

# Early Years Inspectorate Regulatory Report

## Pre School

<b>TUSLA Identifier:</b>	TU2015MN058				
<b>Name of Service:</b>	Tots to Teens				
<b>Address of Service:</b>	Carrowhatta, Scotstown, Co. Monaghan				
<b>Eircode:</b>	H18 NV97				
<b>Name of Registered Provider:</b>	Niamh Boylan				
<b>Service type:</b>	Full Day, Part Time, Sessional				
<b>Date(s) of Inspection:</b>	06/03/2024				
<b>No of pre-school children:</b>	<table border="1"> <tr> <td>AM</td> <td>58</td> <td>PM</td> <td>33</td> </tr> </table>	AM	58	PM	33
AM	58	PM	33		
<b>Address of the Early Years Inspectorate:</b>	No.18 the Grange Plantation Walk Monaghan				
<b>Inspection undertaken by:</b>	S. Skinnader and M. Flood				
<b>Title:</b>	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).

<b>Conditions if applicable</b>	Not Applicable
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### Description of service

Tots to Teens has been operating as a community run childcare service since 2002. They provide full day care, part-time and sessional education and care to pre-school children aged from 0 - 6 years of age. The service is open from 08:00 to 18:00 each weekday and caters for a maximum of 90 children. The service operates from rooms in a local GAA sports complex in the village of Scotstown Co. Monaghan. The service currently has 4 care rooms in operation in the morning namely: Sunny Rays, Bright Sparks, Little Ladybirds and Busy Bees. In the afternoon a new room The Full Day Care Room opens at 12 midday to accommodate all preschool children staying on a full day care basis. Sunny Rays and Bright Sparks cater for school age children in the afternoon and a new room the Meeting Room also caters for school age children. There are 2 separate sleep rooms, nappy changing and sanitary accommodations, a kitchen, staff room and an office. The service has 2 outdoor areas to the front of the building and side of the pitch. The large multipurpose hall is also available.

### Staffing

The service employs 30 staff. Twenty-one of the staff members work directly with the preschool children. Three staff are employed in administrative, or room support duties, 2 as service cooks, one in administrative duties and 3 adults work directly with the school age 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. 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 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

(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) & (b) The service had a designated person in charge and a system in place to designate a named deputy person to deputise as required.

There were 30 staff files presented for inspection.

(2)(a) & (b)

- There were 2 written and validated references from a past employer or an alternative source available for all 30 members of staff.

(c) Documentary evidence of a processed Garda vetting disclosure was available for all 30 staff members in the service which were dated within the last 3 years.

(d) Following a review of the staff files presented on the day of inspection, international police vetting was available for the 6 staff members who had resided outside the jurisdiction for a period of greater than 6 months as an adult.

(4) Documentary evidence was available to demonstrate that 24 members of staff, who worked directly with the pre-school children had a minimum Level 5 childcare qualification.

### Non-Compliance Information

(2)(d) Documentary evidence was not available for a 2<sup>nd</sup> international police vetting that was required for one of the 6 staff members.

### Corrective & Preventive Action submitted by the Registered Provider

#### Corrective and Preventive Action

(2)(d) A 2<sup>nd</sup> international police vetting was applied for and received for the one staff member who required it. Going forward the staff induction plan has been amended to include this requirement.

#### Supporting documentation submitted

Documentary evidence of the International Police vetting and the Induction plan was submitted to the office of the early years inspectorate.

### Summary Comment

The non-compliance in Regulation 9(2)(d) has been 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) During the inspection there were an adequate number of adults working directly with the children attending the pre-school service in the Sunny Ray, Bright Sparks, Little Ladybird and Busy Bees Rooms.

(2) When the inspectors arrived unannounced to the service there were 4 rooms in operation the Sunny Ray, Bright Sparks, Little Ladybird and Busy Bees Rooms.

The following adult:child ratios were observed:

- Three staff in Sunny Rays with 18 children aged 3 - 5 years.
- Three staff and 1 student in Bright Sparks with 18 children aged 3 - 5 years.
- Three staff in the Little Ladybirds with 7 children aged 9 months - 1 year and 8 months.
- Four staff in the Busy Bees with 15 children aged 1 -2 years.

