

# Early Years Inspectorate Regulatory Report

## Pre School

<b>TUSLA Identifier:</b>	TU2015RN011				
<b>Name of Service:</b>	Cuan Bhríde Childcare Centre				
<b>Address of Service:</b>	Cuan Mhuire, Ballinderry, Four Mile House, Co. Roscommon.				
<b>Eircode:</b>	F42 W326				
<b>Name of Registered Provider:</b>	Georgina Clarke				
<b>Service type:</b>	Full Day, Part Time, Sessional				
<b>Date of Inspection:</b>	17/05/2023				
<b>No of pre-school children:</b>	<table border="1"> <tr> <td>AM</td> <td>43</td> <td>PM</td> <td>34</td> </tr> </table>	AM	43	PM	34
AM	43	PM	34		

<b>Address of the Early Years Inspectorate:</b>	TUSLA - Child and Family Agency, Early Years Inspectorate, Quality Assurance Directorate, Clinical & Administration Building, Block A - (1st Floor- Green Corridor), Merlin Park, Galway.
<b>Inspection undertaken by:</b>	H. Heagney & M. Gibbons
<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).

Conditions if applicable

Not Applicable

### Description of service

This community operated pre-school was established in 2006. The service offers full day care and part time care provision from 8.00hrs to 18.00hrs, for children aged between 0 to 6 years, from Monday to Friday. Additionally, an Early Childhood Care and Education (ECCE) pre-school care programmes and sessional care programmes are offered. The service also operates an afterschool programme for school aged children. The service is registered to cater for a maximum number of 60 children, at any one time. There are four ground floor pre-school playrooms, namely the Baby room, the Toddler room, the Ladybug room, and the Busy Bee room. There is a designated kitchen where the main meals are prepared, cooked, and stored on site. There is an interlinked sleep room (with access to the Baby room and the Toddler room), with ten cots, available for younger children requiring sleep provision. Additionally, there are stackable beds, for older children's sleep provision. Quiet rest areas are available in each playroom for children to relax. There are outdoor play areas to the rear and side of the premises. The service offers a child centred play-based pre-school curriculum focusing on emerging interests.

### Staffing

The registered provider is supernumerary and not on the premises daily. Twenty-six staff files (including the registered provider) were presented to the inspectors. Fifteen staff hold a Quality and Qualifications Ireland (QQI) at a Level 5 to 8, in Early Childhood Care and Education. The staff have documentary evidence of ongoing training and education. There are four chefs who prepare, cook, and serve the service meals / snacks. Additionally, there are two daily cleaners who work in the service outside the operation hours. There are two staff designated to the care of 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 announced and focused on the area of governance, health, welfare and development of child, safety, premises, and facilities. The inspections 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*
- (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.*

*(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

(2)(a)&(b)

Files for the twenty-six staff were presented to the early years' inspectors.

Files for the twenty-two staff assigned or allowed access to, or had contact with, a pre-school child attending the service were examined.

Forty-three of the forty-four written references on file in respect of the twenty-two staff, were from a past employer or a source other than a past employer. Forty-one of the forty-four written references were validated.

(c)

Garda vetting disclosures were available in respect of the twenty-two staff.

(d)

Five staff, who had lived outside the jurisdiction, for longer than 6 consecutive months, while over the age of 18 years, had the required police vetting. It is acknowledged that where applicable, these vettings were translated by a reputable source.

(4)

Fifteen staff working directly with the children had evidence of Quality and Qualifications Ireland (QQI) Level 5 to Level 8 in Early Childhood Care and Education.

## Non-Compliance Information

(1)(a)&(b)

1. On the day of inspection, there was no designated person in charge, or named person who can deputise if required. A designated person in charge, or a named person to deputise, must be on the premises at all times, while the service is in operation. The service showed no evidence that there was always a named /person consistently in charge, on a day-to-day basis. There was no evidence of, and staff were not aware of who was the alternative person in charge in the absence of the designated person. It is acknowledged

that on the day of inspection, the named person in charge on the national pre-school directory, was on leave.

(1)(c)

2. The service did not show evidence of a clear management structure that identified the lines of authority and accountability and the specific roles and responsibilities of each employee and unpaid worker.

