

TUSLA REGULATORY INSPECTION REPORT

TUSLA Identifier: TU2020FL001

Name of service: The Kids Den 2

Address of service: 3 Feltrim Industrial Park
Drynam road
Swords
Co Dublin
K67 R7P9

Name Of registered provider: Ms Michelle Fitzgerald

Type of service registered:	Sessional	<input type="checkbox"/>	Part-Time	<input type="checkbox"/>	Drop-In	<input type="checkbox"/>
	Full Day Care	<input checked="" type="checkbox"/>	Childminding	<input type="checkbox"/>	Temporary	<input type="checkbox"/>

Date of Inspection: 04/10/2022

Number of pre-school children present:	AM	47	PM	35

Address of the Early Years Inspectorate: Early Years Inspectorate
Child and Family Agency
181-189 Lakeshore Drive
Airside Business Park
Swords
Co Dublin
K67 Y5C6

Inspection undertaken by: AM Coyle & S Taaffe
Title: Early Years Inspectors

Authority to Inspect

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

Conditions if applicable Not Applicable

<p>Description of Service</p>	<p>The Kids Den 2 is situated in a 2 storey commercial premises located in an industrial park on the outskirts of Swords, Co Dublin. The service provides full time, part time and sessional pre-school care and education to children from 10 months until they commence attendance at primary school. There are 5 care rooms in operation in the service, the Baby room and Toddler room are located on the ground floor and the Pre-school room, the Pre-school room and the ECCE room are situated on the first floor of the service. The service participates in the Early Childhood Care and Education scheme (ECCE) and currently operates from 07:30am-6pm Monday to Friday. An enclosed outdoor area is located to the side of the service.</p>
<p>Staffing</p>	<p>The service employs 16 staff members including the registered provider and the service manager. On the day of inspection there were 11 staff members working directly with the children attending the service; one staff member is employed to assist with catering duties. Additionally, a staff member from one of the registered provider's other services was present in the service and provided support across the care rooms as required. The registered provider was present in the service during the inspection but is not assigned to work directly with the children attending the service.</p>
<p>Methodology</p>	<p>Tusla's Early Years Inspectorate (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.</p> <p>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.</p> <p>Inspections of early years services are planned based on the following:</p> <ul style="list-style-type: none"> • Previous inspection history • Any information received in relation to the service <p>Findings on inspection are based on:</p> <ul style="list-style-type: none"> • Information obtained through examination of documentation • Direct observation • Discussion with relevant staff <p>This inspection was unannounced and focused on the area of Governance/ Health, Welfare and Development of Child/ Safety/ Premises and Facilities. Inspections may also focus on other areas as required.</p> <p>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.</p>

	<p>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.</p> <p>The Inspectorate reserves the right to edit responses received for reasons including clarity, completeness and compliance with administrative and legal processes.</p> <p>The contents of the report are compiled by the inspectorate body.</p>
<p>Acknowledgments</p>	<p>The inspectors wish to acknowledge the cooperation of the registered provider, person in charge, staff and children who were present on the day of the inspection.</p>

Part III – Management and Staff

Regulation 9 – Management and recruitment

1. A registered provider shall ensure that-
 - (a) the service has a designated person in charge and a named person who is able to deputise as required,
 - (b) at all times during the period when the pre-school service is being carried on, the designated person in charge or the named person referred to in subparagraph (a) is on the premises, and

2. A registered provider shall ensure that each employee, unpaid worker and contractor is suitable and competent taking into consideration the nature of the needs of children, including by-
 - (a) consideration of references from the person’s past employers, if any, and in particular the most recent employer, if any,
 - (b) consideration of references from reputable sources in the case of a person who has no past employers,
 - (c) consideration of the vetting disclosure received from the National Vetting Bureau of the Garda Síochána in accordance with the Act of 2012 in respect of the person, and
 - (d) ensuring, insofar as is practicable, that where a person has lived in a state other than the State for a period of longer than 6 consecutive months, he or she provides police vetting from the police authorities in that state.

- (4) A registered provider shall ensure that, without prejudice to the generality of paragraph (2) and subject to paragraphs (5) and (6), each employee working directly with children attending the service holds at least a major award in Early childhood Care and Education at Level 5 on the National Qualifications Framework or a qualification deemed by the Minister to be equivalent.

