

# Early Years Inspectorate Regulatory Report

## Pre School

<b>TUSLA Identifier:</b>	TU2016CE006			
<b>Name of Service:</b>	Kildysart Kidz Care & Education			
<b>Address of Service:</b>	Kildysart Community Centre, Main Street, Kildysart, Co. Clare			
<b>Eircode:</b>	V95 RXV2			
<b>Name of Registered Provider:</b>	Michelle Eustace			
<b>Service type:</b>	Full Day, Part Time, Sessional			
<b>Date of Inspection:</b>	08/08/2024			
<b>No of pre-school children:</b>	AM	29	PM	28
<b>Address of the Early Years Inspectorate:</b>	Early Years Inspectorate Tusla Child and Family Agency Primary Care Centre Station Road Ennis County Clare.			
<b>Inspection undertaken by:</b>	A.McCarthy			
<b>Title:</b>	Early Years Inspector			
<b>Authority to Inspect</b>				
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			

### Description of service

Kildysart Kidz Care & Education is located in a purpose-built childcare facility in a rural setting, on the outskirts of Kildysart village, County Clare. The service is operated by a company limited by guarantee CLG. Full day, part time and sessional care are provided Monday to Friday from 07:45 to 18:00. Care and education are currently provided in the single storey structure in three care rooms for children ranging in age from six months to six years. During the summer period the fourth room is used for school aged childcare. Two enclosed outdoor play areas are located at the side of the premises.

### Staffing

Sixteen adults are employed by the service. The registered provider is not involved in the day-to-day operation of the full day service and is voluntary member of the board of management. All adults working in the service had evidence on file of engagement in continuing professional development.

### 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. The inspection may also focus on other areas as required. 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. 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 manager, 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)

The manager was assigned as the person in charge and a person was available to deputise when required.

(b)

During the inspection the manager and the deputy were available.

(2)

Seventeen files were reviewed, the findings included the following:

(a)

Thirty written and validated references were available from past employers in respect of the adults working in the service.

- (b)  
Four written and validated references were available in respect of adults working in the service. The references were obtained from a source other than a past employer.
- (c)  
Garda vetting disclosures were available in respect of the seventeen adults working in the service. The service demonstrated compliance with the Early Years Inspectorate Regulatory Notice requiring services to renew Garda vetting every three years.
- (d)  
International police vetting was available for two adults, who had lived in another state for a period longer than six months.
- (4)  
Fourteen adults working directly with the children held Early Childhood Care and Education qualifications ranging from Level 5 to 8 on the National Framework of Qualifications.

### Part III – Management and Staff

#### Regulation 11 - Staffing levels

- (1) Subject to this Regulation, a registered provider shall ensure that there is at all times an adequate number of adults working directly with the children attending the pre-school service.*
- (2) Subject to paragraphs (4) and (5), a registered provider of a full day care service or a part-time day care service shall ensure that at all times the minimum ratio of adults to children specified in column (3) of Part 1 of Schedule 6 opposite a particular reference number specified in column (1) of that Part in respect of the age range of the children specified in column (2) thereof at that reference number is satisfied.*
- (8) Without prejudice to paragraphs (2) to (7)-*
- (a) a registered provider of a pre-school service other than a child-minding service or a sessional pre-school service shall ensure that there are at least 2 adults on the premises at all times,*

#### Compliance Information

- (1)  
During the inspection an adequate number of adults worked directly with the children in attendance.
- (2)

On the 08 August 2024 the ratio of adults caring for children was maintained during the inspection in the care rooms. Seven adults cared for twenty-nine children in the morning and six adults cared for twenty-eight children in the afternoon.

(8)(a)

The staff roster demonstrated that more than two adults were available in the service at all times.

## Part V - Care of Child in Pre-school Service

### Regulation 19 - Health, welfare and development of child

(1) A registered provider shall, in providing a pre-school service, ensure that-

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

#### Compliance Information

(1)(a)

The children's learning, development and well-being was facilitated within the service through the provision of appropriate activities, interactions, materials, and equipment, having regard to the age and stage of development of the children. Three indoor care rooms and two outdoor play areas were accessed by the preschool children on the day of inspection.

#### Basic Needs of Children:

The adults treated the children in a kind and caring manner and positive behavioural strategies were used during interactions. The inspector observed the staff conversing with the children in a sensitive and respectful manner, the staff used soft tones of voice, the children's individual names and responded promptly to their cues for assistance and comfort. The adults were observed to make good eye contact with the children and engage with them at their level. The adults offered praise and encouragement and children were respected and supported in their choice of individual and group activities.

The children were encouraged to be independent, whilst caring for their belongings, during play-based activities, feeding and using the toilet. The adults supervised and treated the children in a sensitive manner during toileting.

The children were encouraged and supported to manage their own personal and nasal care appropriate to their age and level of development. The babies were encouraged to feed themselves under supervision. Appropriate crockery and feeding utensils were provided for mealtime whilst the children sat together. The children were offered cereal for breakfast, sandwiches, various fruit, yoghurts for snack time. The dinners are prepared daily in the service and snacks are provided by parents. Chicken curry and rice was offered to the children. Water stations were available in each room. Beverages were freely available and accessible to the children.

### **Physical and Material Environment:**

The children in each room were offered a range of developmentally challenging play and learning activities. The children were observed to be fully engaged and were included in all activities in the indoor and outdoor environments. The rooms were designated according to the age group of the children using them. The Baby room/toddler “Little Ducklings” room included children ranging in age from one to two years. The preschool “Mini Heros” room accommodated children ranging in age from two to three years of age and the Montessori “Little Rascals” room included children ranging in age from three to five years of age. The care rooms were bright, spacious and well-resourced and were laid out with clear floor space for the children to freely move and play. Colourful visual learning aids were displayed on the walls in each care room. A variety of opportunities for play were available and accessible in the indoor and outdoor environment with defined areas of interest. Two outdoor play areas were located adjacent to the care rooms. These contained all-weather ground surface areas and a natural grass surface area. There was a variety of ride on toy vehicles, a wooden playhouse, sea saws, a wooden kitchen, balancing equipment, sand and water play, a planted areas and a variety of games available for the children. Part of the outdoor play area had a canopy cover and the baby/toddler area had a fully covered area which along with the wellington boots and wet suits facilitated outdoor play in all weathers.

### **Supporting Relationships Around Children:**

A key person approach was observed in operation in each care room, the adults demonstrated a level of knowledge of the children’s preferences, interests and individual capabilities. The children were notified in advance of any transitions and consulted in the facilitation of the programme of care. The adults followed the children’s lead in the care rooms and the children were supported in individual and group play. The rooms accommodated visual routine displays demonstrating photographic illustrations to support and include all children in the programme of care. The

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adults in each room worked effectively together to facilitate the programme of care and learning. During drop off and collection periods parents/guardians were given feedback in an informal manner. Parents/guardians were notified of the children's daily activities and developmental progress through the service electronic application system. General notifications are notified to parents through a text messaging system.