The registered provider and each person working in the service did not have a clear understanding of their own role and range of responsibilities to ensure the quality and safety of care provided to the children attending the service.

The registered provider had not established or maintained an appropriate administrative process, ensuring the effective operation of the service.

The service did not have an employee handbook or guide for staff.

The service did not show evidence of, and staff were not aware of

- the duties of the registered provider and the person in charge, including the co-operation required from employees on safety and health matters,
- how to access relevant and up to date information regarding the name, position, qualifications, and experience of the person in charge and of each employee, unpaid workers, and contractors,
- when the person in charge was included in the adult : child ratio, that their managerial duties do not detract from direct childcare,
- who was in charge in case of emergency,
- who were the Children First designated liaison person and mandated persons,
- what were the various roles / responsibilities of each staff member.

The staff files required updating. For example, there was no evidence of Garda re-vetting, for a number of staff members. Garda vetting files presented were outside the best practice guidance timeframe of every 36 months.

Relevant staff were not aware of their roles and responsibilities in relation to the notification of incidents to the Early Years Inspectorate. Relevant staff did not received training on how to notify the early years inspectorate about incidents.

The following information was not available to the parents and guardians of children proposing to attend or attending the service the name, position, qualifications, and experience of the person in charge and of every other staff member.

(2)

(a)&(b)

3. A second written validated reference was not on file in relation to one staff member.
4. There was no evidence of written reference validation on three references.
5. One staff member had no evidence of their employment history.

(d)

6. One staff member who had worked outside the jurisdiction, for longer than six consecutive months or more, while over the age of 18 years did not have the required police vetting.

(4)

7. Two staff members working directly with children, did not show evidence of holding one of the following:
  - A minimum award in Quality and Qualifications Ireland (QQI) at a Level 5 on the National Framework of Qualifications, in Early Childhood Care and Education or a qualification deemed by the Minister to be equivalent.
  - An exemption from the qualification requirement and confirmation that the Minister accepts this exemption.
  - The qualification requirement or relevant specialist training and the basis on which the capitation may be used for a person employed under the Access and Inclusion Model (AIM), detailed in an exemption letter from Pobal.

It is acknowledged that one of these two staff members had a letter regarding ‘completion of stage 1’ but not a completed certificate, Quality and Qualifications Ireland (QQI) at a Level 5.

It was noted by the early years’ inspectors, that the files for the additional four staff (two assigned to the care of school aged children and two assigned to cleaning duties after hours) were incomplete.

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

On the 28<sup>th</sup> of June 2023, the person in charge advised of the following;

#### **Corrective and Preventive Action**

(1)(a)&(b)

1. At the time of the inspection, there was 2 room leader vacancies and no appointed deputy manager. Since the inspection, all rooms have been appointed a room leader. A named designated staff member is acting as the deputy manager until final recruitment. The new centre manager appointment will ensure that the voluntary management board are aware of the services responsibilities regarding the person in charge, and of the active need to recruit vacant positions.

(1)(c)

2. The service now shows evidence of a clear management structure that identifies the lines of authority and accountability and the specific roles and responsibilities of each employee and unpaid worker. A comprehensive employee handbook has been issued that summarises the responses to the non-compliances, includes a checklist and identifies the persons trained in child protection. This information is now displayed on notice boards in the front lobby for enhanced communication with parents/ guardians and staff.

(2)

(a)&(b)

3. This staff member is no longer working in the service.
4. One of the staff members without validation of reference is no longer working in the service. There is now written reference validation for all staff references, on file.
5. The one staff member now has evidence of their employment history.

(d)

6. The staff member who had worked outside the jurisdiction, for longer than six consecutive months or more, while over the age of 18 years, who did not have the required police vetting, no longer works in the service.

(4)

7. The two staff members working directly with children now have evidence of holding a minimum award in Quality and Qualifications Ireland (QQI) at a Level 5 and / or having a letter of equivalence from the Minister of the Department of Children and Youth Affairs.

### **Supporting documentation submitted**

1. Photographic evidence of the staffing structure poster on display in the front hall, which is also published in parents and employee handbooks, was submitted to the office of the early years' inspectorate. Notice to parents and staff of the daily person in charge on display in front hall, was submitted to the office of the early years' inspectorate.
2. Evidence in the form of employee handbook (with all relevant information, including job descriptions, child protection information) was submitted to the office of the early years' inspectorate. Photographic evidence of the notice board with important information displayed, was submitted /to the office of the early years' inspectorate.

