

# Early Years Inspectorate Regulatory Report

## Pre School

<b>TUSLA Identifier:</b>	TU2019GY006
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<b>Name of Service:</b>	Tomorrows World
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<b>Address of Service:</b>	Attymon National School, Attymon, Athenry, Co. Galway
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<b>Eircode:</b>	H65 YX73
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<b>Name of Registered Provider:</b>	Michelle Cannon
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<b>Service type:</b>	Sessional
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<b>Date of Inspection:</b>	16/06/2023
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<b>No of pre-school children:</b>	AM	8	PM	N/A
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<b>Address of the Early Years Inspectorate:</b>	TUSLA - Child and Family Agency, Early Years Inspectorate, Quality Assurance Directorate, Clinical & Administration Building, Block A - (1st Floor- Green Corridor), Merlin Park, Galway.
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<b>Inspection undertaken by:</b>	H. Heagney
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<b>Title:</b>	Early Years Inspector
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### 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 privately operated pre-school is in a classroom in the national school, in the village of Attymon, Co. Galway. The pre-school offers an Early Childhood Care and Education (ECCE) and sessional care pre-school programmes, from Monday to Friday. The pre-school operates from 9.30hrs to 12.30hrs, Monday to Friday, and caters for children aged between 2 to 6 years. The service accommodates a maximum number of 11 pre-school children, at any one time. There is a playroom and a sanitary area. A quiet rest area is provided in the playroom, to facilitate a child to rest or opt out of an activity if he/she chooses to. There is a secure outdoor play area to rear and side of the national school, for children to have fresh air and a range of play experiences. The children also have access under supervision to the national school grass pitch, vegetable garden and playground. A child centred play-based pre-school curriculum focusing on emerging interests and an enquiry-based programme is provided.

### Staffing

The registered provider is the person in charge and in the service daily. There is a named deputy person, in case of an emergency. The registered provider, and deputy hold a Quality and Qualifications Ireland (QQI) at Level 6 to 8, in Early Childhood Care and Education. The registered provider and the person who is able to deputise have documentary evidence of ongoing training and education. Additionally, on the day of inspection, there was an adult over the age of 18 years, who was supervised when interacting with the children, on a childcare work placement.

### 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 facilities. The inspections 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, 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) The registered provider was the designated person in charge and there was a named person available to deputise in case of an emergency.
- (b) The registered provider was on the premises when the early years inspector arrived, and remained on site for the duration of the inspection. The registered provider is a solo operator, and available on the premises at all times, when the pre-school children were present. There was a named deputy person available in case of an emergency.
- (2) The files for the registered provider, person available to deputise in case of an emergency and the adult over the age of 18 years on a childcare work placement were reviewed.
- (a)&(b)  
Six of the six written validated references, on file for the registered provider, person available in case of an emergency and the adult on a childcare work placement, were from a past employer or from a source other than the past employer.
- (c) Garda vetting disclosure was available in respect of the registered provider, person available in case of an emergency and the adult on a childcare work placement.
- (d) The registered provider, person available in case of an emergency and the adult on a childcare work placement had not worked outside the jurisdiction, for six months or more, while over the age of 18 years of age, and therefore did not require police vetting.
- (4) The registered provider and the deputy person available in case of an emergency, hold a Quality and Qualifications Ireland (QQI) at Level 6 to 8, in Early Childhood Care and Education. Copies of qualifications were on file for the registered provider and deputy person available in case of an emergency

### 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)-*

*(c) a registered provider of a sessional pre-school service shall ensure that, where the person in charge operates the service single-handedly, a second person familiar with the operation of the service and in a position to provide assistance to the person in charge in operating the service is, at all times, within close distance of the service and available to attend the service to assist the person in charge in the event of an emergency.*

#### Compliance Information

(1) At all times during the period of the inspection, the registered provider ensured that the adult child ratios were adhered to.

(2) Documentary evidence in the form of attendance records indicated that adult child ratios were adhered to.

On the day of the inspection, there were 8 pre-school children aged between 2 to 5 years. The registered provider cared for the children. Additionally, there was an adult over the age of 18 years on a childcare work placement, who was supervised when interacting with the children.

(8)(c) The registered provider was the person in charge and operated the service single-handedly. A second person familiar with the operation of the service, and in a position to provide assistance to the registered provider, was within close distance of the service and was available to attend the service to assist the registered provider in the event of an emergency.

### 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.*

*(4) A registered provider shall ensure that a record in writing referred to in paragraph (1) is retained for a period of 2 years from the date on which the child to whom it relates ceases to attend the service.*

*(5) A registered provider shall ensure that a record in writing referred to in paragraph (2) is retained for a period of 2 years from the date on which the child attends the service.*

#### Compliance Information

(1) (a)(b)(c)(d)(e)(f)(g)(h)(i) Nine children's records were reviewed by the Early Years Inspector.

