

TUSLA Identifier:	TU2022CC006
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Name of Service:	Cherryblossoms Cullen
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Address of Service:	Cullen Community Centre, Mullaghroe, Cullen, Co. Cork
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Eircode:	P51 YY06
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Name of Registered Provider:	Christina Dunstan
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Service type:	Full Day
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Date(s) of Inspection:	02/05/2023
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No of pre-school children:	AM	10	PM	2
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Address of the Early Years Inspectorate:	134 Bank Place, Mallow, Cork. P51 EC59
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Inspection undertaken by:	E. Friel
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Title:	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).

Conditions if applicable	Not Applicable
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Description of service

Cherry Blossoms Cullen is a private early years facility offering a choice of sessional, part-time and full day care services in operation since January 2023. It is registered to accommodate children aged between 2 years and 6 years old and opens between the hours of 7.00 am until 6.30 pm. The Early Childhood Care and Education (ECCE) Scheme is facilitated between the hours of 9.20 am and 12.20 pm and the service is opened 50 weeks of the year. A school age service is available and there is an outdoor play area located at the front of the service. Car parking is located directly opposite the service.

Cherry Blossoms Cullen operates from a large care room located to the front of Cullen Community Centre, which is situated in the rural village of Cullen in County Cork. It includes a small reception area where there is access to a combined children's toilet/changing area and a separate large kitchen. The service has access to the large community hall where there are an additional five toilets and three wash hand basins.

Staffing

There are three staff currently employed in the service. In addition, the registered provider and one additional staff member, from a sister service, are available to provide relief cover in the event of illness, holidays and emergencies.

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 announced and focused on the area of governance and health, welfare and development of child. 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, 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, and*
- (c) there is a clear management structure in the service that identifies the lines of authority and accountability in the service and the specific roles and responsibilities of each employee and unpaid worker.*

(2) A registered provider shall ensure that each employee, unpaid worker and contractor is suitable and competent taking into consideration the nature of the needs of children, including by-

- (a) consideration of references from the person's past employers, if any, and in particular the most recent employer, if any,*
- (b) consideration of references from reputable sources in the case of a person who has no past employers,*
- (c) consideration of the vetting disclosure received from the National Vetting Bureau of the Garda Síochána in accordance with the Act of 2012 in respect of the person, and*

(d) ensuring, insofar as is practicable, that where a person has lived in a state other than the State for a period of longer than 6 consecutive months, he or she provides police vetting from the police authorities in that state.

(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) A designated person and named deputy were both available on the day of inspection.
 - (b) The staff roster evidenced that either the designated person or deputy were available along with an additional staff member during the hours that the pre-school children were in attendance.
 - (c) There was a clear management structure in place and each adult was aware of their role and responsibilities.
- (2) As the service only commenced operation in January 2023 recruitment records for all of the adults including the three staff members and two relief staff were reviewed.
- (a) (b) There were six validated references available from past employers and four validated references from sources other than past employers.
 - (c) Garda vetting disclosures from the National Vetting Bureau were available for all five adults.
 - (d) All of the recruitment records viewed indicated that international police vetting was not required as none of the adults had lived outside the State for six consecutive months or more.
- (4) The three adults who worked directly with the children on the day of inspection and the two relief staff on file, each held a major award in Early Childhood Care and Education at Level 6 or above on the National Framework of Qualifications.

Part III – Management and Staff

Regulation 11 - Staffing levels

(1) Subject to this Regulation, a registered provider shall ensure that there is at all times an adequate number of adults working directly with the children attending the pre-school service.

(2) Subject to paragraphs (4) and (5), a registered provider of a full day care service or a part-time day care service shall ensure that at all times the minimum ratio of adults to children specified in column (3) of Part 1 of Schedule 6 opposite a particular reference number specified in column (1) of that Part in respect of the age range of the children specified in column (2) thereof at that reference number is satisfied.

(8) Without prejudice to paragraphs (2) to (7)-

(a) a registered provider of a pre-school service other than a child-minding service or a sessional pre-school service shall ensure that there are at least 2 adults on the premises at all times.

Compliance Information

(1) At all times during the inspection the registered provider ensured that there were an adequate number of adults working with the children.

(2) Documentary evidence in the form of the staff roster and attendance records indicated that minimum adult child ratios were adhered to at all times.