Compliance information	<p>(1)(a) &(b) The designated person in charge of the service was present in the service throughout the inspection and there was a named person available to deputise.</p> <p>The files for three staff members employed in the service were reviewed, two of whom worked directly with the pre-school children. One staff member is employed to work with school aged children only. The file for the student who was present in the service was also reviewed.</p> <p>(2) (a) & (b) Two validated written references were available for the 3 staff members and student whose files were reviewed.</p> <p>(c) Garda vetting disclosures were available for the 3 staff members and the student whose files were reviewed.</p> <p>(4) Documentary evidence was available that 2 staff member whose files were reviewed and who were working directly with the children held a major award in Early Childhood Care and Education at Level 5 on the National Framework of Qualifications.</p>
Non compliance information	<p>(d) International police vetting was not available for 1 staff member who had resided outside of the Irish jurisdiction for more than 6 consecutive months as an adult.</p>

	<p>(4) Documentary evidence was not available that 1 staff member whose file was reviewed and who was working directly with the children held a major award in Early Childhood Care and Education at Level 5 on the National Framework of Qualifications.</p>
<p>Corrective & preventive action submitted by the registered provider</p>	<p><u>Corrective action</u></p> <p>(d) This staff member has since left the service so unable to proceed with documents.</p> <p>(4) 1 Staff member was awaiting the final certificate; this is now supplied.</p> <p><u>Preventive action</u></p> <p>(d) When any staff members get a job offer, their residential history will be checked to see if they need international vetting. This forms part of our Hr policy.</p> <p>(4) The service had written confirmation that the major award was complete and awaiting the certificate which is now supplied. The service does not commence employment without the confirmation from the college and will await the certificate going forward.</p> <p><u>Supporting documentation submitted</u></p> <p>Copy of staff members qualification</p>
<p>Summary comment</p>	<p>The response and the evidence submitted by the registered provider in relation to Regulation 9 – Management and recruitment has been reviewed and accepted.</p>

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 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) There were 14 adults working directly with 47 children attending the pre-school service on the day of inspection.

(2) The correct adult/child ratio was maintained in the service throughout the inspection.

The following adult to child ratios were observed when the service was operating at capacity on the day of inspection:

- In the **Baby room** there were 8 pre-school children aged between 11 months and 18 months being cared for by 2 adults.
- In the **Toddler room** there were 11 pre-school children aged between 1-year 11 months and 2 years 10 months being cared for by 3 adults.
- In the **Pre-pre-school room**, there were 10 pre-school children aged between 2 years 9 months and 3 years 5 months being cared for by 2 adults.
- In the **Pre-school room** there were 10 pre-school children aged between 3 years 2 months and 4 years 4 months being cared for by 2 adults.
- In the **ECCE room** there were 8 pre-school children aged between 3 years 2 months and 3 years 11 months being cared for by 2 adults.

(8) (a) The registered provider ensured that 2 adults were present in the service at all times.

Part V - Care of Child in Pre-school Service

Regulation 19 - Health, welfare and development of child

- (1) A registered provider shall, in providing a pre-school service, ensure that -
- (a) each child's learning, development and well-being is facilitated within the daily life of the pre-school service through the provision of the appropriate activities, interaction, materials and equipment, having regard to the age and stage of development of the child, and
- (3) A registered provider shall ensure that no practices that are disrespectful, degrading, exploitive, intimidating, emotionally or physically harmful or neglectful are carried out in respect of a pre-school child whilst attending the service.

Compliance information

(1)(a) The following observations were made on how each child's learning, development and well-being was facilitated within the daily life of the service.

Basic Needs:

- The children bring their morning and afternoon snack with them from home with both dinner and tea provided from an external catering company and reheated in the service. Mealtimes were observed to be a social experience for the children with staff sitting with the children and engaging them in conversation. The children in the Baby room were encouraged to self-feed and support was provided by the staff as required. Drinking water was available for the children in the care rooms should they require a drink at any time throughout the day.
- Nappy changing took place at scheduled times and more regularly when required throughout the inspection and staff were observed to engage with the children warmly during these procedures.
- The children in both the Baby room and the Toddler room were facilitated with a scheduled sleep time after their dinner. The staff in the Baby room stated that children's sleep was facilitated at other times if required. Rest facilities comprising of small couches and floor mats were provided in the care rooms where some children were observed spending short periods of time during the day.
- The care rooms were spacious and enabled the children to move freely and there was plenty of floor space in the Baby room where the children enjoyed crawling, rolling, exploring, and enjoying time on the floor.

