

Early Years Inspectorate Regulatory Report

Pre School

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| TUSLA Identifier: | TU2015SO048 |
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| Name of Service: | Rainbow Road |
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| Address of Service: | Mullaghroe National School, Mullaghroe, Monasteraden, Co. Sligo |
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| Eircode: | F52 AK84 |
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| Name of Registered Provider: | Bridget Taheny |
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| Service type: | Sessional |
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| Date(s) of Inspection: | 23/11/2023 |
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| No of pre-school children: | AM | 11 | PM | N/A |
|-----------------------------------|----|----|----|-----|

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| Address of the Early Years Inspectorate: | Early Years Inspectorate, TUSLA Child & Family Agency, Markievicz House, Barrack St, Sligo, F91 XC84 |
| Inspection undertaken by: | L Costello |
| Title: | Early Years Inspector |

Authority to Inspect

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

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| Conditions if applicable | Not applicable |
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Description of service

Rainbow road is a sessional service located in Mullaghroe National School which ceased operation as a national school in June 2023. The service operates from 09.00 to 12.00 each weekday and currently accommodates a maximum of 22 preschool children aged from 3 to 6 years. The preschool service operates from a former national school. The premises consists of one large care room, lobby area, storage area and sanitary accommodation. The service has a designated and secure outdoor play area on the premises adjacent to the care room

Staffing

On the day of inspection two adults were employed to work directly with the children, this included the registered provider.

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 inspection may also focus on other areas as required.

Inspection findings are documented in the inspection report which is first issued in draft format to the service with an opportunity to respond to any findings. Where statutory requirements are identified as not being met, the registered provider must demonstrate how they have rectified the non-compliance and will prevent any non-

compliance from re occurring. The Corrective Action and Preventive Action plan (CAPA) will be used to inform decisions about compliance with regulatory requirements. Where the registered provider fails to meet the statutory requirements an escalation process may be commenced.

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

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

Acknowledgments

The inspector wishes to acknowledge the cooperation of the registered provider, 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.*

(3) The procedures specified in paragraph (2) shall be carried out prior to any person being appointed, assigned or allowed access to or contact with a child attending the pre-school service.

(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 a named person to deputise as required.

(b)

The named person in charge remained on the premises for the duration of the inspection.

(2)(a),(b).

Two written and verified past employer references or references from a reputable source, other than a past employer, were available in respect of the two adults employed in the service whose records were reviewed.

(c)

Garda Vetting disclosures were available for the two adults employed in the service.

(d)

Police vetting was available for one adult who had lived in a state other than the State for a period of longer than 6 consecutive months.

(3)

The procedures specified in paragraph (2) had been completed prior to any person being appointed, assigned or allowed access to or contact with a child attending the pre-school service.

(4)

Two adults employed and working directly with pre-school children attending the service held a major award in Early Childhood Care and Education at Level 6 on the National Qualifications Framework.

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.*
- (3) Subject to paragraph (5), a registered provider of a sessional pre-school service shall ensure that at all times the minimum ratio of adults to children specified in column (3) of Part 2 of Schedule 6 opposite a particular reference number specified in column (1) of that Part in respect of the age range of the children specified in column (2) therefore at that reference number is satisfied.*

Compliance Information

- (1)
There were 11 children attending the service being supervised directly by 2 adults.
- (2)
The minimum ratio of adults to children was adhered to during the day.
- (3)
On review of rotas, the registered provider had ensured that the minimum ratio of adults to children are adhered to throughout the operation of 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

(b) appropriate and suitable care practices are in place in the pre-school service, having regard to the number of children attending the service and the nature of their needs.

Compliance Information

(1)(a)(b).

There was a happy atmosphere in the service. Children were observed to be happy and chatting moving freely around the care room leading their plan of care. Children enjoyed the play activities in the pre-school room that included storytelling, tabletop activities and arts and crafts. Low level tables and chairs were noted in the pre-school room, and these were placed throughout the room to aid interest areas. Interest areas included home corner, construction area, dress up, hospital area. Materials were accessible to children on low level shelving and included blocks, bricks, jigsaws, animals, cars, dolls, arts, and crafts equipment. A rest area was situated in the corner of the room adjacent to the library, this area allowed children to rest or avail of some quite time.

Children's art was displayed on the walls and included autumn themed decorations. The children were preparing for Christmas and artwork displayed included preparation for the children's Christmas show. On the day of inspection children were making snow man puppets for their Christmas show.

Circle time was observed to be an inclusive experience where all children were involved in the story telling, questions were promoted, and all children were supported to have their opportunity to talk.

Childrens individual learnings were documented in journals using picture format. Observations were recorded and included goals to be achieved over the next few months. One child enjoyed showing the inspector her journal and what she had learnt in her time at the preschool.

Lunches for their children were provided from home and consisted of sandwiches, fruit, crackers, cheese and yoghurt. Water was available for children to drink. Staff sat with the children at lunch time which provided a relaxed time for conversation, discussions about plans for the weekend took place. Children were given sufficient

time to eat their lunch and were not rushed. All the children tidied up after their lunch and put their bags away. Children were encouraged to be independent in using the toilet and were prompted about hand hygiene if required. On review of learning journals, the children had learned about germs and were mindful about washing their hands appropriately including after using the toilet, prior to mealtimes and after messy play.

The staff were observed to work well together, both staff communicated well and were clear in their communication to the children, informing them of transitions in advance. Staff were observed to be kind in their manner to children, supporting children to optimise their independence while encouraging and offering praise as required.

Family relationships were promoted in the service with a wall displaying family pictures. Communication with families involved text messages, verbal handovers, and newsletters. On collection from the sessional service any important information was verbally exchanged to parents. The service took measures to promote family involvement including providing shows t various points in the year to demonstrate the child's learning.

The outdoor area provides a change of scenery for the children and opportunities for adventure play and gross motor skills development. This area is resourced with playhouses, bikes and trikes and mud kitchens, water play and growing corners. Children are equipped with wellingtons and coats to ensure they can access the outdoors in inclement weather.