

# Early Years Inspectorate Regulatory Report

## Pre School

<b>TUSLA Identifier:</b>	TU2017RN500
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<b>Name of Service:</b>	ABC Childcare
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<b>Address of Service:</b>	Loch View, Convent Road, Roscommon, Co. Roscommon
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<b>Eircode:</b>	F42YT26
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<b>Name of Registered Provider:</b>	Collette Brennan
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<b>Service type:</b>	Full Day, Part Time, Sessional
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<b>Date of Inspection:</b>	30/05/2024
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<b>No of pre-school children:</b>	AM	47	PM	35
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<b>Address of the Early Years Inspectorate:</b>	Early Year's Inspectorate, TUSLA, Child and Family Agency, Government Buildings, Convent Road, Roscommon, Co. Roscommon.
<b>Inspection undertaken by:</b>	A. Kennedy & H. Heagney
<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

This ground floor service in two separate buildings is located in the town of Roscommon, Co. Roscommon. ABC Childcare offers a full day care service from 8.00hrs to 17.30hrs. An Early Childhood Care and Education scheme (ECCE) programme is also offered. The service caters for pre-school children aged between 1 to 6 years of age. An afterschool service is also offered for school aged children.

A play-based child centre pedagogy focusing on emerging interests is offered. There are five playrooms namely the Butterfly room (for children aged 1 to 2 years), the Fairy Garden room (for children aged 2 to 3 years) the Rainbow room (for children aged 3 to 4 years), the Ladybird room and Busy Bee room (for children aged 3 to 5 years). There is a designated sleep room with four cots, for children under 18 months of age. There are stackable beds providing the opportunity for older children to sleep. The premises has its own kitchen, where meals are prepared, cooked, and stored on site. The children have access to outdoor play areas, for children's physical play activities, exploration, and fresh air.

### Staffing

The registered provider does not work in the service. Fourteen staff work in the service. Thirteen staff hold a Quality and Qualifications Ireland (QQI) at a Level 5 to 6, in Early Childhood Care and Education. These staff have documentary evidence of ongoing training and education. There is a designated chef who prepares, cooks, and serves the service meals. There is a staff member designated to general duties maintenance. On the day of inspection, the ABC regional manager attended the inspection.

### 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, and premises. 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 inspectors wish to acknowledge the co-operation 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,*

*(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)

There was a designated person in charge and there was a named person available to deputise in the service.

(b)

The person in charge was on the premises when the early years inspectors arrived and remained on site throughout the inspection.

Fifteen files were presented for the registered provider and fourteen staff. Seven of the fifteen files were previously inspected on the 8<sup>th</sup> and 9<sup>th</sup> of June 2023. Therefore, for these seven files, only Garda Vetting and childcare qualifications were inspected. The remaining eight files were fully inspected.

(2)(a)&(b)

Sixteen of the sixteen written validated references, on file for the eight staff were from a past employer or from a source other than the past employer.

(c)

Garda vetting disclosure was available in respect of fifteen staff. Garda vetting disclosures had been obtained for all staff. However, the service did not adhere to the re-vetting timeframes as outlined in the Early Years Inspectorate Regulatory Notice, requiring services to renew Garda vetting every three years. Please refer to the information outlined under Regulation 23 of this report.

(d)

Three of the eight staff had worked outside the jurisdiction, for six months or more, while over the age of 18 years of age and had the required police vetting. It was acknowledged that where applicable these vetting's were translated by a reputable source.

(4)

Thirteen staff who were working directly with children, held a Quality and Qualifications Ireland (QQI), at a Level 5 to 6, in Early Childhood Care and Education. Copies of qualifications were on file for the thirteen staff.

### 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)  
The person in charge ensured that the adult child ratios were adhered to and adequate on the day of inspection.

(2)  
On the morning of the inspection, there were 47 pre-school children aged between 1 to 5 years.

- 4 children were aged 1 to 2 years,
- 5 children were aged 2 to 3 years,
- 38 children were aged 3 to 5 years.

There were eight staff directly caring for these children.

The person in charge assisted with the administration aspect of the inspection. Additionally, from approximately 10.20hrs, the ABC regional manager attended and provided childcare relief.

In the afternoon, there were 35 pre-school children aged between 1 to 5 years.

