

# Early Years Inspectorate Regulatory Report

## Pre School

<b>TUSLA Identifier:</b>	TU2023GY005				
<b>Name of Service:</b>	Cheeky Monkeys Childcare				
<b>Address of Service:</b>	Crumlin National School, Ballyglunin, Tuam, Co. Galway.				
<b>Eircode:</b>	H54 VY03				
<b>Name of Registered Provider:</b>	Brenda Hannon				
<b>Service type:</b>	Part Time				
<b>Date(s) of Inspection:</b>	27/11/2023				
<b>No of pre-school children:</b>	<table border="1"> <tr> <td>AM</td> <td>3</td> <td>PM</td> <td>3</td> </tr> </table>	AM	3	PM	3
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<b>Address of the Early Years Inspectorate:</b>	Tusla -Child and Family Agency, Early Years Inspectorate, Quality and Regulations Directorate, Clinical and Administration Building, Block A – First Floor -Green Corridor, Merlin Park Hospital, Galway City.				
<b>Inspection undertaken by:</b>	S. Meehan.				
<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 privately-owned, part-time service known as Cheeky Monkeys is in Crumlin national school, in a rural area of county Galway. The preschool proposes to offer an Early Childhood Care and Education (ECCE), sessional care and proposes to offer a part-time care programme from 8 am to 1 pm, Monday to Friday, for 38 weeks of the year. The service also provides a school age service.

### Staffing

There are 3 adults working in the service which includes the register provider. The adults working directly with the children in the service have completed a major award in Early Childhood Care and Education at a minimum of a level 5 in Early Childhood Education.

### 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/ health, welfare and development of child. 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 inspector wishes to acknowledge the cooperation of the registered provider, staff and children who were present on the day of the inspection.

## Part III – Management and Staff

### Regulation 9 – Management and recruitment

*(1) A registered provider shall ensure that-*

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

*(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 ensured that there was a named designated person in charge. There was a named person who could deputise as required.
- (b) The designated person in charge was present in the service for the duration of the inspection.
- (2)(a)(b) There were 6 written, validated references from past employers or a reputable source available in respect of the 3 adults working in the service.
- (c) Vetting disclosures from the Garda Síochána were available in respect of 3 adults working in the service.
- (d) Police vetting from the police authorities in another jurisdiction where a person had lived for a period of longer than 6 consecutive months was required and available for 2 adults.
- (4) The registered provider ensured that all adults working directly with children had a major award in Early Childhood Care and Education; the 3 adults had at least a minimum of a level 5.

### 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.*

### Compliance Information

- (1) The attendance records were reviewed by the inspector indicating that an adequate number of staff were working directly with the pre-school children.
- (2) The adult and child ratio were correct and maintained on the day of inspection. Two adults were working with and caring directly for 3 pre-school children.

### 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-

(b) appropriate and suitable care practices are in place in the pre-school service, having regard to the number of children attending the service and the nature of their needs.

#### Compliance Information

(1)(a) and (b)

##### BASIC NEEDS

- The healthy eating policy was available for parents and guardians to view.
- Children were observed enjoying snack under the supervision of the adults. The children were given plenty of time to enjoy their meals and snack in a relaxed and unhurried environment.
- Snack time was observed to be a relaxed and sociable occasions for the children, who could sit and chat with their friends.
- Children had their snack which consisted of sandwiches, rice cakes and fruit.
- Water was available in the playroom for the children to self-serve.
- The crockery, cutlery and drinking utensils used were suitable for the children's ages and stages of development.
- Children were encouraged and supported to manage their own personal care appropriate to their own level of independence.
- All children were toilet trained and self-toileting was both encouraged and supported by adults.
- The children had access to plenty of free space to move around and select which activities they chose to engage with both indoors and outdoors.
- Children were observed being physically active and having great fun in the designated outdoor play areas.

##### SUPPORTING RELATIONSHIPS AROUND CHILDREN

- A key worker system provided opportunities for the children to form and sustain secure relationships with the adults who were caring for them in the setting.
- The adults demonstrated respect and warmth towards the children in their care using soft and gentle tones, positive language and engaging with the children at their level.
- Communication with parents was at drop off and collection, by email, phone or via a media app.
- Each child had the opportunity to move freely to the numerous play experiences available to them.
- The service had learning journals for each child attending the service.

- Visual displays were on the wall and children’s artwork with the themes being linked to ‘Whales and Christmas’.
- The service was linked into the local childcare committee for professional support.

### PHYSICAL AND MATERIAL ENVIRONMENT

- The physical and material environment featured a range of developmentally appropriate toys, equipment and play materials suitable for the age range and number of children in attendance which supported children’s learning and development overall.
- The indoor playroom was bright and colourful and was decorated to reflect the children’s developing sense of identity and belonging through the display of children’s birthdays and artwork.
- Visual displays and instructions were visible on the walls in the sanitary areas and used by the children to support personal care.
- The layout of the playroom was carefully arranged to encourage children to make choices and initiate self-directed play and activities. Resources were accessible and the children demonstrated familiarity with navigating their environment to independently access the toys, equipment and materials they chose to play with. There was plenty of clear floor space to enable the children to move around unhindered and appropriate furnishings of low-level tables and chairs were available to facilitate mealtimes and table-top activities.
- The playroom had defined areas of interest, play equipment and materials.  
There were dolls and push toys and transport toys. There was a library with various books in each playroom. There were clearly defined home corners, which included child size kitchens with crockery and utensils. There were construction areas with trucks, cars and machines, trains and tracks. There was open shelving with farm animals, musical instruments, sensory materials, art and craft materials, puzzles, games, dinosaurs, jigsaws, shapes sorters, pins, geometrical toys and counters. The service was culturally aware with a large mat with a welcome greeting in various languages.
- Suitable sized tables and chairs were provided in the playroom for the pre-school children. Rest area was available in the playroom for the children to rest or relax as they wished.
- The outdoor area was to the front of the service had a tarmac surface. Play equipment and materials provided in the outdoor area supported a range of physically energetic activities and play experiences. There was a selection of ride on toys and sports equipment for children to play with. There was a planting area, child size picnic benches, a climbing frame and blow bubbles.