Supporting Relationships Around Children:

- There was a consistency in staff provision in the service and the staff were observed to be very familiar with the children in their care.
- The staff members in the Baby room demonstrated warmth and sensitivity in their interactions with the children by sitting close to the children as they explored on the floor and using soft, gentle and reassuring tones.
- Overall, in the service staff members were friendly and relaxed with each other and the care procedures and planned activities were smoothly implemented.

	<p>Physical And Material Environment:</p> <ul style="list-style-type: none"> • Throughout the care rooms the play materials and equipment were stored on low level shelves which facilitated the children to select toys and activities of their choice and supported a range of play experiences including role play, construction and arts and crafts. • Well-resourced sand tables were provided in the Pre-pre-school room, Pre-school room and the ECCE room which supported sensorial play opportunities for the children in these care rooms. • An enclosed outdoor area located to the side of the service was provided for the children to use. The children from the Pre-pre-school room, Pre-school room and the ECCE room enjoyed time in the outdoor area on the day of inspection, engaging in energetic physical play.
Non compliance information	<p>(1)(a)</p> <p>Basic Needs:</p> <ol style="list-style-type: none"> 1. Nappy changing commenced in the Toddler room in the service from 10:50am. The children had their outer clothing including their shoes removed during the process and these were not replaced afterwards. The staff members explained that this was done in preparation for the children going to bed after they had their dinner. Dinner was served at 11:30 am and the children ate their dinner wearing their vests and nappies. This practice does not afford children dignity and respect. <p>Supporting relationships around children:</p> <ol style="list-style-type: none"> 2. In the Pre-school room it was evident that children were not always supported in forming and sustaining positive relationships with all staff members. Most of the adult to child interactions displayed by one staff member in this room did not extend beyond giving instruction using negative language, rather than positively joining in with and affirming the children in their play, activities and discussions. This staff member did not positively encourage or praise the children in a warm manner and was heard making the following statements when speaking to the children: <ul style="list-style-type: none"> ➤ “I asked you to line up, I didn’t ask you to lie down.” ➤ “Why are you not in the line, I asked you to stay in the line.” ➤ “Excuse me mister, what are you doing, go back to the dancing.” ➤ “Please sit down in your chair, I asked you three times already.” ➤ “Less talking and more eating.” ➤ “Stop”, sit down” and “come over here” (heard being said repeatedly by this staff member during the inspection). 3. Interactions between staff members and children in the Toddler room were observed to be instructional rather than collaborative. The staff members decided the activities the children would engage in without involving the children in any prior planning or taking cognisance of the children’s own interests. This was evidenced at circle time when a child took a book from the shelf and was told “no, we are not reading books” This practice does not allow for children’s choice to be integrated in their learning.

4. Transitions between activities were observed not to be managed appropriately as evidenced by the following.
 - The children in the Pre-school room were asked to sit at the table for dinner but were not productively engaged in activities during the 20 minutes that passed before the meal was served. It is acknowledged that the staff members sang songs and encouraged the children to join in during the waiting period but some of the children showed signs of becoming disengaged and restless, squirming, and fidgeting in their chairs until the meal was served.

Physical and material environment:

5. Limited sensory experiences were available for the children in the Baby and Toddler room. The materials available were largely plastic which insufficiently stimulated the senses and curtailed the children’s learning and developmental experiences.
6. The interest areas in the Toddler room were poorly developed and insufficiently resourced as evidenced in the limited range of equipment provided in the home corner. There was a lack of food packaging, pots and pans and cooking utensils in the home corner for the children to extend their play. This limits children’s opportunities to engage in imaginary play.

(3)

On two occasions during the inspection when a child in the Pre-school room was observed standing up and moving as though seeking to opt out of an activity, one staff member took hold of the child’s hand and silently lead the child to a chair located along the wall, set apart from the rest. On both occasions the child sat quietly in the chair without moving, separate for the remaining children for a period of 3-4 minutes, until they were invited by the same staff member to re-join the group. This approach was exclusionary and did not meet the emotional needs of a pre-school child. Furthermore, the same staff member was also heard informing the children that stickers would only be provided to the children who joined in singing songs and, on a separate occasion, that “we are not going to play with any toys until the room is clean.” These were unsuitable, unsupportive practices and may be experienced by a child as being disrespectful and intimidating. When the inspector informed the staff member that the practice of separating the children was inappropriate and did not support the social, emotional and behavioural well-being of the children, the staff member reported that ‘time out’ was not used in the service and these children “had only been asked to sit on the chair to let them settle for a few minutes”.

