

Early Years Inspectorate Regulatory Report

Pre School

TUSLA Identifier:	TU2015WD024
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Name of Service:	Glór na Mara Playschool
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Address of Service:	Convent Hill, Tramore, Waterford.
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Name of Registered Provider:	Margaret Kelleher
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Service type:	Sessional
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Date of Inspection:	02/06/2023
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No of pre-school children:	AM	18	PM	n/a
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Address of the Early Years Inspectorate:	Community Care Centre, HSE Buildings, Cork Road, Waterford City.
Inspection undertaken by:	M. Ryan.
Title:	Early Years Inspector

Authority to Inspect

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

Conditions if applicable	Not applicable
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Description of service

Glór na Mara Play school is located in Tramore, a coastal town approximately 13 kilometres from Waterford City. The service opened in 1987 and operates under the present management since 1997. The service is located within the building of a local national school. The opening hours are from 09:00hrs to 12:00hrs Monday to Friday for children aged between 3 and 5 years of age. The service participates in Early Childhood Care and Education (ECCE) Scheme. The service has the use of the school playground facilities.

Staffing

There were three staff working directly with the children present on the day of inspection and one of these staff is 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 unannounced and focused on the area of governance/ health, welfare and development of the child.

The inspection focused on an examination of compliance under regulations 9,11 and 19.

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, 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

There were three staff working directly with the children present on the day of inspection and one of these staff was the registered provider.

(1)

(a) The registered provider was the designated person in charge. The service also had a named person who was able to deputise as required.

(b) At all times during the inspection the registered provider was on the premises.

(2)

On review of the staff files, it was evident that one new staff member was employed to work with the children since the last inspection on the 9 October 2020.

The following was observed on the new staff member's file:

(a) There were two written validated references from past employers.

(b) Not applicable as all written references were from past employers.

(c) There was evidence of a completed Garda vetting disclosure certificate from An Garda Síochána.

(d) There was completed police vetting from the police authorities of another state available, as the staff member had resided outside of this jurisdiction.

(4)

There was evidence that all staff employed to work directly with the children held at least a major award in Early Childhood Care and Education at level 5 and 6, on the National Qualifications Framework. There was evidence of continuous professional development and qualification certificates on file.

Part III – Management and Staff

Regulation 11 - Staffing levels

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

Compliance Information

- (1)
On the day of the inspection there were 18 children from 3 to 5 years of age being cared for by 3 childcare staff.
- (3)
The staff: child ratios exceeded the requirement for the Child Care Act 1991 (Early Years Services) Regulations 2016.

Part V - Care of Child in Pre-school Service

Regulation 19 - Health, welfare and development of child

- (1) A registered provider shall, in providing a pre-school service, ensure that-*
- (a) each child's learning, development and well-being is facilitated within the daily life of the pre-school service through the provision of the appropriate activities, interaction, materials and equipment, having regard to the age and stage of development of the child, and*

Compliance Information

(1)(a) Regulation 19 was assessed through direct observation, review of records and discussion with staff. The following was observed in relation to providing a programme of care and activities for the children attending the service.

The registered provider explained that the playschool had operated an inquiry-based approach to learning. This was developed through play by creating interesting and engaging activities based on children's interests, while learning about their local community and the world around them. On the day of inspection when the inspector arrived the children and staff were about to commence the Big Toddle fundraising walk for a children's charity. This entailed a walk in the vicinity of the school to a community garden with a grotto.

The children were observed to be excited and dressed up as heroes for the day and were overheard explaining their dress-up outfits to each other.

The children and staff spent time exploring this garden which was in full bloom with a variety of coloured blossoms. Staff were observed encouraging children to recall the colours of the flowers. One staff member was observed with a rose in her hand, bending down to a group of children inviting them to remember the name of this flower. When the children returned from the walk, they sat outdoors on the grass of the school grounds for a picnic lunch supplied by the service.

The theme for the month was Summer/exploring the outdoor environment. Numerous nature-walks were planned for June. It was observed that the nature table in the childcare room was abundant with seasonal items collected and brought to the play group by the children. Growing activities had commenced such as seeds of 'nasturtiums' and 'morning glory' were labelled in trays on the windowsills in the childcare room. Small pots were in preparation for Father's Day.

The service kept folders of the children's work and photographs incorporating weekly observations by the staff. A documented monthly theme-based programme was made available to the inspector for the year 2022/2023. The registered provider explained that the programme followed the seasons and the weather. With activities that had an emphasis on recycling and sensory craft work as well as the once-a-week science experiment. The registered provider stated that the play school was about choice and choosing and that the enquiry-based approach to the programme helped to develop children's confidence and independence.