The entries reviewed were factual, consistent, and accurate.

The nine children's records contained the following:

- The name and date of birth of the child.
- The date on which the child first attended the service.
- The date on which the child stopped attending the service (where relevant).
- The name and address of the child's parent or guardian, and a telephone number where that parent or guardian (or a relative or friend of the parent or child) can be contacted during the hours of operation.
- Written authorisation / permissions for collecting the child.

- Details are recorded of any illness, allergy, or additional need(s) the child had, together with all the information relevant to the provision of specific care or attention.
- The name and telephone number of the child’s registered medical practitioner.
- A record of any immunisations the child has had.
- Written parental or guardian consent was included to allow the child to have appropriate medical treatment if there was / is an emergency.

(4)&(5) The registered provider advised and documentary evidence from file review indicated, that all relevant children’s records were kept for 2 years from the date a child stops attending 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.*

#### Compliance Information

- The registered provider encouraged and supported the children to be as independent, as possible.
- At 11.05hrs, the children had their snacks provided by parents and guardians. The children were given sufficient time to eat in an unhurried manner. The registered provider complied with the service’s healthy eating policy.
- The tables and chairs were suitable for the children’s ages and stages of development.
- The children had unrestricted access to the toilet and did not have to wait to use the toilet. The registered provider used the correct language surrounding toileting.
- The children had the opportunity to rest or relax in a designated cosy area.
- 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. The children were observed at free play, selling ice creams, gluing, sticking, playing with volcanos, playing house, drawing, making Father’s Day cards, connecting, stacking, and building. The theme of the week was ‘Australia’, the registered provider read a book about Australia with children, chatting about Kangaroos, their powerful legs, and their pouches that keep their young safe.

The registered provider read stories for example Super Worm and children gave their views. The registered provider used visual aids and probed with questions such as ‘who is this?’, ‘how many are there?’, and ‘where is that?’.

- In the outdoor area the children played on ride on push cars / toys, climbed the frame, made and sold their own ‘perfume’, were observed at water play, enjoyed digging/ filling with sand, were observed chasing, running, and playing catch.
- The registered provider supported children in forming and sustaining positive relationships by - being the 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.
- Parents/guardians signed a parental agreement form and received a parent handbook with the service ethos, daily routines, strategies for supporting the children and the updated policies, procedures, response plans.
- On speaking with the registered provider, the inspector was informed that she 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. This information was provided at collection times and via text messages, by phone calls, and by email.
- The registered provider created individual learning journals / profile books for each child, showing the themes, experiences, and activities engaged in, along with photographs. The themes to date included my first day, the farm, our curriculum, my first week in pre-school, wash your hands with Rufus, germ experiment, Autumn tree, time for our Autumn nature walk, Autumn art, trees, our walk to Attymon train station. Other themes included pumpkin delivery, Halloween fun, look I made a witch potion,

I dressed up as spiderman, our Halloween party, learning about dinosaurs, humpty dumpty, Winter, my melted snowman, the New year, and the Chinese New Year. There were themes on Valentines Day, pancake Tuesday, I'm a little teapot, Irish dancing, singing, my worm garden, gardening, lava lamp, fun in the sun, food items, St Patrick's day, Easter time, egg hunt, sports day, my space art, practising cutting skills, the stars, science week, and rainbow experiment.

- Children's art and craft work was collated and given to parents and guardians on a regular basis.
- The registered provider was 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 registered provider provided significant opportunities for the child to decide their play activities and experiences. The inspector noted the registered provider 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 registered provider supported children to enter social groups, and to learn to help and positively engage with other children. She 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. Children could identify, name, and explore their feelings both positive and negative.

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

#### Regulation 20 – Facilities for rest and play

(1) Subject to this regulation, a registered provider shall ensure that-

(a) having regard to the number of pre-school children attending the service, their respective ages and the amount of time they spend on the premises, there are adequate and suitable facilities for each child to play indoors and, where required by these Regulations, outdoors, during the day, and

(b) there are adequate and suitable facilities for a pre-school child to rest during the day, and in the case of an overnight pre-school service, during the day and the night.

(3) A registered provider of a full day care service, a part-time day care service or a childminding service, other than such a service to which paragraph (2) applies, shall ensure that-

- (a) a suitable, safe and secure outdoor space to which the pre-school children attending the service have access on a daily basis is provided on the premises, or
- (b) Where no such space is provided, the pre-school children attending the service have access on a daily basis to a suitable outdoor space.

### Compliance Information

(1)(a) The design, organisation and resourcing of the environment supported each child's wellbeing, learning and development, within the ethos and philosophy of the service. 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. The play materials and environment were changeable, flexible, and responsive to the emerging changing needs, preferences, and interests of the children.