- 4 children were aged 1 to 2 years,
- 5 children were aged 2 to 3 years.
- 26 children were aged 3 to 5 years.

There were six staff caring for these children. The person in charge and the regional manager assisted with childcare relief and the administration aspect of the inspection.

(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 16 – Record in relation to pre-school service

*(1) A registered provider shall ensure that a record in writing is kept of the following information in relation to the service:*

*(i) details of staff rosters on a daily basis.*

#### Non-Compliance Information

(1)(i)

The seven weekly staff rosters sampled and were reviewed on the day of inspection, did not indicate that there was a named designated person in charge or deputy available on the premises when the pre-school children were present. The five attendance records reviewed captured the staff member's first name only. The records did not account for the relief staff members' times for break /meal cover. It was observed that on some dates the staff did not record their finishing time. The five attendance pre-school record books reviewed were incomplete to advise if the adult child ratios were adhered to, during the hours of operation.

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

On the 12<sup>th</sup> of July 2024, the person in charge advised of the following;

#### Corrective and Preventive Action

(1)(i)

Management have updated the staff rota to include, the name of the person in charge and deputy available on the premises at all times. The staff roster books have been reviewed and completed fully- to include the full names of staff on site, the inclusion of the relief staff person/s to cover break / lunch cover. A separate roster book for management has been introduced for staff to sign in and out. Management have reviewed the service procedure on the sign in and out of staff. This procedure will be shared and implemented for new and current staff on a regular basis. Management have advised all staff that this is mandatory. The room leaders will be assigned responsibility for overseeing the rota in their respective rooms. This will be monitored by management to ensure it is being implemented appropriately on a weekly basis.

#### Supporting documentation submitted

(1)(i)

Photographic and documentary evidence of the roster rota books was submitted to the office of the early years Inspectorate. Photographic evidence of management weekly approval, of the staff rota / attendance, 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 16 (1)(i) has been adequately addressed.

### 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

- Staff were aware of their roles and responsibilities to support children's health wellbeing and development within the service.
- The staff encouraged and supported the children to be as independent, as possible.
- Children did not have to wait for their meals and or snacks. The staff encouraged and supported the younger children to feed themselves independently according to their age and stage of development and the staff were available to assist if required.
- The tables and chairs were suitable for the children's ages and stages of development.
- On the day of inspection, nine children wore nappies and were changed on a regular basis. The privacy and dignity of a child having their nappy changed was maintained. The older children had unrestricted access to the toilets and did not have to wait to use the toilet. The staff used the correct language surrounding toileting / nappy changing.
- Children have 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.
- Children were encouraged and supported to develop self-help and personal hygiene skills for example the staff showed children how to wash hands properly, children's hands were washed before snacks and meals, after toileting and nappy changing, after blowing their nose, after messy and outdoor play.
- The younger children were observed playing house, building, playing with transport vehicles and at free play, playing at the construction bench with play accessories, at sensorial play and magnetic play. The children enjoyed linking, connecting, counting, shaking sensory bottles, at dress up, playing with dolls,

inserting pins, and playing kitchen. The older children were observed making pencil holders with toilet rolls, cardboard, and glitter. The children also enjoyed drawing, sticking, and adding bits and bobs onto ice cream shapes. At circle time, the children gave their news and stories. The staff used visual aids and probed with questions such as ‘who is this?’, ‘how many are there?’, ‘where is that?’ and ‘tell me what this is?’.

- The children spent significant time in the outdoor areas to the rear and side of the premises. The children engaged in games, taking the animals and cars outside, at messy play, baking, riding push cars, tractors, running, playing hide and seek, chasing, at pretend play and stacking.
- The theme of the week for the older children was all about big school and practicing their graduation songs. The theme of the week for the younger children was “all about me” and the seasons of spring and summer.
- The staff supported children in forming and sustaining positive relationships by -
  - having a key person system for each child,
  - showing respect for each unique child and developing their trust,
  - listening to the voice of the child as they communicate their needs, thoughts, and experiences both verbally and non-verbally, by reading children’s cues, gestures, and body language,
  - 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,
  - working with parents and guardians by sharing knowledge and observations of the child’s interests, strengths, developmental and care needs, approaches to learning, changes in their life, and any other concerns.
- The outdoor environment provided children with activities and opportunities for
  - fresh air, discovery, relaxing (e.g., quiet seating swing, digging sand area),
  - releasing energy (e.g., playing chase),
  - physical exercise and play (e.g., jumping, riding on push cars),
  - exploring, engaging, and experimenting with nature (e.g., planting opportunities)