Photographic evidence of the staff filing system showing clear placement and labelling, was submitted to the office of the early years' inspectorate.

Evidence of the staff sign off in relation to their training and understanding of the important information, was submitted to the office of the early years' inspectorate.

(2)

(a)&(b)

3. The staff member no longer works in the service.
4. Photographic evidence of written validation on two references was submitted to the office of the early years' inspectorate. The staff member no longer works in the service in relation to the additional outstanding reference without validation.
5. Photographic evidence of the employment history, for one staff member was submitted to the office of the early years' inspectorate.

(d)

6. The staff member no longer works in the service.

(4)

7. Photographic evidence for the two staff members who were working directly with children, showing a minimum award in of a Quality and Qualifications Ireland (QQI) at a Level 5 for 1 staff member and a letter of equivalence from Department of Children and Youth Affairs for the second staff member was submitted to the office of the early years' inspectorate.

### Summary Comment

The inspectors have reviewed the actions and evidence submitted. The non-compliances identified under Regulation 9 have been adequately addressed and will be reviewed again on the next inspection.

### 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.*

#### Compliance Information

(1)

At all times during the period of the inspection, the person in charge ensured that an adequate number of staff were working directly with the children.

(2)

The person in charge ensured that the minimum ratio of adults to children specified was maintained.

On the morning of the inspection, there were 43 children present

- 10 children were aged between 1 to 2 years,
- 9 children were aged between 2 to 3 years,
- 24 children were aged between 3 to 5 years.

There were eleven staff directly caring for these children.

There was a chef designated to kitchen duties, preparing, and serving the service meals.

In the afternoon, there were 34 children present

- 10 children were aged between 1 to 2 years,
- 9 children were aged between 2 to 3 years,
- 15 children were aged between 3 to 5 years.

There were seven staff directly caring for these children.

In the afternoon, there were up to 28 school age children, attending the services school age programme being directly cared for by three designated staff.

There was a chef designated to kitchen duties, preparing, and serving the service meals.

(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.

(3) A record in writing referred to in paragraph (1) or (2) shall be open to inspection on the premises by-

- (a) a parent or guardian of a pre-school child but only in respect of the record relating to that child,
- (b) an employee who is authorised in that behalf by the registered provider, and
- (c) an authorised person.

(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)(g)&(i)

A sample of twenty children's records were reviewed by the Early Years Inspectors.

The twenty random sample children's records contained the following:

The name and date of birth of the child.

The date on which the child first attended the service.

The date on which the child stopped attending the service (where relevant).

The name and telephone number of the child's registered medical practitioner.

Written parental or guardian consent was included to allow the child to have appropriate medical treatment if there was / is an emergency.

(4)&(5)

Staff advised and documentary evidence from file review indicated, that the pre-school had a system to allow all relevant children's records were kept for 2 years, from the date a child stops attending the service.

### Non-Compliance Information

(1)

The registered provider and relevant staff were not aware of their roles and responsibilities in managing the service's pre-school records. This is outlined in the following subsection points below.

(d)

One of the twenty files examined held no record of 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.

(e)

One of the twenty files examined held no written authorisation / permissions for collecting the child.

(f)

Two of the twenty files examined had no detailed information regarding the provision of specific care or attention for two children with identified additional needs.

(h)

Two of the twenty files examined had incomplete and or no details of any immunisations that the child has had.

(3)

On the day of inspection, files were stored in one of three filing cabinets in the office.

The pre-school records were not easily accessible or readily available to the early years' inspectors. On the day of inspection, the system for maintaining pre-school records was disorganised, for example:

- Eight pre-school records were dated between 2012 and 2014, with no evidence of the date that the child had left the service or an indication if the child was still attending the school age care programme.
- There was no evidence of the pre-school service having an archiving system as part of their review of their files for preschool children at regular intervals.

- The early years inspectors were unable to clearly identify if the child was currently attending the pre-school or the school age programme or if the child had left the service.

