

# Early Years Inspectorate Regulatory Report

## Pre School

**TUSLA Identifier:** TU2017KK501

**Name of Service:** Cheeky Monkeys

**Address of Service:** Seville Lawns, Margaret Field, Kilkenny, Co. Kilkenny

**Eircode:** R95 VY4E

**Name of Registered Provider:** Orla Neary

**Service type:** Full Day, Part Time, Sessional

**Date of Inspection:** 22/02/2024

<b>No of pre-school children:</b>	AM	44	PM	26
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<b>Address of the Early Years Inspectorate:</b>	Tusla Child & Family Agency, Athy Road, Carlow
<b>Inspection undertaken by:</b>	N. Thornton
<b>Title:</b>	Early Years Inspector

### Authority to Inspect

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

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

Cheeky Monkeys Childcare service is a full day childcare service located in the Margaret Field residential estate, on the Callan Road, in Kilkenny city. The service provides sessional, part-time, full day childcare services for children from birth to six years of age. The service operates from 08:00 to 18:00 hours, Monday to Friday, excluding bank holidays, Good Friday and closes from 23 December to New Year. The service is located on the ground floor of an apartment block and is comprised of five classrooms, a baby room, wobbler room, toddler room, preschool room and Early Childhood Care and Education (ECCE) room. There is a designated sleep room, a kitchen area and outdoor play area onsite.

### Staffing

There were 12 staff employed in the service, including the registered provider and a service chef. All staff employed to work directly with the children held a major award in early childhood care and education at minimum Level 5 to Level 7 on the National Quality and Qualifications Ireland (QQI) Framework.

### 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/ safety/ premises and facilities. The inspection may also focus on other areas as required.

A sampling process was used to assess compliance under the following regulations.

- 10- Policies, procedures etc. of a pre-school service,
- 11(1)(2)(8)-Staffing Levels,
- 16(1)-Record in relation to Pre-School Service,
- 19(1)(a)(b)-Health, Welfare and Development of Child,
- 23-Safeguarding Health, Safety, and Welfare of child,
- 25-First Aid,
- 26- Fire Safety Measures,
- 27-Supervision,
- 28-Insurance.

As a result, the scope of the inspection included the five classrooms and outdoor play areas.

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
- (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 in the service for the duration of the inspection.

(b) The staff roster demonstrated that the designated person in charge or a named deputy designated person in charge, was always onsite while the service was in operation.

- (c) A clear outline of the management of the structure was displayed in the service, identifying the lines of authority, accountability, the roles, and responsibilities of individual staff members in the service.
- (2) Staff files for the 12 staff members employed in the service were reviewed by the inspector.
- (a)(b) Two validated references were available on file for each of the staff members, from either a past employer or from a reputable source.
- (c) Garda vetting certificates were available on file, for all staff members employed in the service.
- (d) Not applicable as no staff member currently employed in the service, had lived outside of the state for a period of longer than six months.
- (3) The inspector observed from each staff file that the procedures specified in paragraph (2) had been completed prior to staff members commencing employment in the service.
- (4) Certificates of qualifications were available for inspection, for each staff member, who as part of their role were working directly with the children, demonstrating that each staff member held at least a minimum Level 5 to Level 7 qualification in early childhood care and education on the National Quality and Qualifications Ireland (QQI) Framework.

### Part III – Management and Staff

#### Regulation 10 - Policies, procedures etc. of pre-school service

*A registered provider of a pre-school service shall ensure that the written policies, procedures, and statements specified in Schedule 5 are in place for the service.*

#### Compliance Information

On review of the service's policies and staff files, the inspector was assured that the registered provider ensured that all required documents specified in Schedule 5, were available in the service and were communicated to the staff as part of their induction process on commencing employment in the service.

### 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 the inspector observed that an adequate number of staff members were working directly with the children. The designated person in charge and an additional staff member were supernumerary and available to provide support or to provide relief for staff breaks, in any of the five classrooms.

(2) The following adult to child ratios were observed in each of the four classrooms on the morning and afternoon of the inspection.

In the **Baby room** -AM+PM- There were 3 babies aged 6 to 12 months, cared for by one staff member.

In the **Wobbler room**- AM- There were 8 children aged from 1 to 2 years cared for by 2 staff members.

PM- There were 5 children aged 1 to 2 years cared for by 2 staff members.

In the **Toddler room**- AM- There were 6 children aged 2 to 3 years cared for by 2 staff members.

PM- There were 6 children aged 2 to 3 years cared for by 1 staff member.

In the **Preschool room**- AM- There were 11 children aged 3 to 4 years cared for by 2 staff members.

