

# Tuarascáil Rialála Chigireacht na Luathbhlianta Réamhscoil

<b>Uimhir Aitheantais TUSLA:</b>	TU2023GY006
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<b>Ainm na Seirbhíse:</b>	Naíonra Scoil Mhuire
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<b>Seoladh na Seirbhíse:</b>	Scoil Mhuire, Corr na Móna, Co na Gaillimhe.
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<b>Eirchód:</b>	F12 WV77
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<b>Ainm an tSoláthraí Chláraithe:</b>	Ray Mac Pháidín
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<b>Cineál na Seirbhíse</b>	Seisiúnach
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<b>Dáta na Cigireachta:</b>	10/01/2024
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<b>Líon na leanaí réamhscoile:</b>	<b>R.N</b>	4	<b>I.N</b>	n/b
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<b>Seoladh na Cigireachta Luathbhlianta:</b>	Tusla – An Ghníomhaireacht um Leanaí agus an Teaghlach, Cigireacht na Luathbhlianta, Stiúrthóireacht Cáilíochta agus Rialacháin, Foirgneamh Cliniciúil & Riaracháin, Bloc A - (An Chéad Urlár - Dorchla Glas), Páirc Mhuirlinne, Gaillimh.
<b>Cigireacht déanta ag:</b>	F. Nic Dhonnacha
<b>Teideal:</b>	Cigire na Luathbhlianta

## Údarás chun cigireacht a dhéanamh

Déanann Cigireacht na Luathbhlianta, Tusla cigireacht ar Sheirbhísí Luathbhlianta faoi Alt 58(J) den Acht um Chúram Leanaí, 1991 (arna chur isteach le hAlt 92 den Acht fán nGníomhaireacht um Leanaí agus an Teaghlach, 2013).

<b>Coinníollacha, má bhaineann le hábhar</b>	Neamh Bhainteach
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## Cur síos ar an tseirbhís

Tá an tseirbhís seisiúnach seo lonnaithe i seomra ranga i scoil náisiúnta Scoil Mhuire, Cór na Móna, Co. na Gaillimhe. Cuireann an naíonra cláir cúraim sheisiúnaigh ar fáil do Chúram agus Oideachas na Luath-Óige (ECCE) ó 9.20 uair go 12.20 uair an chloig ó Luan go hAoine ar feadh 38 seachtain den bhliain. Is éard atá sa tseirbhís ná seomra súgartha amháin le háiseanna sláintíochta. Freastalaíonn an réamhscoil ar 11 leanbh ar a mhéad ag aon am amháin. Cuirtear an tseirbhís ar fáil trí mheán na Gaeilge agus tá sí faoi smacht ag Chomhar Naíonraí na Gaeltachta Teo. Tá limistéar scíthe ciúin le tolg bog agus cathaoireacha ar fáil do na páistí chun scíth a ligean nó diúltú do ghníomhaíocht má roghnaíonn sé/sí. Tá limistéir súgartha atá slán lasmuigh ar chúl agus áit eile os comhair an áitribh, a roinntear leis na páistí scoile. Cuireann an réamhscoil curaclam atá dírithe ar shúgradh an páiste agus na spéiseanna atá ag teacht chun cinn.

## Soláthar foirne

Tá an soláthraí cláraithe sár-uimhriúil agus ní san áitreabh ar bhonn laethúil. Tá duine ainmnithe i gceannas agus ionadaí ainmnithe nuair is gá. Tá beirt bhall foirne san iomlán seachas an soláthraí cláraithe, atá ag obair faoi láthair san áitreabh le Dearbhú Cáilíochta agus Cáilíochtaí Éireann (QQI) ag Leibhéal 5 go Leibhéal 7 ar a laghad i gCúram agus Oideachas na Luath-Óige. Tá fianaise dhoiciméadach ag an bhfoireann ar oiliúint agus oideachas leanúnach.