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

On the 28<sup>th</sup> of June 2023, the person in charge advised of the following;

#### Corrective and Preventive Action

(1)(d)(e)(f)(h)

The person in charge was appointed in March 2023 and reported that she had reviewed the children's files and was aware of these non-compliances. Due to time constraints the process of rectifying the filing system has planned to add the new children records from the start of the September 2023 term.

Currently the parents of children attending and the parents of children starting in September 2023 have been given new enrolment forms to complete.

Additionally, a supplementary letter was sent home to parents and guardians regarding a child's immunisation status.

The files have now been organised under the playroom attended by the child.

The files for the children no longer in the service, have been archived.

Siblings' files have been separated each child's file is stored under their designated playroom.

Detailed information regarding the provision of specific care planning for two children with identified additional needs, is now available in their files.

There are new enrolment forms and new starter letters issued to parents and guardians.

The filing system will be maintained with the archiving of files for children no longer attending the premises.

#### Supporting documentation submitted

Photographic evidence of new enrolment forms, starter letters, confirmation of data held, and communication letters send home to parents / guardians were submitted to the office of the early years' inspectorate.

Photographic evidence of individual care plans for children was submitted to the office of the early years' inspectorate.

Photographic evidence of the organized filing cabinets and folders were 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 15 are being addressed and will be reviewed again at the next inspection.

### 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

- 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.
- The tables and chairs were suitable for the children's ages and stages of development.
- The older children had unrestricted access to the toilet and did not have to wait to use the toilet. The staff used the correct language surrounding toileting.
- Eighteen children from the Baby and Toddler rooms who wore nappies were changed in a sensitive and timely manner, on a regular basis.
- Children had 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. The children could move about freely and explore their environment. The older children were observed at free play, playing shop, at water / sand play, playing in a cardboard house and car, playing hide and seek, at construction, stacking, at artwork, dancing to action songs / nursery rhymes and at messy play. The younger children were observed at free play, using sensory / musical toys and materials. The younger children were observed playing with play dough, with soft toys and age-appropriate books. Staff engaged younger children in singing songs, reciting nursery rhymes, and playing finger games.

The staff read stories and children questioned the characters and gave their views. The staff used visual aids and probed with questions such as 'who is this?', 'how many are there?', and 'where is that?'. The staff acknowledged a child's achievements, and the children were observed having fun.

In the outdoor area, the older children were observed running, chasing, playing football, on the see saws, riding on low bicycles, climbing up the climbing frame of the activity centre and down the slide, and playing catch. Younger children supervised by staff, were encouraged to move, to play with balls, age-appropriate tricycles / bicycles and to climb on a low climbing frame.

- The staff supported children in forming and sustaining positive relationships by -

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.

- On speaking with the staff, the inspectors were informed that they verbally provided parents with daily information on their child's experiences in the pre-school including the child's likes, interests and preferences and play activities engaged in. This information was provided at collection times and via text messages, by phone calls, a childcare application and by email.
- The service used a childcare application which allowed the staff to interactively communicate with parents and guardians on their child's care needs and learning experiences. The childcare application captured a child's attendance record, daily care needs such as food, medication, nappy changing and sleep provision. Learning and picture stories were collated showing the individual child's likes, interests, and preferences. There were also photographs of children engaging in activities and their art and craftwork.
- 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.
- On the day of the inspection, the staff showed kindness. They were thoughtful, supportive, and reassuring whilst caring for the children. They cared for children by being supportive while the children engaged in free play, role play, and creative play. A climate was fostered where the children knew their boundaries. 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. Older children could identify, name, and explore their feelings both positive and negative.

### Non-Compliance Information

1. On the day of inspection, a child with additional care needs, over the age of 2 years, was placed in the Baby room when the facilities, activities, play opportunities, visual, auditory, or tactile cues in the Toddler room may have better suited / fitted with the child's care needs, age and stage of development. The staff advised that this child was only in the Baby Room on Wednesdays, however the reasons for this decision was not clearly explained. A care plan that may outline the rationale for this decision, was not available for that staff or the early years inspectors.
2. On the day of inspection, there were three children with additional health care needs who did not have a written individual care plan. Care plans in partnership with parents and guardians, and the child's medical practitioner ensure a child gets the required unique quality of care and treatment, if and when necessary.
3. The service did not have a parent handbook or method of communicating with parents and guardians regarding the service ethos, policies, procedures, response plans and statements, including any updates. Staff advised that parents/guardians did not have the opportunity to sign a parental agreement form.