PM- There were 5 Children aged 3 to 4 years cared for by 2 staff members.

In the **ECCE room**- AM- There were 16 children aged 4 to 5 years of age cared for by 2 staff members.

PM- There were 7 children aged 4 to 5 years of age cared for by 2 staff members/

(8)(a) The registered provider and management ensured that there were always at least two adults on the premises.

## 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.*

### Compliance Information

(1)(a) to (i) On review of a sample of seven records of preschool children, the inspector observed that records of all particulars (a) to (i) as required by regulation 15 were detailed.

### 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) The following observations were made by the inspector during time spent in each classroom:

The Baby room was in the quieter area of the service, to the back of the premises, with an adjacent nappy changing room and just across the corridor from the sleep room. The room provided clear floor surface for children to crawl and roll on, with a variety of low-level soft mats for children. One soft area comprised of blue, pink, green and orange vinyl covered shapes to physically challenge the young children, to climb up on and over. Another soft orange textured mat was positioned next to a bunny chair which was stable and at an appropriate level for the children to practice sitting up and down. Several stable activity units such as a musical chair, musical piano and sit in activity centre were positioned at different positions to encourage children to move towards them, supporting the learner walker and children progressing to standing.

Low-level shelving provided storage for soft lightweight baskets of textured sensory toys, small world figurines, vehicles, soft skittle set, dolls, and blocks. The children were observed to easily access these treasure baskets, by pulling them onto the play mat and exploring the contents.

An adult's soft rocking armchair was provided for the staff member in the room to sit and comfort a child if needed. One of the children in the room was teething and while the two other children slept, a staff member was observed to sit and cradle the child, gently talking and humming to the child, resulting in the child smiling and relaxing, distracted from the discomfort.

Children were placed to sleep and had their nappies changed as required. The staff member demonstrated that they were very familiar with each child's daily schedule, which were displayed on the wall.

The Wobbler room was located across the corridor from the baby room, again near the nappy changing room and sleep room. The room's physical environment provided several interest areas which included a soft orange corner

mat where children sat and rested looking on at their friends engaged in activities, a kitchen/home corner, child sized tables and chairs, a sensory table, play house, low-level shelving with boxes of small world, animals, figurines, dinosaurs, connective and manipulative bricks and blocks, musical instruments, dolls and sensory animal themed, giraffe, horse and cow boards on the walls.

In the wobbler room, the staff members were observed to extend upon children’s emergent interests and avail of opportunities to encourage every child’s participation in the fun and learning. For example, one staff member was sitting on the floor with a child acting out the song “Row row row, your boat.”. As the staff member and child sang the words, another child came beside and finished the song with them. All the group clapped and soon a group sing song followed. The one- to two-year-old children in the room were very confident in communicating their needs to the staff in the room, who the inspector observed to always engage with the children at their level, patiently listening and reflecting on what they were being asked or told, often encouraging the children to extend their sentences and conversations. A ginger cat hopped onto the windowsill, which the children got very excited to see. The cat had recently become a regular visitor to the service, peering through the window at the children playing inside. Each child took a turn at being lifted by one of the staff to see the cat outside the window, much to their delight, and providing the group an opportunity to learn about taking turns and considering each other. The group had decided to call the cat “Rosie” and after each child had had their turn at the window, they broke out into song, joining in and role playing the song “Ring a ring a Rosie”.

Similarly, the Toddler room, Preschool room and ECCE room all had inviting and stimulating physical environments, carefully planned by the staff to suit the layout of their individual classroom. Each room had a soft rest area, kitchen/home corner, construction area, transport area and various elements of sensory play. Low-level shelving in each classroom provided children with access to a variety of jigsaws, connective and manipulative materials, trains and tracks, small wild figurines, animals, and farm pieces. Art and creativity materials were available in each classroom and evidence of children’s art and handwriting were displayed on the walls of each room.

Children in the toddler room proudly showed the inspector their books that they had chosen from the mobile library. The staff explained that the county mobile library visited the service every month and each class borrow books appropriate to the age of the children in their classroom. Staff explained that children are supported in choosing the books taking it in turn to experience the mobile library and that frequently the librarian provides books appropriate to the class’s emergent interest or curricular interests. Staff explained that they also were able to order specific themed books and materials linked to their curricular planning in the coming weeks /months.

In the ECCE room the children were engaged in activities correlating to their curricular topic of the week which was “On the Farm”. Children played during circle time where they each took turns to match the adult animal with the correct baby animal. The sensory table in the classroom had been adapted to tie in with the theme and staff explained that on Tuesday they had played “Muddy Pigs” which included the children making a chocolate scented messy substance from cornflour and drinking chocolate and playing with the pig figurines. Other items planned for the theme included discussions about favourite animals, farm bingo and creating a farm sensory table.