## Modheolaíocht

Is í Cigireacht na Luathbhlianta, Tusla, rialtóir reachtúil neamhspleách ar sheirbhísí luathbhlianta in Éirinn. Sainmhínítear i Rialacháin an Achta um Chúram Leanaí 1991 (Seirbhísí Luathbhlianta) 2016 dualgas an tsoláthraí chláráithe sábháilteacht agus folláine leanaí a chinntiú agus cloí leis na riachtanais seo. Tugann an tAcht seo údarás do Tusla measúnú a dhéanamh ar chomhlíonadh leis na rialacháin. Is é is aidhm le rialáil maidir le seirbhísí óige ná a chinntiú go seastar le cúram, sábháilteacht, agus folláine na leanaí a fhreastalaíonn ar na seirbhísí seo. Pleanáiltear cigireachtaí ar sheirbhísí luathbhlianta bunaithe ar na pointí seo a leanas:

- Stair chigireachta na seirbhíse
- Eolas ar bith a fhaightear maidir leis an tseirbhís
- Tá torthaí na cigireachta bunaithe ar:
  - Eolas a fhaightear trí dhoiciméid a imscrúdú
  - Breathnú díreach
  - Plé le baill foirne ábhartha

Ba chigireacht fógartha é seo, agus díriodh ar rialachas agus sláinte, folláine agus forbairt an linbh lena linn. Féadfaidh cigireacht díriú ar réimsí eile chomh maith, de réir mar is gá.

Leagtar amach torthaí na cigireachta sa tuarascáil maidir leis an gcigireacht a eisítear mar dhréacht-tuarascáil ar dtús chuig an tseirbhís, agus bíonn deis ag an tseirbhís freagra a thabhairt ar thorthaí ar bith a luaitear inti. I gcás go sainaitheann nach bhfuil ceanglais reachtúla á gcomhlíonadh, ní mór don soláthraí cláraithe léiriú a thabhairt ar an mbealach a réitíodh an neamhchomhlíonadh agus mar a chuirfear cosc ar an neamhchomhlíonadh amach anseo. Úsáidfean an plean um Ghníomh Ceartaitheach agus Gníomh Coisctheach (CAPA) chun bonn eolais a chur le cinntí maidir le comhlíonadh le ceanglais rialála. I gcás nach n-éiríonn leis an soláthraí cláraithe na ceanglais reachtúla a chomhlíonadh, féadfar próiseas géaraithe a thosú.

Forchoimeádann an Chigireacht an ceart chun eagarthóireacht a dhéanamh ar fhreagraí a fhaightear ar chúiseanna éagsúla lena n-áirítear soiléireacht; iomláine; agus chun próisis riaracháin agus dlíthiúla a chomhlíonadh.

Is í an Chigireacht a thiomsaíonn ábhar na tuarascála.

## Buíochas

Is mian leis an gCigire buíochas a ghabháil leis an leis an duine a bhí i gceannas, leis an ball foirne breise agus leis na leanaí a bhí i láthair ar lá na cigireachta as a gcomhoibriú ar fad.

## Cuid III – Bainistíocht agus Foireann

### Rialachán 9 – Bainistíocht agus earcaíocht

#### (1) Cinnteoidh soláthraí cláraithe-

(a) go mbeidh sa tseirbhís duine i bhfeighil ainmnithe agus duine arna ainmniú nó arna hainmniú a bheidh ábalta gníomhú mar ionadaí de réir mar is gá,

(b) go mbeidh an duine i bhfeighil ainmnithe nó an duine arna ainmniú nó arna hainmniú dá dtagraítear i bhfomhír (a) san áitreabh gach tráth le linn na tréimhse ina mbeidh an tseirbhís réamhscoile á seoladh, agus

(c) go mbeidh sa tseirbhís struchtúr soiléir bainistíochta ina dtugtar sainaitheantas do na línte údaráis agus cuntasachta sa tseirbhís agus do ról shonracha agus do fhreagrachtaí sonracha gach fostaí agus gach oibrí nach n-íoctar.

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(2) Cinnteoidh soláthraí cláraithe gur duine oiriúnach inniúil gach fostaí, gach oibrí nach n-íoctar agus gach conraitheoir, agus cineál na riachtanas a bhíonn ar leanaí á chur san áireamh, lena n-áirítear trí na nithe seo a leanas a dhéanamh—

(a) breithniú ar theistiméireacht ó fhostóirí an duine san am a caitheadh, más ann, agus go háirithe ar theistiméireacht ón bhfostóir is déanaí, más ann,

(b) breithniú ar theistiméireachtaí ó fhoinsí iontaofa i gcás duine nach raibh aon fhostóirí air nó uirthi san am a caitheadh,

(c) breithniú ar an nochtadh grinnfhiosrúcháin a fuarthas ó Bhiúró Náisiúnta Grinnfhiosrúcháin an Gharda Síochána de réir Acht 2012 i leith an duine, agus

d) a chinntiú, a mhéid is indéanta, go soláthróidh duine, i gcás go raibh cónaí ar an duine i stát seachas an Stát ar feadh tréimhse ab fhaide ná 6 mhí as a chéile, grinnfhiosrúchán ag póilíní ó na húdaráis phóilíneachta sa stát sin.