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

On the 28<sup>th</sup> of June 2023, the person in charge advised of the following;

#### Corrective and Preventive Action

1. Staff will not put children into a room that is not developmentally appropriate for their age/stage. The child is moving onto their ECCE room this September.
2. Care plans are in place for 2 out of 3 children. The third child has left the service.
3. A parents handbook has been developed and circulated to parents/ guardians. Parents/guardians now have the opportunity to sign a parental agreement form.

#### Supporting documentation submitted

1. A roster indicating that this child is now attending the Toddler room, which is developmentally appropriate for their age/stage, was submitted to the office of the early years' inspector.
2. Care plans for two children were submitted to the office of the early years' inspectorate. The third child has now left the service.
3. The new parent handbook and a suite of supporting documentation for enhanced communication were 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 19 have been adequately addressed and will be reviewed again on the next inspection.

### 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 design, organisation and resourcing of the pre-school environment supported each child's wellbeing, learning and development, within the ethos and philosophy of the service. The environment provided a range of challenging, diverse, creative, and enriching experiences for all children in line with their stage of development. The atmosphere in the learning environment was encouraging and unhurried. The play materials and environment were changeable, flexible, and responsive to the emerging changing needs, preferences, and interests of the children. The staff encouraged children to interact and to engage with a range of materials, activities, and equipment in the environment, based on the child's choices, age and stage of development.

#### The Playrooms

The indoor playrooms were designed and arranged to

- maintain a space that was clean, organised, and free of clutter,
  - accommodate children individually, and in small groups,
  - divide the space into areas that were supplied with materials organised in a way to support children's play and learning,
  - give all children access to the same facilities, activities and play opportunities, to promote their welfare and development.
- The equipment was stored on low-level shelving and was readily accessible by the pre-school children.

- The play equipment and materials were age and stage appropriate, they were designed to offer a child manipulative activity, to encourage hand eye co-ordination, to develop fine motor skills and logical thinking.

### **Baby room**

Materials and items included mobile play stations, interactive and musical toys, books, blocks, cars, garages, sensory toys, wooden toys, dolls, cuddy /soft toys, and push /pull toys. There were a number of areas of soft seating.

Displayed on the walls were visual aids, posters and educational materials including colourful mobiles, all about me, shapes, music, and children's artwork.

### **Toddler room**

Materials and items included books, soft toys, dolls / action figures, cars, trucks, buggies, animals, blocks, dress up clothes, a kitchen with utensils, a shop with equipment, musical instruments, art and craft materials including play dough.

Displayed on the walls were visual aids, posters and educational materials related to themes such as shapes, nature, all about me, music, and birthdays.

### **Ladybug room**

Materials and items included a sand unit with dinosaurs, jars, containers, and scoops. There was a compost basin with pots, sieves, funnels, shovels, and diggers. There were art and craft materials including paper, art trays, crayons, glue, paints, rubbers, sticking tape, crayons, sponges, bibs, markers, and easels. There was dress-up clothing on a rail and helmets. There were timers, small people, magnets, links, connectors, games, zips, threading materials, puzzles, insets, pegs, pins, and cuddy toys. There was a vanity dresser with a hairdryer, tongs, combs, shampoo bottles, and hairdressing dolls heads. There was a shop/ household area with real world cereal boxes, jars, cartoons, bottles, shopping baskets, pizza boxes, a shop register, and containers. There was a kitchen with cutlery, utensils, pots, pans, jugs, and food items. There was a cardboard robot / chef and a house, made by the children. There was a farmyard with animals. There were blocks, bricks, stacking and hammering items. There was a construction table with tools. There was a house with small world items.

Displayed on the walls were visual aids, posters and educational materials including the life cycle of the butterfly, ladybirds, our family tree, and a greetings board. There was a food pyramid, healthy verses unhealthy foods, and recycling verses non recycling displays. There was a white board, children's artwork and love hearts hanging from the ceiling.