Corrective & preventive action submitted by the registered provider

Corrective Actions:

Basic Needs:

1. All staff have had meetings with management in regard to this practice and are fully informed of the procedure after nappy changing. The policy has been updated to reflect that this practice is not part of our routine and children are returned fully dressed.

Supporting Relationships Around Children, Physical and material environment:

2. Staff member has since ceased working in the service. Other staff members are currently being supported in upskilling with courses and engaging with an external quality support agency. This support will last at a minimum of 6 months to support the environment, interactions including the curriculum from a child led perspective.
3. Interactions within the toddler room and transitions are priority for goals for this room. An external quality support agency is working with the service to create goals and work on areas relative to each room. Courses have been done through a training company and more are pending. Management have spoken and support staff in understanding how pictures and reference to the room schedule using pictures can help with transitions for this age group and also understand choice while supporting the choice.
4. The staff member in question is no longer employed by the company. We are committed to working with an external quality support agency for a 12-month period and have agreed further support for the creche as a whole for staff and management. Courses from a training company have also been taken on to insure the continued professional development for all.
- 5– 6. Multiple new equipment is available and purchased for the creche. As part of our action plan staff has adopted toy and equipment audits and have enrolled staff in courses such as “revitalize your baby room”.

(3) The staff member in question is no longer employed by the company. We have commenced engagement with an external support agency who will work with the service for one year and have agreed further support for the creche as a whole for staff and management. Additionally, courses from a training company have been taken to enhance the continued professional development of all staff.

Preventive Actions:

Basic Needs:

1. The nappy changing policy has been updated to say that children will be dressed fully after nappy changes to prevent this going forward. Courses have also been complete in regard to nappy changing.

Supporting Relationships Around Children, Physical and material environment:

2. Staff will have weekly interactions with children observed by management and supported where needs are identified. After the courses and support cease these observations will ensure that quality and good practice remains. The quality support agency have also indicated that further support can commence after 6 months, and the service is very open to this offer to keep good practice a priority. Management along with observations have adopted a teach by example routine where they will observe and demonstrate within the classrooms. This approach highlights areas for improvement and demonstrates what good practice looks like from a hands-on approach.

	<p>3. When management are observing interactions we can model the expectations for positive interactions and demonstrate what supporting choice looks like. This strategy is proving very helpful in staff practicing positive interactions and choice. Welcoming the child back to the group activity after opting out has seen more participation from the class, this has identified that once children experience supported choice they seek their interest in the group. observations and modelling will continue with course options ongoing.</p> <p>4. All staff have been spoken to about what positive interactions and child led means. Observations within each room from management ensures that interactions and the child led curriculum is being practised and gives opportunities to address or plan training and supports going forward. Transitions for children are done verbally or with pictures with notice and positive language. Staff are aware that choice is a major factor and where a child opts out there is support within the choice the child makes. A senior member of staff who has extensive experience is now the room leader in this room.</p> <p>5. – 6. Along with new equipment, courses and toy audits, an external quality agency will also guide the service with developing interest areas.</p> <p>(3) All staff have been spoken to about what positive interactions and child led means. A senior experienced staff member is now the room leader in this room. Observations within each room from management ensures that interactions and the child led curriculum is being practised and gives opportunities to address or plan training and supports going forward. Transitions for children are done verbally or with pictures with notice and positive language. Staff are aware that choice is a major factor and where a child opts out there is support within the choice the child makes.</p> <p><u>Supporting documentation submitted</u> Photographs of new play materials and receipt for the purchase of additional resources. Toy and equipment audit. Evidence of training undertaken by staff.</p>
<p>Summary comment</p>	<p>The registered provider has demonstrated that the non-compliances identified under Regulation 19(1)(a) and (3) have been adequately addressed. Furthermore, the service has commenced engagement with an external support agency. The actions as stated by the registered provider will be reviewed at the next inspection of the service.</p>

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-
- (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.
- (2) A registered provider-
- (a) of a full day care service, a part-time day care service, a sessional preschool service or a childminding service that is registered for the first time on or after 30 June 2016, shall ensure that a suitable, safe and secure outdoor space to which the preschool children attending the service have access on a daily basis is provided on the premises.

Compliance information

(1)(b) Throughout the care rooms in the service, comfortable rest areas including floor mats and child sized couches were provided to enable the children to take a break from activities as they chose.

There was 1 sleep room in the service located on the ground floor of the service adjacent to the Baby room where 10 standard cots were provided for the children aged less than 2 years to sleep in. An additional 5 cots were available if required. Six stackable beds were provided for children aged over 2 years to sleep in.