(4) Cinnteoidh soláthraí cláraithe, gan dochar do ghinearáltacht mhír (2) agus faoi réir mhíreanna (5) agus (6), go sealbhaíonn gach fostaí a bhíonn ag obair go díreach le leanaí a fhreastalaíonn ar an tseirbhís, mórdhámhachtain i gCúram agus Oideachas Luath-Óige ar Leibhéal 5 ar an gCreat Náisiúnta Cáilíochtaí nó cáilíocht a mheasfaidh an tAire a bheith coibhéiseach léi sin, ar a laghad.

## Faisnéis maidir le Comhlíonadh:

(1)(a) Bhí duine ainmnithe i gceannas agus ball foirne breise ar fáil sa tseirbhís.

(b) Bhí an duine a bhí i gceannas ar an áitreabh nuair a tháinig an cigire luathbhlianta agus d'fhan sí ar an Láthair fad na cigireachta. Léirigh uainchláir foirne/ leabhar rolla go bhfuil an duine ainmnithe atá i gceannas nó baill foirne ar fáil, ar an áitreabh, i gcónaí nuair a bhí na páistí réamhscoile i láthair.

(c) Thug uainchláir na foirne le fios go raibh struchtúr soiléir bainistíochta sa tseirbhís, a d'aithin na línte údarás agus cuntasacht laistigh den tseirbhís agus róil agus freagrachtaí sonracha gach fostaí agus oibrí gan phá.

(2) Rinneadh athbhreithniú ar gach comhad foirne ar iniúchadh.

(a)(b) Bhí ceithre thagairt bhailíochtaithe scríofa, ar chomhad don bheirt bhall foirne ó iarfhostóir nó ó foinse seachas an t-iarfhostóir.

(c) Bhí nochtadh grinnfhiosrúcháin an Gharda Síochána ar fáil maidir leis an mbeirt bhall foirne.

(d) Ní infheidhme, toisc nach raibh na baill foirne ina gcónaí lasmuigh den dlínse, ar feadh tréimhse níos faide ná 6 mhí, agus iad os cionn 18 mbliana d'aois agus dá bhrí sin níor ghá grinnfhiosrúchán na bpóilíní a dhéanamh dá bharr.

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- (4) Bhí Dearbhú Cáilíochta agus Cáilíochtaí Éireann (QQI) ag beirt bhall foirne ag Leibhéal 5 go Leibhéal 7 ar laghad sa Luath-Óige Cúram agus Oideachas. Bhí cóipeanna de cháilíochtaí ar chomhad don bheirt bhall foirne.

## Cuid III – Bainistíocht agus Foireann

### Rialachán 11 - Leibhéal Foirne

- (1) *Faoi réir an Rialacháin seo, cinnteoidh soláthraí cláraithe go mbeidh líon leordhóthanach daoine fásta ann i gcónaí a oibríonn go díreach leis na leanaí atá ag freastal ar an tseirbhís réamhscoile.*
- (3) *Faoi réir mhír (5), cinnteoidh soláthraí cláraithe seirbhíse réamhscoile seisiúnach go gcomhlíonfar gach tráth an cóimheas íosta idir aosaigh agus leanaí a shonraítear i gcolún (3) de Chuid 2 de Sceideal 6 os coinne uimhir thagartha áirithe a shonraítear i gcolún (1) den Chuid sin i leith raon aoise na leanaí a shonraítear i gcolún (2) dá bhrí sin ag an uimhir thagartha sin.*
- (8) *Gan dochar do mhíreanna (2) go (7)-*
- (c) *cinnteoidh soláthraí cláraithe seirbhíse réamhscoile seisiúnach, i gcás ina n-oibríonn an duine atá i bhfeighil na seirbhíse go haonarach, go mbeidh an dara duine a bhfuil cur amach aige ar oibriú na seirbhíse agus atá in ann cúnamh a sholáthar don duine atá i gceannas ag oibriú na seirbhíse, laistigh de gach tráth, laistigh d'achar gar don tseirbhís agus go mbeidh sé ar fáil chun freastal ar an tseirbhís chun cabhrú leis an duine atá i gceannas i gcás éigeandála.*