#### The Playroom

- The equipment was stored on low-level shelving and or readily accessible by the pre-school children.
  - The play equipment and materials were age and stage appropriate, and designed to offer a child manipulative activity, to encourage hand eye co-ordination, to develop fine motor skills and logical thinking.
  - Materials and items of interest included insets, puzzles, games, links, timers, clocks, connectors, and counters. There were art and craft supplies such as paper, paints, aprons, copybooks, scissors, glue, paint brushes, pencils, bibs, and bobs. There were sensory bottles, cuddly toys, costumes, dinosaurs, wild, farm and ocean animals, musical instruments, garages, and transport vehicles. There was a nature area with leaves, shells, cones, and stones. There were telephones, cubes, bricks, blocks and stacking materials. There were dolls, prams, dolls heads, and a dolls house. There was a kitchen with microwave, toaster, weighting scales, jars, containers, utensils, a birthday cake, and an ice cream tray. There was a latch board, small world items, farm toys and construction tools such as saws, measuring tape, drills, and helmets.
  - Displayed on the walls were posters, visual aids, photographs, artwork, and themes including birthdays in a cake shape, I love Ukraine, the world, Australian icons, postcards, about today, the alphabet, beehives, the curriculum, and a white board.
- (1)(b) A rest / quiet area was provided in the playrooms in the form of child size seating and foam matting with an overhanging canopy leaf, to facilitate a child to rest or opt out of an activity if he or she chose to.

### (3)(a) Outdoor area

- The outdoor area was surrounded by fencing and gates. The area was covered with grass, tarmacadam (with markings), bark, and foam alphabet matting. The outdoor play equipment and materials were age and stage appropriate.
- There was an all-weather sheltered area. There were basketball hoops, goal posts, scooters, bicycles, tractors, trailers, and push carts. There was seating, vegetable planters, (with cabbage, courgettes, onions), planters with flowers, hanging containers with strawberries, and a mud kitchen (with pans, utensils, containers, and lids). There was a wooden teepee, a climbing frame, a slide, a picnic table, tyres, balancing boards, trees, and mounted blackboards. There were rackets, a puppet theatre, an easel, an activity table with grass, wooden seating, a sand unit (in the shape of a boat with a sail) with utensils. There were two other activity tables with bubbles, basins, shells, spoons, ducks, animals, small world items, bowls, and sponges.

### 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 registered provider advised that healthy eating was promoted within the service by visual aids, and adherence to best practice guidelines.
- At 11.05hrs, the children had their snacks provided by parents and guardians which included crackers, rice cakes, sandwiches, vegetables / fruit pieces and yogurts.
- Cutlery and plates and placemats were offered for children’s snack times.
- Clean and safe drinking water on a tray, was at a low-level and accessible to children in the playroom and outdoor area.
- There was a designated fridge, for the safe storage of perishable foodstuffs from children’s lunch boxes, for their snack times.

## 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:

- There was a buzzer access system at the front door entrance, of the national school.
- The external play area was secure so that children could not leave the area unsupervised and unauthorised persons could not enter the area.
- Fire doors were unobstructed.
- All cleaning agents were stored inaccessible to the children.
- Daily records of attendance were kept for all of children attending the playroom.
- The registered provider advised of documented risk assessments for the indoor and outdoor play areas.

##### Infection Control:

- Children were observed washing their hands after toileting, after messy play and outdoor play and prior to their snacks.
- Tabletops and work surfaces were cleaned with disposal paper towels and disinfectant spray.
- The playroom was observed to be kept adequately ventilated with the windows and doors left open whilst maintaining the room temperatures at the required levels.
- Adequate supplies of disposable tissues were readily available in the playroom.
- Foot pedalled lidded bins were available for the disposal of waste.

### 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) The service provided evidence that the registered provider was trained in first aid for children and available to the children, attending the pre-school service.
- (2)(a) There was a wall mounted first aid box, with content items within date, safely stored, easily accessible and stored in conspicuous position in the playroom.
- (b) The service demonstrated that the first aid box was fully equipped and available to the children attending the pre-school service.

### 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 fire fighting 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 written record was available of the monthly fire drills completed in the service. The last recorded fire drill was dated 12<sup>th</sup> of May 2023.
- (b) Records were available in relation to the number, type, and maintenance of fire-fighting equipment with the annual service dated 1<sup>st</sup> of September 2022.
- The smoke and fire detection alarm system for the premises had the last annual service dated 5<sup>th</sup> of June 2023.
- (4) Notices were displayed within the playroom and the national school of the procedures to be followed in the event of fire in the premises.

## Part VI – Safety

### Regulation 28 – Insurance

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

#### Compliance Information

The service's insurance specifying the address of the service, catering for a sessional service for 20 children at any one time, with an expiry date of 27<sup>th</sup> of March 2024, was available.

The insurance covered –

- public liability,
- personal accident,
- against fire and theft,
- outings,
- building.