(2)(a) An enclosed outdoor space located to the side of the service was available for the children to spend time in. The area was surfaced with a concrete surface, a plastic slide, a play farmyard with a farm building, a large wooden boat and a selection of ride on toys were provided for the children to use. A smaller area which was fenced off from the main play area was available for the children from the Baby room to use where a plastic playhouse and construction blocks were provided for the children to use.

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	<p>General safety:</p> <ul style="list-style-type: none"> • There was secure access to the service through an intercom system. • All cleaning agents and sharp implements were stored safely and out of reach of children. • The kitchen was inaccessible to the pre-school children on the day of inspection. <p>Infection control:</p> <ul style="list-style-type: none"> • The premises were generally in a clean and hygienic condition. There was a process in place for the cleaning of toys and equipment on a daily basis as evidenced by detailed up-to-date written records. • The windows were open in the occupied rooms during the inspection to augment ventilation whilst maintaining the comfort of the children. <p>Administration of medication:</p> <ul style="list-style-type: none"> • Medications were stored out of the reach of children. No children required medication to be administered on the day of inspection. <p>Safe sleep:</p> <ul style="list-style-type: none"> • Ten-minute sleep checks including the documentation of colour, position and breathing was recorded on all sleeping children in the service. • The ambient air temperature of the sleep room was maintained at between 16-20°C. • All children aged less than 2 years had access to a standard cot to sleep in. <p>Fire safety:</p> <ul style="list-style-type: none"> • Documentary evidence was available that fire drills are conducted in the service on a monthly basis.
Non compliance information	<p>General safety:</p> <ol style="list-style-type: none"> 1. Fleece blankets were used by children aged less than 2 years whilst sleeping. This is a safety risk as fleece blankets can cause children to overheat. 2. A tall doll's house in the ECCE room was unsecured and unstable and therefore posed a potential safety hazard if it were to be pulled down by or onto a child in the care room.

Infection control:

3. A staff member in the Baby room described inadequate procedures in relation to the management of mouthed toys in the service. The inspector was informed that mouthed toys are placed directly into sterilising solution without being first washed in warm soapy water.
4. In the Baby room the children’s soothers were not stored in individual boxes, this is an infection control risk.
5. The children in the Toddler room were not provided with any plates for their morning snack and some children ate their food directly off the table. This is an infection control risk.
6. The paper towel that was provided in the sanitary area adjacent to the Toddler room and in the sanitary area between the ECCE room and the Pre-school room was not hygienically dispensed. It was stored beside the sinks and had to be held by each staff member to take a piece for use thereby potentially causing cross contamination.
7. Staff were observed wiping children’s noses and did not wash their hands afterwards.
8. The nappy changing procedure in the service was observed not to be followed as evidenced by the following
9. A staff member cleaned the nappy changing mat while continuing to wear the apron and gloves that were worn for nappy changing.
10. The children attending the Baby room did not have their hands washed after having their nappy changed.

Fire safety:

11. A fire extinguisher located on the ground floor of the service was covered with a large plastic bag containing nappies. This could impede accessing the extinguisher in the event of an emergency.
12. The available record for the maintenance of the firefighting equipment indicated that the last maintenance check was carried out in September 2021. This falls outside the recommended best practice guidelines.

Corrective & preventive action submitted by the registered provider

Corrective Actions:

General safety:

1. Some children like to bring their favorite blanket to creche however this will be refused due to the risk of overheating. Only cellular blankets will be used, and all fleece blankets have been removed. 2 dolls houses are now secure to the wall to prevent them tipping over.
2. The mouthing box cleaning procedure has been updated and attached to each box highlighting the correct procedure.

Infection control:

3. The mouthing box cleaning procedure has been updated and attached to each box highlighting the correct procedure.
4. Each Soother has its own individual box however there is a large box where unidentified soothers are put until they are identified. This could pose as a risk so its removed.
5. Each room has a supply of plates however they are not always used when children have lunch boxes. The children will be given plates regardless to promote eating from plates in a more hygienic manner.
6. "Blue roll" dispensers are available for z fold tissues and the supply is a constant issue from the suppliers. This results in the blue roll being used. The creche has ordered blue roll dispensers to elevate this problem of supply, the blue roll can be dispensed in a hygienic manner and is widely available.
7. Manager has created a nose wiping policy and it's on the wall in every room. The policy identifies the routine of hand washing for children and staff after wiping a child's nose.
- 8, 9, 10. The nappy changing policy is on the wall for each staff member to follow however as this was not followed the staff members have done an online course in nappy changing.
- 11 & 12 Daily building risk assessments are in place to identify hazards such as blocked fire extinguishers. The fire extinguishers have been services and cert supplied.