In addition, there were 2 members of staff employed as cooks present; 1 from 8:30 to 16:30 and 1 from 9:15 to 16:15

Five additional staff members arrived at the service; 1 at 12:00, 3 at 13:30 and 1 at 14:00. These staff worked directly with the school aged children.

(8)(a) Following a review of the available documentation e.g., staff rotas and children's attendance records the information demonstrated that the registered provider ensured that there were at least 2 adults on the premises at all times.

### 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

There were 4 rooms in operation on the day of inspection namely the Sunny Ray, Bright Sparks, Little Ladybirds and Busy Bees Rooms. At 12 midday the Full Day Care Room opened and all preschool children staying on for the full day moved into this room.

(1)(a) The following examples demonstrate how the registered provider ensured that children’s learning, development and well-being was facilitated within the service:

#### Basic needs:

- In the Little Ladybirds and Busy Bees Rooms child-led sleep needs were facilitated in the service. The staff followed the children’s routines and were also alert to signs of tiredness displayed by the children. Children were observed sleeping at various intervals in the sleep room. Stackable beds were available should an older child require a rest or sleep.
- The children were observed to move freely in the care rooms and the children from all rooms were provided with a change of environment to the outdoor areas during the inspection.
- The toilet trained children were encouraged to be independent with toileting and discreet supervision was also provided by staff as required. Gentle handwashing reminders were also given to the children in the various rooms after toileting.
- Nappies were changed regularly and in a timely manner with pleasant interactions observed between children and staff.
- Attention was given to personal care in all rooms such as nose blowing, brushing hairs, use of bibs for feeding and in the Little Ladybird Room individual face cloths were in use for cleaning faces.
- Children in the Little Ladybirds and Busy Bees Rooms were supported in being independent in feeding themselves where possible. The older children were provided with choice for example “would you like milk or water to drink? “would you like a spoon or a fork to eat your dinner?”.

#### Supporting Relationships

- A key worker system was in place throughout the service. The names of the children and their key worker were on display.
- Soft tones, positive and respectful language were observed in interactions between the children in all the rooms. The staff were observed down on the floor with the children in the Little Ladybird and Busy Bee Rooms and were observed to interact with the children in a warm and supportive manner.

- Staff used an electronic application (an 'App') to provide information to parents on their child's care and daily routine in the service on a daily basis. Information shared included details of each child's personal care routines such as what they ate, when they slept, nappy changes and play activities. The staff also reported that communication with parents is conducted verbally at collection and drop off and there was a parents notice board with information in the corridor.

### Physical and Material Environment

- A variety of age-appropriate materials and equipment were available in each of the rooms that support many areas of development such as fine and gross motor skills, role play, speech and language and sensory development.
- Toys and equipment were positioned on open low-level shelving in all rooms which promoted independence and facilitated choice for the children.

### Programme of Activities:

- A variety of the children's art activities were on display throughout the service which included free art painting and paper plate art, Mother's Day cards, fingerprints and painted hand prints and daffodils.
- The children were observed to engage in a variety of activities that promoted many areas of development including; sensory play, role play, art activities, large and small group time activities and outdoor play.
- Staff reported that they are guided by the children's emerging interests to support and plan activities. Short and long-term plans were on display in rooms on the learning walls. In the preschool Rooms children were given jobs for example "Light Duty" in the Bright Sparks room. Journals and observations were being recorded and available for the individual children. These learning journals were completed regularly and detailed photographic and documentary evidence of the children's artwork, activities and interests. These journals are sent home at the end of term to share with parents and family.

## 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

Healthy eating was promoted in the service and there was a 4-weekly menu on display. Dinner, morning and afternoon snacks were provided by the service for those children staying on a full day care basis. The snacks consisted of croissants and banana in the morning and toasted cheese sandwiches and grapes in the afternoon. Dinner on the day of inspection was homemade pasta bolognese with mixed vegetables including peas, carrots and the option of mashed potatoes. The consistency of the food was age appropriate. Drinks were freely accessible in the Preschool Rooms in individual cups and there was potable water available in the service. It was observed that children also had the option to bring in their own lunch. It was reported by staff that bottles of powdered infant formula are brought in ready made up by the parents and then stored appropriately in the fridge.

## Part VI - Safety

### Regulation 28 - Insurance

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

#### Compliance Information

Adequate insurance cover was available for up to 100 children and expires 27/03/2024.