The children were confident in their newfound knowledge of the names of baby animals, proudly explain to the inspector which baby animal belonged to which adult animal.

The inspector observed that when adult to child ratios allowed, staff brought children to say hello to their siblings in the other rooms, allowing the children to have an additional change of environment to their own classroom and the outdoor play areas, which each group had daily access to.

Each classroom had drinking water stations, where children had access to their own individual bottles or staff ensured that younger children were supported with frequent drinks of water.

At snack time children enjoyed snacks from home which were observed to be in line with the service’s healthy eating policy which the registered provider explained is communicated to parents/ guardians at registration and on annually.

The onsite chef brought meals to the classrooms, and extra bowls of food were provided so that children could have more if they wished to. Dinner served on the day included sausages, mashed potato, carrots, cauliflower, and broccoli. Children and staff were observed to sit together with staff supporting children and engaging in conversation. Children were heard saying “Yummy, yummy” and were observed to confidently ask for extra, meat vegetables and/or mash. Staff in the toddler room explained that if a child was observed not to particularly like a certain meal in the four-week menu plan, in collaboration with the child’s parents, they ensured an alternative was catered for by the service.

Throughout the service, the inspector observed that the staff interacted with and responded to each individual child’s needs, demonstrating warmth, and caring in their interactions with the children. This was reflected in the children’s confidence and happiness and in the pride that they demonstrated in showing the inspector their classrooms and learning.

### 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 entrance to the service was secured with a keypad call system. A reception area was located at the front of the service which was managed by the registered provider or designated person in charge. Both systems were implemented to prevent any child in the service from exiting the service unsupervised, and that to prevent any unauthorised person from entering the premises.

The outdoor play area was secured with a locked side gate and high surrounding wall and wooden fence. A daily risk assessment of the outdoor play area was carried out and a record maintained by the registered provider.

All cleaning materials and liquids were stored in designated storage areas safely out of the reach of children

##### Infection Control:

The service had an infection control policy in place. Hand washing was observed to be carried out by both staff and the children, prior to mealtimes, after using tissues to blow noses, after messy and outdoor play.

Toileting and nappy changing were supported and carried out in line with both the toileting and nappy changing policies available, as part of in the service's infection control policy,

Cleaning schedules were displayed in each classroom and demonstrated that these were recorded daily by the staff present.

##### Administration of Medication:

On review of a sample of six administration of medication records, staff were observed to carry out and record the procedure in line with the service's administration of medication procedure and policy. Both staff signatures were observed documented on records with parent 's/ guardian's signature also recorded providing consent.

##### Safe Sleep:

Throughout the inspection the inspector observed that children were placed to sleep as per best practice safe sleep guidelines and in adherence to the service's safe sleep policy. Staff ensured that the sleep room was at the correct temperature, between 16- 20°C, That the cots were checked and adequately paced apart, children were

placed to sleep, feet to the foot of the cot and on their backs. The staff carried out and recorded physical checks of sleeping children every ten minutes, recording each child's sleep position, colour and breathing.

**Outing:**

An adequate outings policy was in place in the service however the registered provider stated that presently outings were not operated outside of the service.

### 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) There were ten staff members present in the service with current first aid responder (FAR) training for children. The staff roster reflected that there was always at least four staff members with current FAR training onsite while the children were in attendance.

(2) (a) A suitably equipped first aid box was available and clearly identifiable on a shelf on the corridor that connected all the classrooms.

(b) The first aid box was always available to the children and records demonstrated that its contents were checked and replaced, if necessary, monthly.

### 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 firefighting 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 record of monthly fire drills carried out in the service was maintained, the last fire drill carried out in the service was recorded as having taken place on the 09 January 2024.

(b) A record of the annual maintenance checks of fire-fighting equipment in the service was maintained. The last maintenance check of the smoke alarm system was recorded as having taken place on the 17 January 2024 and the firefighting equipment was also last serviced in January 2024.

(4) A notice of the procedures to be followed in the event of a fire was clearly displayed on a notice board in the entrance hall and in each classroom.

## Part VI – Safety

### Regulation 28 – Insurance

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

### Compliance Information

An insurance certificate was displayed on the notice board in the entrance hall of the service, detailing that insurance was in place for a full day childcare service for up to a maximum number of 70 early years children. The service is currently registered to accommodate a maximum number of 61 preschool children. The insurance certificate was due to expire on the 27 March 2024.