

# Early Years Inspectorate Regulatory Report

## Pre School

<b>TUSLA Identifier:</b>	TU2015RN010
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<b>Name of Service:</b>	Croghan Fairy Bush Ltd
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<b>Address of Service:</b>	Carrowmore, Croghan, Boyle, Co. Roscommon
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<b>Eircode:</b>	F52 NA48
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<b>Name of Registered Provider:</b>	Brenda Reynolds
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<b>Service type:</b>	Full Day, Part Time, Sessional
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<b>Date of Inspection:</b>	20/03/2024
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<b>No of pre-school children:</b>	AM	40	PM	21
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<b>Address of the Early Years Inspectorate:</b>	Early Year's Inspectorate, Child and Family Agency, Government Buildings, Convent Road, Roscommon, Co. Roscommon
<b>Inspection undertaken by:</b>	A. Kennedy & H. Heagney
<b>Title:</b>	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).

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

This ground floor full day care service is in a rural village of Croghan, near the town of Boyle, Co. Roscommon. A full day care service from 8.00hrs to 17.30hrs, and an Early Childhood Care and Education (ECCE) and sessional care pre-school programmes are offered. The service caters for children aged between 1 to 6 years. The service is registered for a maximum number of 70 pre-school children, at any one time. Additionally, the service is registered to provide a breakfast club and after school programme for school aged children. There are three playrooms namely the Toddler room, the Butterfly room, and the Pre-school room. There is also a dining room / school age area. There is a designated kitchen where the main meals are prepared, cooked, and stored on site. There is a sleep room adjacent to the Toddler room with five cots. Additionally, six stackable beds are available for any older child requiring sleep provision. Quiet rest areas with child size seating are available for children to rest or opt out of an activity if he/ she wishes to do so. There are outdoor play areas to the rear and side of the premises for children's fresh air, exploration, and play. Two outdoor play areas to the rear of the premises have plans for renovation and are currently not in use.

### Staffing

The registered provider is supernumerary and not on the premises daily. There is a person in charge and there is a named deputy person in charge. There are thirteen staff working in the premises. Ten 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. Additionally, there is a designated chef, who works in the service kitchen. There is one adult over the age of eighteen years on a childcare work placement who is supervised when working with the pre-school children. There is one adult who solely work directly with the school aged 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 and 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) There was a designated person in charge and there was a named person available to deputise in the service.
- (b) The person in charge was on the premises when the early years inspector arrived. Staff rosters indicated that either the designated person in charge or deputy were available on the premises at all times when the pre-school children were present. Files for the thirteen staff and the registered provider were reviewed.
- (2)(a) &(b) Twenty-eight of the twenty-eight written validated references, on file for the thirteen staff and the registered provider were from a past employer or from a source other than the past employer.
- (c) Garda vetting disclosure was available in respect of the thirteen staff and the registered provider. Garda vetting disclosures had been obtained for all staff. However, the service did not adhere to the re-vetting timeframes as outlined in the Early Years Inspectorate Regulatory Notice, requiring services to renew Garda vetting every three years. Please refer to the information outlined under regulation 23 of this report.
- (d) Four of the staff had worked outside the jurisdiction, for six months or more, while over the age of 18 years of age and had the required police vetting.
- (4) Ten staff who were working directly with children, held a Quality and Qualifications Ireland (QQI), at a Level 5 to 9, in Early Childhood Care and Education. Copies of qualifications were on file for the ten staff.

### 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 person in charge ensured that the adult child ratios were adhered to.

(2) Documentary evidence in the form of attendance records indicated that adult child ratios were adhered to.

On the morning of the inspection, there were 40 pre-school children aged between 2 to 5 years.

- 4 children were aged 2 to 3 years,
- 36 children were aged 3 to 5 years.

There were six directly caring for these children. Additionally, the adult on a childcare work placement was supervised when interacting with the children. The person in charge also assisted in the administration part of the inspection.

In the afternoon, there were 21 pre-school children aged between 2 to 5 years.

- 2 children were aged 2 to 3 years,
- 19 children were aged 3 to 5 years.

There were six staff including the registered provider, caring for these children. There was also a designated chef preparing, cooking meals and snacks and performing kitchen duties.

There were two staff members directly caring for school aged children.

(8)(a) The registered provider ensured that there were two staff on the premises 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)

Twenty-five children’s records were sampled and reviewed by the early year’s inspectors.

The twenty-five records reviewed showed that the entries were factual, consistent, and accurate.