On the day of inspection there were eight sessional and two part-time children, aged 2 years to 5 years of age, in attendance with three adults.

(8) (a) The registered provider ensured that there were two staff in the service, at all times, while the pre-school was in operation.

Part IV – Information and Records

Regulation 15 – Record of pre-school child

(1) A registered provider of a pre-school service other than a pre-school service in a drop-in centre or a temporary pre-school service shall ensure that a record in writing is kept in respect of each pre-school child attending the service containing the following particulars:

- (a) the name and date of birth of the child;*
- (b) the date on which the child first attended the service;*
- (c) the date on which the child ceased to attend the service;*
- (d) the name and address of a parent or guardian of the child and a telephone number where that parent or guardian or a relative or friend of the child can be contacted during the hours of operation of the service;*
- (e) authorisation for the collection of the child;*
- (f) details of any illness, disability, allergy or special need of the child, together with all the information relevant to the provision of special care or attention;*
- (g) the name and telephone number of the child's registered medical practitioner;*
- (h) record of immunisations, if any, received by the child;*
- (i) written parental consent for appropriate medical treatment of the child in the event of an emergency.*

Compliance Information

(1) The registered provider ensured that records for each of the 14 pre-school children attending the service was kept in regard to the above particulars (a-i).

Part V - Care of Child in Pre-school Service

Regulation 19 - Health, welfare and development of child

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

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

Compliance Information

BASIC NEEDS:

- The service promoted healthy eating. Food and snacks were available at regular intervals:- Breakfast cereals provided by the service were available from 7.00 am until 8.45 am, parents/ guardians provided food for the rolling mid-morning snack from 10.30 am until 11.30 am, lunch from 1.00 pm and afternoon snack at 3.00 pm. Mid-morning snack was noted to consist of yogurt, cheese, crackers and brown bread along with a varied selection of bite sized pieces of fruit and vegetables. The two part-time children staying for lunch were observed to eat filled wraps, fruit and rice cakes.
- Water was available throughout the morning from individually labelled bottles placed in a tray which were easily accessible and were located near the lunch table. Crockery and cutlery were placed on the table for the children to help themselves. Each child had a laminated, self-decorated, place mat with their picture on it, which they located before sitting down and placed on the table before collecting their snack from the fridge where it was safely stored.
- Children were observed to be encouraged to manage their own personal care throughout the inspection, appropriate to their age and stage of development. Examples included, putting on their jackets for outdoor play and independently accessing the sanitary facilities when necessary. Staff were available to support and guide children who required help.
- Nappy changing was carried out before lunch and as and when required. It was noted to be handled in a positive and sensitive manner. One child was actively involved in collecting their personal belongings from an accessible shelf and bringing the items to the changing table before being changed.
- A rest/quiet area was available where the children had the opportunity to relax away from noisy, active and busy areas. The area was furnished with vinyl matting and vinyl circular cushions. A selection of age and stage appropriate books, puzzles and soft toys were available, if required.
- The younger children showing signs of tiredness were given the option of going for a sleep and this was observed on the day. A child who was tired after lunch at 1.30 pm was provided with a stackable bed, individual bed linen and a pillow, which was stored in a bag in the child's cubby house. Staff were able to

dim the lights and one staff member sat with the child, while music played in the background. An additional child who was left in the room was able to choose from a variety of quiet activities and was offered the opportunity of going outdoors to play.

- There was ample room for the children to move freely in both the indoor and outdoor areas. Staff stated that the children go outdoors every day. This was observed twice on the morning of the inspection with outdoor play being child led, on both occasions the outdoor play was initiated by individual children.

SUPPORTING CHILDREN'S RELATIONSHIPS:

- The service operated a key person approach for each child, staff stated this was to support each child's development and to inform curriculum planning. Liaising with individual parents/guardians regarding information on their child's progress on a daily basis was also stated as being part of the approach.
- Staff were observed helping children to find positive solutions to minor issues both indoor and outdoors, by talking to them discussing, questioning and suggesting ideas. The children were also sensitively reminded by staff "not to throw toys as they could hurt someone and to play nicely.
- Interactions with the children were warm, caring and engaging. Staff actively followed the children's verbal and non-verbal cues:- one child came over and took a staff members hand indicating with their body movements that they wanted to go out of the room , it turned out the child wanted to go outdoors and this was facilitated immediately by the staff member.
- Partnership with parents was stated as taking place in a number of ways including staff recording observations of each child which are then shared with parents/guardians. These observations were linked to Aistear the curriculum framework and detailed the child's interests and needs. Photographs are sent regularly on individual messaging applications. A group messaging system is also in use to provide general information and daily information regarding the children is exchanged at drop off and collection times.
- Staff stated they have weekly meetings, and the inspector was furnished with minutes of meetings which included topics and issues such as heating, children, cleaning and observations. The date of the last meeting was recorded as 21 April 2023.