- feelings associated with taking risks, learning about risk, and learning from risk, and challenging their own capabilities within safe limits.
- 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. Information was also provided at collection times, via text messages, by phone calls, and by email.
- 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.
- The social and physical environment was stimulating, challenging, and interesting for children, and focused on their active engagement and involvement. The service supported children to notice and understand how others were feeling and how to comfort and help them.
- The staff ensured that the children had ongoing opportunities to interact informally with one another for example at free play, parallel play, and playing outside.
- 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.
- The playrooms had been redesigned and restocked with age-appropriate toys to meet the needs, ages, and stages of a child’s development. There was evidence of monthly staff meetings which included: review of the child’s play environment, reflective practice, child observations, curriculum, and theme planning.
- The environment was comfortable, inviting and laid out to accommodate the needs of all children and adults in the setting. 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. Staff encouraged children to interact and to engage with a range of materials, activities, equipment in the indoor and outdoor environment, based on the child’s

needs, choices, interests and age and stage of development. The environment was flexible and responsive to the emerging changing needs, preferences, and interests of the children. The indoor environment was visually pleasing, allowing the children to think for themselves, and extend their learning. For examples: displaying topics of interest at the eye level of the children, displaying children’s own artwork, using labels and pictures to help children identify materials. Displayed on the walls were visual aids, posters and educational materials including birthdays, photographic family tree, nursery rhymes, numbers, months of the year, the sky is the limit, children’s interest boards, ice creams, school equipment, national flags and pictures of different countries, our culture wall, and professions. The children had access to enough varied materials and equipment, which were rotated to suit the changing programme, to suit current and new interests and skill levels. Play materials with a variety of colours, textures, shapes, and sizes to experiment with and explore freely were available in the service. Materials and equipment were arranged so they were visible and readily accessible to promote independent access by children. There were different interest areas provided, where equipment and materials of similar use were arranged or grouped together. The materials and equipment available within the service encouraged both active physical play and quiet focused play activities.

- The outdoor area was an extension of the well-planned indoor area and was linked with the learning that goes on inside. The equipment and materials in the outdoor play area supported children’s play, movement, and exploration, and provided opportunities exclusive to the outdoors. The outdoor play environment provides activities and opportunities for fresh air; discovery; and for children to relax.

### 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 person in charge advised that healthy eating was promoted within the service by visual aids, and adherence with best practice guidelines.
- The children were given sufficient time to eat in an unhurried manner. The staff complied with the service’s healthy eating policy. The crockery, cutlery and drinking utensils used were suitable for the children’s ages and stage of development. The atmosphere during mealtimes was relaxed, with pleasant social interaction among the children and staff. The service provided opportunities for the older children to pour drinks and

serve themselves and others during meal and snack time, using a variety of suitably sized utensils. The staff sat with children during meal or snack times and encouraged good eating habits.

- The meals were provided by the service and prepared and cooked on site by the designated chef. There was a revised 3-week menu. Staff advised that they were complying with HSE guidelines with menu choices.
- Children attending full day care had the opportunity for two meals and two snacks. Where a child for any reason declined food, a healthy alternative was offered.
- Between 8.00hrs to 9.00hrs, the children had the opportunity for cereal, with milk.
- On the morning of the inspection, between 10.00hrs and 10.30hrs the children had fruit pieces and toast. The children attending on a sessional basis in the Ladybird and Busy Bees rooms had their snacks provided by parents and guardians of sandwiches, fruit pieces, crackers, rice cakes, cheese, and yogurts.
- Between 12:00hrs and 12:30hrs, the children had a hot dinner which consisted of roast chicken, mashed potatoes, carrots and broccoli. There was enough food supplied in bowls and the older children aged between 3 to 5 years, had the opportunity to 'self-serve' their main meal.
- Between 14:30hrs to 15:00hrs, the children were offered garlic bread, homemade fries, waffles, and spaghetti hoops.
- The staff advised the inspectors that there was one child currently on formula feed and this was prepared by the parents/guardian and stored in the service refrigerator.
- Cutlery and plates were offered for children's snack / mealtimes.
- Drinking water was accessible, at a low-level to children in each of the playrooms.
- There was a designated fridge, for the safe storage of perishable foodstuffs from children's lunch boxes in the Ladybird and Busy Bees rooms.