The twenty five 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 are 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, and*

#### Compliance Information

- The staff encouraged and supported the children to be as independent, as possible.
- The children were given sufficient time to eat in an unhurried manner. The staff complied with the service’s healthy eating policy.
- Nutritious meals and snacks were provided by the service and served at regular times and no more than 3 hours apart.
- Each child had enough time to eat and enjoy their meals and snacks without being rushed.
- The tables and chairs were suitable for the children’s ages and stages of development.
- The staff encouraged children to feed themselves independently, according to their age and stage of development.
- The crockery, cutlery and drinking utensils were suitable for the children’s ages and stages of development.
- The staff responded to children’s individual personalities, sensitivities and needs in relation to nappy changing, toileting and toilet training. On the day of inspection, seven children in the Toddler and Butterfly room wore nappies and were changed on a regular basis. The privacy and dignity of a child having their nappy changed was maintained. The older children in the Butterfly and Pre-school room, had

unrestricted access to the toilet and did not have to wait to use the toilet. The staff used the correct language surrounding toileting / nappy changing. Staff responded to children's cues quickly.

- Picture and word reminders and instructions were displayed and used as aid memoirs.
- Staff provided for each child's comfort and need for rest, relaxation in each of the playrooms. The pre-school had safe and comfortable spaces for toddlers to lie, roll, creep, crawl, pull themselves up, learn to walk and be protected from children who were more mobile.
- Children have plenty of opportunities to move themselves, to practice and improve their emerging skills, such as co-ordination and balance. Play activities and experiences were developmentally appropriate and suitably challenging. Children were aware of routines and daily transitions were seamless and made as comfortable as possible for example going outside, getting ready for meals and sleep provision.
- The children were observed at free play, connecting, stacking, building, and linking. and doing puzzles and tabletop activities. The children played with transport vehicles on tracks. The children played house and mummies, daddies and doctors with dolls and a medical set. The children enjoyed cutting, drawing, glueing, playing with play dough with rolling pins, cutters and shapes and playing with sand with jugs, sieves, and shovels.

The staff used visual aids and probed with questions such as 'who is this?', 'how many are there?', and 'where is that?'. The children enjoyed action songs such as 'shake your sillies out' and the children in the Butterfly room sang and celebrated happy birthday with one child.

In the outdoor area the children enjoyed riding tractors and push cars, running, jumping, chasing, climbing on the climbing frame, exploring for insects and bugs, and playing in the sand area and mud kitchen.

- The staff supported children in forming and sustaining positive relationships by -
  - having a key person system for each child,
  - showing respect for each unique child and developing their trust,
  - 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,
  - using soft tones, the child's individual name, and getting down to their level and making eye contact,
  - providing opportunities for individual and small group activities and play, leading to increased social awareness, co-operation, collaboration, teamwork, and a sense of belonging,
  - providing opportunities for children to learn from each other and with each other, to work together, join in and contribute to projects and tasks,

working with parents and guardians by sharing knowledge and observations of the child's interests, strengths, developmental and care needs, approaches to learning, changes in their life, and any other concerns.

- On speaking with the staff, the inspectors were informed that they verbally provided parents with daily information on their child's experiences in the preschool including the child's likes, interests and preferences and play activities engaged in. This information was provided at collection times, via text messages, and by phone calls.
- The staff collated individual profile scrapbooks showing the experiences that the children engaged in. The themes to date included 'look at me', 'I made my own self portrait', 'when I am bigger this is what I want to be', 'look at my family', 'all about me', 'this string is the same size as me', Autumn, trees, Halloween, give thanks, Mr Robin, the farm, driving safely buckle up, hedgehogs, Winter, Garda visit, painting, Christmas, clothing, frosty morning, pancake Tuesday, love mammy, and pre-writing skills.
- Additionally, each child had a colouring and shape copy book which was given to parents and guardians.
- 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. The inspectors noted the staff acknowledged a child's achievements '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 ensured that the children had ongoing opportunities to interact informally with one another for example at free play, parallel play, and eating together.
- The staff provided opportunities for children to learn from each other and with each other, to work together, join in and contribute to projects and tasks.
- 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 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 main entrance door was secure to prevent unauthorised entry.
- The external play area to the rear of the premises 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.
- Leads, cables, and flexes were wall mounted and secured to prevent any trip or strangulation hazard.
- The heating system was thermostatically controlled, to ensure the temperature was maintained between 18°C to 22°C.
- Blind cords were securely fastened thereby preventing any potential risk. Windows had restrictive access devices as a safety precaution.
- All toys and play equipment were observed to be safe and in good condition.
- Daily records of attendance were kept for all the children attending the service.

##### Infection Control:

- Children were observed washing their hands after toileting / nappy changing, outdoor play, messy play and after blowing their noses. The children washed their hands under supervision prior to their snacks and mealtimes.
- The children's belongings for nappy changing were individually labelled and in designated storage containers.
- The children's barrier creams were clearly individually labelled and stored within the nappy changing area.
- The nappy changing area had a leak-proof, sealable airtight container for the disposal of nappies.
- The nappy changing policy was displayed on the wall of the nappy changing area and staff completed nappy changing sheet records for each child requiring nappy change, with a section for staff comment / remedial action taken.
- A cleaning and disinfection schedule was presented and available for inspection. There were cleaning schedules and records for the playrooms, communal areas, sanitary areas, and outdoor areas and on the

cleaning and disinfection procedure undertaken in the service. The records reviewed showed that high contact areas were cleaned regularly during the day and the service was thoroughly cleaned each evening after it had closed.