Preventive Actions:**General safety:**

1. Service's policy will be given to parents where it states that items from the home such as those that pose a risk will be refused accompanied with a letter explaining the reason why such blankets are not suitable. Risk assessments will be carried out on new materials to identify such risks in the future.

Infection control:

5. The healthy eating policy has been updated to include the use of plates.
6. The creche has ordered blue roll dispensers to elevate this problem of supply to the blue roll can be dispensed in a hygienic manner.
7. The nose wiping procedure will also be observed as part of the management observations with each class to ensure good practice.
- 8,9,10. Management will also observe the nappy changing procedures a carried out by each staff member.

Fire safety:

11. Daily building risk assessments will form part of the daily routine and will happen at different times of the day to ensure daily activities that pose a risk will be identified.
12. Manager has marked on their calendar when the fire extinguishers and other similar services are due along with the service company log to ensure the date does not pass good practice guide lines.

	<p><u>Supporting documentation submitted</u></p> <p>Copy of the letter issued to parents from the service outlining the policy on the use of blankets.</p> <p>Mouthing toy policy.</p> <p>Photograph of mouthing toy box.</p> <p>Photograph of children’s individual soother boxes.</p> <p>Nose wiping policy.</p> <p>Nappy changing policy.</p> <p>Fire extinguisher maintenance record.</p>
<p>Summary comment</p>	<p>The evidence submitted by the registered provider in relation to regulation 23 - Safeguarding health, safety and welfare of child has been reviewed and accepted.</p>

Part VI - Safety

Regulation 24 - Checking in and out and record of attendance

(1) A registered provider shall ensure that each pre-school child attending the service is checked in and out of the service by an employee or an unpaid worker.

Non compliance information	Four children who were in attendance in the service on the day of inspection were not signed in. The children were attending the Baby room, the Toddler room, and the Pre-school room. This is a safety risk in the event of the building requiring evacuation.
Corrective & preventive action submitted by the registered provider	<p><u>Corrective Actions</u></p> <p>Staff have been informed to sign children in immediately especially if they are late. Management now does a room head count and check the sign in book to keep the signing in a priority.</p> <p><u>Preventive Actions:</u></p> <p>Staff has also engaged with a digital software device for the signing in of children where this can be monitored in a timelier fashion. Both paper and digital methods of sign in will remain for a few months until we are satisfied the system works efficiently.</p>
	The evidence submitted by the registered provider in relation to regulation 24 - Checking in and out and record of attendance has been reviewed and accepted.

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 was maintained of all fire drills which had been completed in the service. The records indicated that fire drills were carried out on a monthly basis with the most recent fire drill carried out on 05/09/2022.
- (b) A record was kept of the number, type and maintenance of the firefighting equipment and smoke alarms in the premises. The fire detection system was serviced on the 15/06/2022 and the firefighting equipment were certified as having been serviced in September 2021.
- (4) Notices of the procedures to be followed in the event of a fire were conspicuously displayed in the premises.

Part VII - Premises and Space Requirements

Regulation 29 - Premises

A registered provider shall ensure that the premises of the service are-

- (b) safe and secure,
- (d) cleaned, maintained, and repaired, as required, and

Compliance information	(b) The building was observed to be safe and secure. Access to the building was via an intercom system at a secure door. The windows on the ground floor had safety locks in place.
Non compliance information	(d) 1. The paint on the skirting boards in the Toddler room was chipped in multiple places and therefore could not be cleaned effectively. 2. The covering on the couch in the Baby room was torn at the corners and therefore could not be effectively cleaned.
Corrective & preventive action submitted by the registered provider	<p><u>Corrective Actions:</u></p> <p>(d)</p> <ol style="list-style-type: none"> 1. Manager has a date in December to get the skirting board re painted. 2. The soft couches have been thrown out and new chairs have been purchased. <p><u>Preventive Actions:</u></p> <p>1.,2. The policy on Audits on Toys and equipment will identify tears or defects on equipment or surface areas that will trigger replacement. These audits are done by management giving room a second look to pick up on defects or wear and tear.</p> <p><u>Supporting documentation submitted</u></p> <p>Copy of toy and equipment audit.</p>
Summary comment	The evidence submitted by the registered provider in relation to regulation 29 - Premises has been reviewed and accepted.