### Faisnéis maidir le Comhlíonadh:

- (1) I gcónaí le linn thréimhse na cigireachta, chinntigh an duine a bhí i gceannas go raibh líon leordhóthanach foirne ag obair go díreach leis na leanaí.
- (3) Léirigh fianaise dhoiciméadach i bhfoirm taifead tinrimh agus uainchláir foirne gur cloíodh le cóimheasa leanaí agus daoine fásta.
- Maidin na cigireachta, bhí ceathrar páistí réamhscoile idir 3 agus 5 bliana d'aois.
- Bhí beirt bhall foirne ag obair go díreach leis na leanaí.
- (8)(c) Ní oibrítear an tseirbhís ar láimh amháin, tá ball foirne breise ann agus tá duine teagmhála achar gearr uathu más gá i gcás éigeandála.

## Cuid V - Cúram Linbh i Seirbhís Réamhscoile

### Rialachán 19 - Sláinte, Leas agus Forbairt Linbh

(1) Cinnteoidh soláthraí cláraithe, le linn dó nó di a bheith ag soláthar seirbhís réamhscoile—

(a) go ndéanfar foghlaim, forbairt agus leas gach linbh a urasú laistigh de shaol laethúil na seirbhíse réamhscoile trí na gníomhaíochtaí cuí, an idirghníomhaíocht chuí, na hábhair chuí agus an trealamh cuí a sholáthar, ag féachaint d'aois agus do chéim forbartha an linbh.

#### Faisnéis maidir le Comhlíonadh:

- Cuireadh bia sláintiúil chun cinn laistigh den tseirbhís agus seirbheáladh béilí agus sneaiceanna cothaitheacha go rialta, ach bhí solúbthacht ann. Ag thart ar 10 a chlog ar maidin bhí sneaic torthaí curtha ar fáil ag na páistí ón naíonra. Ag 11.15 uair an chloig tugadh faoi deara go raibh béile ag na páistí a chuir tuismitheoirí agus caomhnóirí ar fáil agus bhí wraps líonta le feol nó cáis, ceapairí, cáis, iógart, torthaí agus crackers, le uisce le nól. Bhí deochanna na bpáistí ar fáil ar an tseilf sa seomra súgartha le linn an tseisiúin.
- Bhí an t-atmaisféar le linn am béilí suaimhneach, le hidirghníomhú sóisialta taitneamhach i measc na bpáistí agus na foirne. Shuigh na baill foirne leis na páistí agus d'ith siad a lón le chéile agus iad ag scaipeadh scéalta le chéile.
- Bhí bibeanna agus naprúin ar fáil do na páistí le haghaidh gníomhaíochtaí súgartha míshlachtmhara. Bhí éadaí breise ar fáil dá mbeadh athrú éadaí ag teastáil ó na páistí le linn sheisiúin na maidine.
- Bhí rochtain neamshrianta ag na páistí ar an leithreas agus ní raibh orthu fanacht leis an leithreas a úsáid. Rinne an fhoireann maoirseacht ar na páistí nuair ba gá.
- Bhí deiseanna ag na páistí ar fad bogadh thart gan bhac agus a dtimpeallacht a fhiosrú, laistigh agus lasmuigh.

#### Ag Tacú le Caidrimh:

- Tugadh faoi deara go raibh cead ag na páistí féin-stiúradh a dhéanamh ar a gcuid súgartha féin.
- Moladh do na páistí a bheith deas lena chéile agus cabhrú lena chéile. Bhí sampla de seo le feiceáil ar lá na cigireachta nuair a bhí páiste ag streachailt le puzail a chríochnú agus chualathas ball foirne ag fiafraí de pháiste eile ar mhaith leo teacht agus cabhair a thabhairt.
- Tugadh cead do na páistí a roghanna féin a dhéanamh maidir le trealamh agus gníomhaíochtaí súgartha a roghnú ar mhian leo dul i ngleic leo.

