cultures and communities were reflected in the pre-school environment. This was evidenced in the dolls, figurines, jigsaws, books, dress-up clothes and extensive range of real life food packaging provided in the home corners which included culturally specific food jars, wrappers, cans, trays and boxes. Posters and photographs were on display in the care rooms showing diversity within families and a selection of ethnic foods and meal presentations which represented cultural diversity.
- The sensory room which adjoined the library contained a bubble mirror, and bubble tube, fibre optics, ultra violet lights, activity board, wheel rotator and a light projector. Soft toys, cushions and matting were also available in the sensory room, all of which provided for an enhanced sensory experience for the children.
- The fully enclosed spacious outdoor play area to the rear of the premises was laid out in defined interest areas and was very well resourced with equipment and materials to facilitate play experiences for the children. Natural grass, safety surfacing and hard surfacing covered separate sections of the outdoor play area. Play equipment included a large wooden boathouse with a stairs up to an enclosed standing platform with a sheltered space beneath and slide attached, a smaller plastic climbing frame with slide attached, a metal dome climbing frame, outdoor kitchens, a wooden play house, water tables, a sand table and separate sand pit, children’s seating and benches. A large digging patch and framed plant beds were provided. The children were observed displaying high levels of interest and excitement planting and watering a colourful array of flowering bedding plants during the inspection. A lean-to structure covered with plastic corrugated roof sheeting provided shelter for the children and staff members.

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 doors leading into the premises and the garden area were appropriately secured to prevent the children from exiting unsupervised and to restrict unauthorised persons from gaining access to the premises.
- The warm water temperature in the sanitary accommodation did not exceed the recommended maximum water temperature of 43°C which reduced the risk of scalding for the children.
- Cleaning agents were stored safely on high shelving out of reach of children.
- The kitchen was inaccessible to children on the day of inspection.
- The wide array of play materials and equipment available in the service were stored on stable-based low level shelving which reduced the risk of the furniture from toppling over and causing injury to a child and, additionally, these were observed to be safe and suitable for the developmental age of the children present.
- Radiators were covered by fixed guards to prevent a child from sustaining a burn from the heat source.

Infection Control:

- Thermostatically controlled running warm water, liquid soap and paper towels were provided at the wash hand basins in the sanitary accommodation of the service.
- The children were facilitated to wash their hands before eating, after using the toilet, and after outdoor and messy play.
- Suitable disposable gloves and aprons were available for nappy changing.
- Foot-operated pedal waste bins were available in all rooms in the service which facilitated the hygienic disposal of waste material.
- The outdoor sand pit and sand table were covered when not in use to prevent contamination by animals and birds.

Administration of Medication:

- There was evidence of signed parental consent for the administration of temperature-reducing medication for each child in the service.

Fire Safety:

- The designated emergency exit doors were clear and unobstructed.

Outings:

- The service manager demonstrated knowledge of the relevant safety issues associated with the preparation and safe management of outings, which included the completion of a documented risk assessment prior to the children being taken on outings including to the local beach, Drogheda fire station, Drogheda train station and pet farms.

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) Four staff members held in-date First Aid Response (FAR) training. Based on a review of the staff members' training records and the service's staff roster, it was evident that the registered provider ensured that a person with FAR training was at all times immediately available to the children attending the service.

(2)(a) and (b) The first aid boxes available in the service were suitably equipped and stored in conspicuous locations on the premises and were available for the children in attendance, in the event of an emergency.

Part VI - Safety

Regulation 26 - Fire safety measures

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

Compliance Information

- (1)(a) A record was maintained of fire drills which had been completed in the service. Fire drills were carried out monthly. The last recorded fire drill took place on 14/05/2024.
- (b) A record was kept of the number, type and maintenance of the fire fighting equipment and smoke alarms in the premises. Fire extinguishers were certified as having been serviced on 12/04/2024 and the smoke detection system on 27/03/2024.
- (4) A notice of the procedures to be followed in the event of a fire was conspicuously displayed in the pre-school rooms and ancillary accommodation in the premises.