### Busy Bees room

Materials and items included musical instruments, animals, dinosaurs, a wooden rainbow, suckers, cards, and mix and match. There were puzzles, insets, magnets, blocks, links, connectors, counters, and blocks. There were transport vehicles including cars, helicopters, boats, trucks, and tracks. There was a construction table with tools, safari, zoo / farm animals, and a worm farm. There was a house with small world items and little people. There were real world items, flowers, and books. There was a water basin with ocean fish, boats, leaves, cups, glasses, and containers. There was a sand unit with shovels, buckets, wooden pieces, and containers.

There were sensory lights and bottles. There were art and craft materials including paints, trays, easels, markers, crayons, pencils, paper, paint, sponges, scissors, glue, and bibs. There was a nature table with the life cycle of the butterfly, magnifying glasses, stones, leaves, sensory bottles. There were knitted caterpillars and cocoons and books related to the theme lifecycle of the butterfly.

Displayed on the walls were visual aids, posters and educational materials including family pictures, all about me, visual aids, birthday beehives, the world, Ireland UK map, and a clock. There were displays on handprints, food types, a tree of kindness, the very hungry caterpillar, the ocean, robots, leaves, and a mirror. There were painted plates, children's artwork and child size cut outs of each child.

### Outdoor area

The equipment and materials available provided children with play, movement and exploration opportunities that were exclusive to the outdoors.

The outdoor areas were covered with impact absorbing surfaces and grass. The outdoor areas were fenced off and had secure gates.

### Rear outdoor area

The rear outdoor area was divided into two spaces using wooden fencing and gates.

**Area A** was adjacent to the Baby and Toddler rooms,

There was an all-weathered sheltered area covering much of the space. There were areas for chalk play, sandpits, construction toys, a small moveable climbing frame, bicycles, tricycles, and balls.

**Area B** was adjacent to the Lady Bug and Busy Bee rooms,

There was a full-sized fixed climbing frame with a vantage point, a slide and other fixed outdoor equipment such as rockers. There were loose parts, balls, tennis netting with rackets, bicycles, and tricycles.

### Front / Side outdoor area.

On the day of inspection, this area was closed to staff and children as it is undergoing renovation works. The area was mostly covered by grass with some tarmacadam and pebbles. There was an area for planting, a seating / eating and a shed for storage.

### 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

- There was a healthy eating policy. The staff advised that healthy eating was promoted within the service by visual aids, and adherence to best practice guidelines. There was a 4-week menu plan on display in the rooms.
- The service had designated chefs who prepared and cooked the meals and snacks. All meals and snacks for children attending on a full day-care basis were provided by the service.
- From 8.00hrs, the children had the opportunity for breakfast cereals with milk.
- At 10.15hrs, the children were provided with fruit pieces, custard, cheese, and milk.
- At 12.00hrs, the main meal of penne pasta with meat bolognaises, served with onions and carrots, was offered.
- From 15.30hrs, the evening snack consisted of fishfingers and brown bread.
- At each meal and snack the children had the opportunity for seconds and or an alternative.
- Cutlery, plates, and crockery were offered for children’s meal / snack times.
- Clean and safe drinking water was at a low-level and accessible to children in each playroom.
- There was a fridge for the storage of perishable food items from children’s snacks 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:

- The external doors were appropriately secured to prevent a child gaining unsupervised access and unauthorised persons gaining access to the premises.
- The external outdoor play areas were secured by fencing and gates so that unauthorised persons could not access or enter the area or children could not exit unsupervised.

- The door into the kitchen, staff toilets, office, and staff room had a system of security and thereby inaccessible to the children.
- All toys and play equipment were observed to be safe and in good condition.
- There were intact safety straps as per manufacturer's instructions, on the highchairs in the Baby and Toddler rooms.
- There were restrictive access devices on the low-level windows in the playrooms, as a safety security precaution.
- Blinds had fastener devices as a safety measure preventing any potential hazard access.
- Leads, cables, and flexes were wall mounted 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.
- On the day of inspection, the water was thermostatically controlled with a temperature reading of 35°C.
- Cleaning products were stored out of child reach within each of the playrooms.