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- Nuair a labhair an cigire leis an bhfoireann, cuireadh in iúl gur chuir an fhoireann eolas laethúil ar fáil do thuismitheoirí ó bhéal faoi eispéiris a bpáiste sa réamhscoil, lena n-áirítear leithéidí, spéiseanna agus roghanna an linbh agus gníomhaíochtaí súgartha a bhíonn ar siúl. Cuireadh an t-eolas seo ar fáil ag amanna bailithe agus trí theachtaireachtaí téacs, trí ghlaonna gutháin agus trí ríomhphoist más gá. Bhí scríobleabhair próifíle leanaí aonair (M'aistear Foghlama) ag an tseirbhís, a léirigh gníomhaíochtaí agus eispéiris an linbh le fianaise dhoiciméadach / fhótagrafach le tuairimí ó na baill foirne. Bhí leabhar próifíle ranga ar fáil freisin a léirigh gníomhaíochtaí agus téamaí éagsúla a raibh na páistí páirteach iontu. Bhí fianaise ann freisin ar tuairimí na baill foirne, ar scéalta foghlama a fhorbairt, agus ar aon taifid riosca / timpistí agus teagmhais a d'fhéadfadh a bheith ann. Tugadh faoi deara go raibh an curaclam solúbtha de réir spéiseanna na bpáistí atá ag teacht chun cinn, a riachtanais agus a roghanna.
- Tugadh faoi deara go raibh an fhoireann ag cabhrú le páistí réiteach a aimsiú, ag tacú leo, agus ag caint leis na páistí ar bhealaí éagsúla.
- Chuir an fhoireann deiseanna suntasacha ar fáil don pháiste cinneadh a dhéanamh faoina ngníomhaíochtaí súgartha agus faoina n-eispéiris súgartha. 'Plandáil' a bhí mar téama na seachtaine.
- Chonaic an cigire na páistí ag ainmniú duilleoga, torthaí agus glasraí ón mbord dúlra ar maidin. Ghlac na páistí páirt i dtógáil agus i roinnt sealanna, agus chuir siad síolta oinniúin agus leitís i bpotaí le créfóg sa limistéar súgartha lasmuigh.
- Sheinn an fhoireann amhráin Ghaeilge fad is a bhí na páistí istigh, thug an cigire faoi deara na páistí agus an fhoireann ag canadh nuair a bhí siad ag suigh ag an mbord ag ithe agus ag seinm agus ag foghlaim le linn seisiún na maidine.
- Bhí córas lárnach oibríthe i bhfeidhm sa tseirbhís. Bhí dlúthchaidreamh ag an bhfoireann le na leanaí agus lena dtuismitheoirí. Bhí sé seo le feiceáil nuair a tháinig na thuismitheoirí chun na páistí a bhailiú tugadh faoi deara an fhoireann ag tabhairt sonraí do na thuismitheoirí faoi gníomhaíochtaí an lae do gach páiste.
- Ghlac na páistí páirt i gcóras beag chabhrach (ceannaire an lae) ina raibh freagracht ar gach páiste, tasc a dhéanamh, mar shampla ar lá na cigireachta thug páiste amháin amach na boscaí lóin ag am lóin.
- Léirigh na baill foirne bealach deas agus íogaireacht ina n-idirghníomhaíochtaí leis na páistí. Mar shampla, rinne na baill foirne cumarsáid dhearfach leis na páistí ag baint úsáide as toin bhoga agus mhín, agus bhí siad uilig an mhór le chéile, bhí sé seo feiceálach go mór mhór má bhí aon gasiúr buartha nó trína chéile.
- Rinne an timpeallacht laistigh agus lasmuigh rudaí easca don fhoireann agus do na páistí súgradh i ngrúpaí beaga nó móra. Bhí an timpeallacht leagtha amach go deas símplí.

## Timpeallacht Fhisiciúil agus Ábhartha

### Timpeallacht laistigh

Dearadh agus socraíodh an spás limistéar súgartha faoi dhíon chun spás a choinneáil a bhí glan, eagraithe agus saor ó thranglam. Bhí an seomra súgartha geal agus glan le réimsí spéise dea-shainithe.