- The outdoor play equipment was cleaned after each child's use, and prior to each child's use with documented records maintained.
- Tabletops and work surfaces were cleaned with disposable paper towels and disinfectant spray, the inspector observed this practice on the day of inspection.
- The playrooms were observed to be kept adequately ventilated with the windows left open whilst maintaining the room temperatures at the required levels.
- Adequate supplies of disposable tissues were readily available in the playrooms.

### Administration of Medication:

- Medication was stored inaccessible to the pre-school children.
- Medicines examined were within date.
- Staff advised that the suncreams supplied by parents and guardians, and stored in the service, with dates of expiry checked on an annual basis.

### Safe Sleep:

- There were five cots, and six stackable beds available in the designated sleep room, for children requiring sleep provision. On the day of inspection, two children were observed sleeping in cots and on demand following signs of tiredness, with a sleep room temperature of 18.5°C.
- Each child had designated linen stored in the sleep room, in individual storage baskets.
- A staff member physically checked sleeping children's, colour, position and breathing and the room temperature and this was reflected in the sleep records.
- The sleep policy detailed the correct temperature, lighting, ventilation, and child safety requirements.
- There was a digital wall thermometer in the sleep room to ensure safe sleep room temperatures.

### Non-Compliance Information

#### General Safety

1. Garda vetting was available for the thirteen staff, but the date was 3yrs for three of these staff members. These three vetting disclosures were not dated within the previous three years in adherence to with the Early Years Inspectorate Regulatory Notice 'EYI-RN12.3 Renewal of Garda Vetting'. It is acknowledged that on the 21st of March 2024, the person in charge submitted evidence that application process for Garda vetting for the three staff had commenced.

- In the outdoor area used by the children, a wooden section of the paint easel was missing, two wall mounted chalk boards were broken and two child sized seating benches were worn with the risk of splintering thus posing a potential safety concern.

### Infection Control

- Staff involved in the serving of food and nappy changing did not use disposable aprons when nappy changing.
- There was no soap provided at the nappy changing room, to enable effective hand washing.
- Children's soothers were not sterilized as per best practice. The staff advised that soothers were sterilized using a disinfecting solution which could pose a potential safety concern.
- The surface covering on the press door under the sink unit in the Butterfly room was frayed and peeling posing a difficulty to effectively clean / cross infection.

### Administration of Medication

- There was no care plan available in respect of one child attending the service with a medical condition.

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

On the 22<sup>nd</sup> and 30<sup>th</sup> of April 2024 the person in charge advised of the following;

#### Corrective and Preventive Action

##### General Safety

- These three vetting disclosures were received and dated on 7<sup>th</sup> and 24<sup>th</sup> April 2024. Going forward the Garda vetting disclosures will be updated within the 3-year time frame.
- The paint easel was repaired, the two wall mounted chalk boards that were broken have been removed and the two child sized seating benches were removed.

##### Infection Control

- An apron dispenser has been wall mounted in the nappy changing area and staff have received training on wearing disposable aprons while nappy changing.
- The soap dispenser will be filled daily and included on a daily cleaning routine.
- A steam sterilizer has been purchased and staff advised on its use.
- The surface covering on the press door under the sink unit in the Butterfly room has been repaired. Press doors are listed on the monthly building assessment sheet.

##### Administration of Medication

- There will be a care plan for every child with a medical condition.

#### Supporting documentation submitted

##### General Safety

1. Garda Vetting disclosures for the three staff members dated on the 7<sup>th</sup> and 24<sup>th</sup> of April 2024 were submitted to the office of the early years' inspectorate.
2. Photographic evidence of the repaired easel and of the outdoor area showing that the child size benches, and chalk boards were removed was submitted to the office of the early years inspectorate.

### **Infection Control**

3. Photographic evidence of the wall mounted dispenser in the nappy changing area and the nappy changing policy was submitted to the office of the early years inspectorate.
4. Photographic evidence of soap in the nappy changing area was submitted to the office of the early years inspectorate.
5. Photographic evidence of the steam sterilizer was submitted to the office of the early years inspectorate.
6. Photographic evidence on the repaired door was submitted to the office of the early years inspectorate.

### **Administration of Medication**

7. Photographic evidence of the medical care plan relating to the child was submitted to the office of the early years inspectorate.

### **Summary Comment**

The inspectors have reviewed the actions and evidence submitted. The non-compliance identified under Regulation 23 has been adequately addressed.