### Infection Control:

- Staff prompted and supervised the children to wash their hands before eating and following nappy changing / toileting, messy play, and outdoor play.
- Adequate liquid soap and paper towels were available at the wash hand basins in the sanitary areas and the playroom wash hand basins.
- There were two designated nappy changing areas. The nappy mats were intact. The children's barrier creams were individually labelled. There was an airtight sealable foot operated lidded bin for the disposal of nappies, in each of the two nappy changing areas. Staff involved in the serving of food, wore disposal aprons when nappy changing.
- The toys and play equipment were maintained in a clean and hygienic condition.
- A cleaning and disinfection schedule was available in the service. There were suitable cleaning products available in the service. The early years inspectors noted high contact areas, were cleaned regularly, as per best practice guidance. The outdoor play equipment was cleaned prior to/ after a child's use, with documented records maintained. The service had two designated cleaners who worked in the service daily, outside the service operating hours.
- Adequate supplies of disposable tissues were readily available in each of the playrooms.
- There were foot pedaled lidded bins in the sanitary areas and playrooms.

### Safe Sleep:

- There was a designated sleep room with ten cots for younger children's sleep provision. Seven stackable beds were available for older children requiring sleep if required. On the day of inspection, children were

observed sleeping on demand. At 12.45hrs there were two children sleeping in cots in the designated sleep room and seven children sleeping on stackable beds in the Toddler room.

- The sleep policy detailed the correct temperature, lighting, ventilation, space between cots and child safety requirements.
- The inspectors observed and documentary evidence indicated that the staff physically checked sleeping children every 10 minutes. The service kept documented sleep records. Records for sleeping children included a record of the room temperature and the position, colour and breathing of the child (as per the safe sleep for under 2's best practice guidelines for childcare services policy) and the signature of the staff member who checks the sleeping child.
- A pod thermometer was available in the sleep rooms 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.
- A supply of clean linen was available for each child.
- Cellular blankets that allow air to circulate were used for sleeping children under 2 years of age.

### Non-Compliance Information

#### General Safety:

1. At 11.30hrs in outdoor Area A, the early years inspectors noted that the low climbing frame unit was pushed tightly against the back and side wall of the sheltered area. Children were attempting to squeeze between the frame and the wall to climb up onto the equipment. Children had to swing their legs to access the top of the frame and as a result one child was kicked in the face by another. When the staff were asked why the frame was positioned in a way that was, inaccessible to most children, and in a way that posed a safety risk to those children who could access it, the early years inspectors were informed that this was because a child had slipped from the equipment, at some point 'in the past week'. Staff also stated that no risk assessment had been conducted before relocating this item of play equipment. Staff agreed to move the equipment back to its original position and conduct a risk assessment before deciding on the safest location for its use in the outdoor area.

#### Infection Control:

2. The early years inspectors observed that on two occasions, a staff member in the Baby room and a staff member in the Toddler room who were involved in nappy changing did not wash their hands at the end of the nappy changing procedure and before returning to the playrooms. On speaking to staff, they reported that they were following the written nappy changing policy/ procedures which was displayed on the walls of the nappy changing area. In conflict with best practice, the nappy changing policy did not guide staff to

wash their hands, after removing their gloves / aprons, after cleaning the nappy changing unit and before returning to the playroom.

3. Foot pedalled airtight sealable bins were used in the nappy changing areas. However, the early years inspectors noted that they were not used as per instructions / best practice. Staff were noted on two occasions to lift the lid of the nappy bins with their hands, rather than use the foot operated mechanism.
4. The Baby room chairs were stored in the designated nappy changing area. Staff reported that this is a daily occurrence because of a lack of storage areas in the Baby room. It was acknowledged that staff reported that chairs were wiped down when moved from the nappy changing area to the Baby playroom, however this practice was not observed by the early years' inspectors, on the day of inspection.
5. In the Baby room, an adult sized chair was ripped / torn thereby preventing effective cleaning. A previous attempt to repair the tear with tape, had failed and foam was exposed as a result.

### Action submitted by the Registered Provider

On the 28<sup>th</sup> of June 2023, the person in charge advised of the following;

#### Corrective & Preventive Action

##### **General Safety:**

1. The climbing frame has been removed.

##### **Infection Control:**

2. The nappy changing policy has been updated and staff have received training.
3. New airtight foot operated sealable nappy bins have been purchased.
4. Chairs are no longer stored in the nappy changing area and are now kept in the playroom.
5. The torn chair was removed and replaced with a new chair.