PHYSICAL AND MATERIAL ENVIRONMENT:

- The care room was set out in clearly defined areas with equipment and resources to provide opportunities to enhance the learning needs of the children across all areas of development. Examples included;
 - Sensory play materials indoors and outdoors included sand with buckets and spades, playdough with cutters and rollers and arts and crafts materials including coloured pencils, paints and brushes, and musical instruments helping to encourage exploration, curiosity, problem solving and creativity
 - Physical development was enhanced by fine motor skill activities including pegs and peg boards and

cutting with scissors in the tuft tray. Gross motor skills outdoors with balance bikes and ride-ons.

-Cognitive skills were extended by an assortment of materials and resources including, large dolls house, home corner with real cups and saucers, vehicles, block play and a train set.

-Social and emotional skills opportunities from watching and listening to the adults and children in the care room and interacting with the adults around turn taking and sharing of equipment indoors and outdoors.

-Language development was encouraged through individual opportunities with the adults in one to one situations and at group time. A selection of books was available along with puppets.

- Equipment and resources were stored in baskets on low-level shelving which were easily accessible by the children offering choice and independence.
- All the table and chairs, for use by the pre-school children, were age and stage appropriate in the care room.
- Children's belongings were stored in individually labelled cubby houses.
- The walls were decorated with children's artwork, birthday detailing each child's birthday and photographs of older people from the community. In conversation staff stated that some of the people in the photographs were grandparents of the school age children.
- Children were observed playing in the outdoor play area twice on the day of inspection. They had access to a range of developmentally appropriate equipment including slide, balls, bats, balance bike, ride-ons and covered sand area. The ground surface was covered in grass and there was a concrete walkway.

PROGRAMME OF ACTIVITIES:

- Activities were predominantly child led with adults providing resources to enhance play opportunities. Children were able to exercise choice in relation to activities and the atmosphere was unhurried.

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:

- Access to the main entrance was gained by ringing a bell. The door was secured upon arrival preventing entry by unauthorised adults. Exiting the door was achieved via a push bar mechanism from the inside which was alarm operated preventing children leaving unsupervised.
- All windows were out of reach of the children.
- The first aid box was stored on a shelf inaccessible to the children.
- Equipment and resources in the indoor and outdoor areas were in good condition and well maintained.
- Flexes and cables were stored out of reach of the children.
- The kettle was stored in the kitchen which was not accessible to the children.
- Cleaning agents were stored in the care room on a high shelf out of reach of the children.
- A risk assessment was carried out each time the children went outdoors to ensure the gates were locked and the play area was free of any hazards.
- The perimeter of the outdoor area was secured with three gates each with a sliding bolt mechanism, inaccessible to the children, and metal fencing.

Infection Control:

- Hygienic hand washing was observed before meals, after toileting and when coming in from outdoors. Children had access to thermostatically controlled hot water (ranging in temperature from 40.4°C- 42.8°C), paper towels, dispensing soap and pedal operated bins.
- The children's perishable food was stored safely in the fridge.
- The children's belongings were stored in labelled cubby houses of the ground.
- Disposable aprons and gloves were available in the nappy changing area and these were observed being used and disposed of after during the nappy changing procedure. The staff member disposed of the nappy in a pedal operated bin which was sealed and lined and both the adult and the child washed their hands.
- Tissues were available for use in the care room and were easily accessible.

Administration of Medication:

- No medication was administered on the day. Templates were available with the core details required, if necessary.

Safe Sleep:

- Stacking beds with individual linen and cushions were available for children who required to rest or sleep.
- A physical sleep recorded every 10 minutes of the sleeping child was furnished to the inspector.

Fire Safety:

- All fire doors were unobstructed, and the fire assembly point was visible in the outdoor area a safe distance from the building.