### 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 main entrance doors were secure to prevent unauthorised entry.
- The external play areas to the rear and side of the two premises was secure so that children could not leave the area unsupervised and unauthorised persons could not enter the area.
- The doors into the kitchen, the laundry / storage area, the office, the staff toilet, and the designated staff area had a system of security.
- Low level presses had a security measure to prevent a child's access.
- Fire doors throughout the building were unobstructed.
- All cleaning agents were stored inaccessible to the children.
- The step-up ladders used by children to access the nappy changing unit was suitable. A newly built nappy changing area has been erected since the previous inspection of the service.
- Leads, cables, and flexes were wall mounted and secured to prevent any trip or strangulation hazard. The children had no potential access to the staff kettle, microwave, or toaster.
- The heating system was thermostatically controlled, to ensure the playroom temperatures were maintained between 18°C to 22°C.
- Blind cords were securely fastened thereby preventing any potential risk. Windows had restrictive access devices as a safety precaution.
- Cleaning agents were stored on high shelving or secure cupboards and thereby out of children reach.
- All toys and play equipment were observed to be safe and in good condition.

##### Infection Control:

- Children's hands were washed before snacks and meals, after toileting and nappy changing, after blowing their nose, after messy and outdoor play.
- The children's belongings for nappy changing were individually labelled and in designated storage containers. The children's barrier creams were clearly individually labelled and stored within the nappy changing area. The nappy changing area had a leak-proof, sealable airtight container for the disposal of

nappies. Nappy changing items were appropriately stored in lidded boxes. Only items required for nappy changing were stored in the nappy changing area.

- The nappy changing policy was displayed on the wall of the nappy changing area and staff completed nappy changing sheet records for each child requiring nappy change, with a section for staff comment / remedial action taken.
- A cleaning and disinfection schedule was presented and available for inspection. There were cleaning schedules and records for the playrooms, sanitary areas, and outdoor areas and on the cleaning and disinfection procedure undertaken in the service.
- The early years inspectors observed that the tabletops and work surfaces were cleaned with disposable paper towels and disinfectant spray.
- The playrooms were observed to be kept adequately ventilated with the windows left open whilst maintaining the room temperatures at the required levels.
- Table tops and work surfaces were cleaned with disposal paper towels and disinfectant spray. Adequate supplies of disposable tissues were readily available in the playrooms. Disposable hand towels were appropriately stored in wall mounted dispensers.
- The outdoor play equipment was cleaned after each child's use, and prior to each child's use with documented records maintained.
- Foot operated lidded pedalled bins were in use to prevent potential cross infection.
- There was no evidence of staining on mattresses or upholstery items, and laundered linen was not accessible to the children.

### Administration of Medication:

- Medication was stored inaccessible to the pre-school children and according to manufacturer's instructions.
- Medicines examined were within date.
- The staff were familiar with the medication administration policy of the service when medication needed to be administered.
- Suncreams were supplied by the parents and guardians, and individually labelled and stored in the service, with dates of expiry checked on an annual basis.
- Medicines, creams, or ointments were kept out of reach of children and were stored separately in the first aid cabinets.

### Safe Sleep:

- There was a designated sleep room, with four cots for younger children’s sleep provision. Stackable beds were available for older children requiring sleep if required. On the day of inspection, at 13:18hrs four children from the Butterfly room were observed sleeping on demand in the designated sleep room in cots. At 12:26hrs, five children were observed sleeping on the stackable beds in the Fairy garden room.
- The sleep policy detailed the correct temperature, lighting, ventilation, space between cots and child safety requirements. The room temperature in the designated sleep room was maintained between 16°C to 20°C.
- The required 50cm spacing between cots was adhered to.
- The early years 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 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 physically checks the sleeping child.
- A digital wall 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.

### Fire Safety:

- The service had evidence of monthly fire drills advising the date, time, number of children and staff.