#### Supporting documentation submitted

##### **General Safety:**

1. Photograph of the outdoor area with the climbing frame removed. Photograph of some of the gross motor games now in this area was submitted to the office of the early years' inspectorate.

##### **Infection Control:**

2. Evidence of the updated nappy changing policy and updated instruction regarding nappy changing in the staff induction booklet was submitted to the office of the early years inspectorate.
3. Photographic evidence of new airtight sealable bins was submitted to the office of the early years' inspectorate.
4. A photograph of new table with chairs stored underneath in the Creche was submitted to the office of the early years inspectorate.

5. Photographic evidence of the new chair in the Baby room was submitted to the office of the early years' inspectorate.

### Summary Comment

The inspectors have reviewed the actions and evidence submitted. The non-compliances identified under Regulation 23 have been adequately addressed and will be reviewed at the next inspection.

## 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)

The service provided evidence that a person trained in first aid for children was available at all times to the children attending the pre-school service. Ten staff members had current training in first aid for children.

(2)(a)

In each playroom there was a first aid box, safely stored, easily accessible and stored in a conspicuous position.

### Non-Compliance Information

(2)(b)

The content items in the first aid were in date but the contents were incomplete.

In the four boxes examined, missing items included wide plasters, safety pins, wide bandages, face masks, burn dressings and crepe bandages.

In the first aid box, in Lady Bug room, a list of missing items dated 8<sup>th</sup> May 2023, was noted. However, the box had not been replenished, on the day of inspection.

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

On the 28<sup>th</sup> of June 2023, the person in charge advised of the following;

## Corrective and Preventive Action

(2)(b)

The content of the four first aid boxes is now correct.

## Supporting documentation submitted

Photographic evidence of the content of the first aid boxes and the first aid checklist 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 25 have been adequately addressed.

## 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 written record was available of the monthly fire drills completed in the service. The last recorded fire drill was dated 9<sup>th</sup> of May 2023.

(b)

Records were available in relation to the number, type, and maintenance of fire-fighting equipment with the annual service dated 23<sup>rd</sup> of November 2023. The smoke and fire detection alarm system for the premises had the last annual service dated 23<sup>rd</sup> of November 2023.

(4)

Notices were displayed within the service of the procedures to be followed in the event of fire in the premises.

### Part VI – Safety

#### Regulation 28 – Insurance

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

#### Compliance Information

The service's insurance with an expiry date 27<sup>th</sup> of March 2024, was for a full day care covering 95 children and included the following -

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

### Part VII - Premises and Space Requirements

#### Regulation 29 – Premises

*A registered provider shall ensure that the premises of the service are-*

- (a) of sound and stable structure,*
- (b) safe and secure,*
- (c) kept adequately lit, heated, and ventilated*
- (e) equipped with adequate and suitable sanitary facilities.*

#### Compliance Information

- (a)
- From a visual inspection the premises were of sound and stable structure.
- The service's exterior walls, roof and foundation appeared to be structurally sound, weather-tight, and water-tight to ensure protection from weather.
- Each interior floor, wall and ceiling appeared to be well finished with no evidence of mould.
- Drainage and septic tanks were inaccessible to children.
- (b)
- Exits were clearly identified and visible during service hours.
- Electrical sockets were safe.
- Floor coverings were secured and non-slip.
- The service had phones to facilitate parents and guardians' contact.

(c)

There was natural lighting from the windows on the outer walls for each playroom and the sleep room.

The playrooms were well ventilated by means of the openable windows and doors.

The artificial lighting provided was shatter proof.

(e)

There were two nappy changing areas, one adjacent to the Baby room and one adjacent to the Toddler room.

There were designated nappy changing wash hand basins in each area.

There was one children's toilet and one wash hand-basin located adjacent to the Toddler room.

There were four children's toilets located between Busy Bees and Lady Bug rooms, along with three wash hand basins.

There were additional wash hand basins for handwashing, located in the playrooms.

Additionally, there were two staff toilets with two wash hand basins on the ground floor of the service, with another toilet area adjacent to the staff room on the first floor of the premises.