### Non-Compliance Information

#### General Safety:

1. Garda vetting was available for the fifteen staff members. However, the renewal date for two staff member vetting disclosures was not dated within the previous three years in adherence to with the Early Years Inspectorate Regulatory Notice ‘EYI-RN12.3 Renewal of Garda Vetting’.
2. There were sharp edges on the corners of two of the raised planting beds, posing a potential safety risk.
3. The goal post in the outdoor play area was not anchored and could pose a potential safety risk.

#### Infection Control:

4. The water temperature taken from the hot tap ranged between 15.3°C to 16°C in the Butterfly room, the Fairy Garden room, and the Rainbow room. It is acknowledged that the person in charge advised the water heating system had been switched off.

### Safe Sleep:

- The quiet rest areas in the Butterfly and Fairy Garden rooms were inadequate and not conducive to facilitate a child to rest or relax. There were two child sized chairs and cushions provided to facilitate relaxation for five children (Butterfly room) and six children (Fairy Garden room). This non-compliance was previously noted on the last inspection 8<sup>th</sup> and 9<sup>th</sup> of June 2023.

### Action submitted by the Registered Provider

On the 12<sup>th</sup> of July 2024, the person in charge advised of the following;

### Corrective & Preventive Action

#### General Safety:

- Garda vetting has been renewed for the two staff. Staff files have been updated to include a garda vetting review check date. This will ensure management are reviewing Garda vetting checks yearly, e.g. at the start of term for all staff. This will ensure that the staff and management vetting will be kept updated.
- The planters have been redesigned into new areas of interest for the children to support development and play - the sides are fully covered with an impact absorbing surface. The impact absorbing surface has been secured around the planter boxes. This area has been added to risk assessment outdoor sheet.
- The goal posts have been filled with sand and stones to anchor them in place. Management have tested that the posts are now secure and will not cause a risk to children. The introduction of an updated outdoor risk assessment will include a weekly maintenance check for all equipment and furniture in outdoor area.

#### Infection Control:

- The water immersion is turned on each morning and again at lunchtime to ensure that warm water is available throughout the day as part of infection control. An alarm clock has been put in place to remind the kitchen staff to turn on the immersion to keep the water warm throughout the day.

### Safe Sleep:

- The rest areas in Butterfly and Fairy Garden rooms have been reviewed and updated to include a bigger area for children to avail of relaxation and quiet time. The service has engaged with a support organisation to development the physical and material environment.

### Supporting documentation submitted

#### General Safety:

1. Photographic evidence of Garda Vetting disclosures for the two staff members dated 6<sup>th</sup> and 13<sup>th</sup> of June 2024 was submitted to the office of the early years' inspectorate. A table for staff garda vetting dates and renewal due date was submitted to the office of the early years' inspectorate.
2. Photographic evidence of redesigned planters was submitted to the office of the early years' inspectorate.
3. Photographic evidence of the anchored goal posts was submitted to the office of the early years' inspectorate.

#### Infection Control:

4. Documentary evidence of the updated cleaning sheet with water temperature included was submitted to the office of the early years' inspectorate. Photographic evidence of an alarm clock for emersion reminder was submitted to the office of the early years' inspectorate

#### Safe Sleep:

5. Photographic evidence of quiet rest areas in Butterfly and Fairy Garden rooms 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.

## 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,*
- (d) cleaned, maintained, and repaired, as required, and*
- (e) equipped with adequate and suitable sanitary facilities.*

### Compliance Information

- (a) The service was maintained in an appropriate and adequate state of repair.
- (b) The entrances into the service and the outdoor play areas were adequately secured to prevent a child exiting and an unauthorised person entering the premises.  
Exits were clearly identified and visible during service hours.

Electrical sockets were safe.

Floor coverings were secure and non-slip.

- (c) The playrooms were adequately lit, ventilated, and heated. There was natural lighting from the windows in the outer walls, in each playroom. The artificial lighting provided was shatter proof.
- (d) The premises was maintained in a clean and hygienic condition. The MDF partition between the sleep room and storeroom was painted. Holes in the walls of the sleep room and sanitary areas had been filled.
- (e) The sanitary facilities were adequate for the needs and requirements of the children attending the service.

There were five children's toilets with designated wash hand basins.

There was a designated nappy changing area, with a nappy unit, step ups, an airtight sealable bin and disposable aprons and gloves.

In the main building there were two designated staff toilets with two designated wash hand basins.