- Leagadh amach an limistéar faoi dhíon chun eispéiris chéadfacha a éascú trí na healaíona agus ceardaíocht agus leis an tráidire gainimh. Tugadh tacaíocht do cheantar samhlaíochta le hamharclann agus puipéid, limistéar tógála, cúinne baile agus gach cineál feisteas gléasta suas le haghaidh ról imirt. Tacaíodh le forbairt mínluaile le húsáid míreanna mearaí, sórtálaithe crutha, criáin, páipéar le tarraingt air, coirníní agus cuntair. Cé gur tacaíodh le forbairt oll-mhótair le bréagáin róthaíochta, trírothaigh agus úsáid fonsaí hula le haghaidh léim agus liathoid peile chun ciceáil sa timpeallacht lasmuigh.
- Bhí na boird agus na cathaoireacha sa seomra súgartha oiriúnach d'aois agus do chéim forbartha na bpáistí réamhscoile a bhí ag freastal ar an seomra ranga.
- Le feicéal ar na ballaí bhí póstaer, áiseanna amhairc saothar ealaíne na bpáistí, téamaí agus sceidil na bpáistí. I measc na míreanna bhí péinteáil méar, crann mo theaghlaigh, siúlóid dúlra, gnáthamh laethúil, laethanta na seachtaine agus uimhreacha.
- Bhí áit scíthe ag na páistí le tolg, cathaoireacha agus mata gníomhaíochta in aice leis an leabharlann ina bhféadfadh na páistí scíth a ligean agus scíth a thógáil má roghnaíonn siad.

### Timpeallacht lasmuigh

- Bhí limistéar súgartha ainmnithe amuigh faoin aer ar chúl na scoile náisiúnta a raibh áit foscúil uile-aimsire ann do na páistí le bheith ag súgradh inti. Bhí dromchla coincréite agus tarmacadam ann, bhí an limistéar daingnithe le ballaí teorann, fálú agus geataí.
- Bhí seid shlán sa limistéar súgartha lasmuigh le bréagáin agus trealamh éagsúla don limistéar súgartha lasmuigh. Ina measc bhí rothair, tochtóirí, liathróidí ciseán, fonsaí hula agus bloic.
- Os comhair na scoile náisiúnta, bhí rochtain ag na páistí ar chúirt chispheile, ar limistéar féir le postaí cúl agus limistéar mór féir ghlais le haghaidh súgartha, taiscéalaíochta agus gníomhaíochtaí.
- Ar lá na cigireachta, rinne an fhoireann maoirseacht ar gach páiste trí radharc agus fuaim i ngach ceantar laistigh den limistéar lasmuigh. D'imir na páistí ar fad taobh amuigh agus iad gléasta in éadaí oiriúnacha don aimsir fhuar.

- Faigheann na páistí agus an fhoireann rochtain ar an limistéar súgartha lasmuigh ar bhonn laethúil. Breathnaíodh ar na páistí ag tochailt agus ag potáil créfóg agus ag cur síolta, agus breathnaíodh ar roinnt páistí ag tochailt agus ag sluaisteáil gaineamh, ag rith thart agus ag stealladh uisce ag an mbáisín uisce.

# Early Years Inspectorate Regulatory Report

## Pre School

<b>TUSLA Identifier:</b>	TU2023GY006
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<b>Name of Service:</b>	Naíonra Scoil Mhuire
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<b>Address of Service:</b>	Scoil Mhuire, Corr na Móna, Co. Galway.
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<b>Eircode:</b>	F12 WV77
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<b>Name of Registered Provider:</b>	Ray Mac Pháidín
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<b>Service type:</b>	Sessional
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<b>Date of Inspection:</b>	10/01/2024
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<b>No of pre-school children:</b>	AM	4	PM	No.
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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, Co. Galway.
<b>Inspection undertaken by:</b>	F. Nic Dhonnacha
<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 sessional service is located in a classroom in Scoil Mhuire national school, Cór na Móna, Co. Galway. The preschool offers an Early Childhood Care and Education (ECCE) and sessional care programmes from 9.20hrs to 12.20hrs Monday to Friday for 38 weeks of the year. The service consists of one playroom with sanitary facilities. The preschool caters for a maximum of 11 children at any one time. The service is delivered through the medium of Irish and is under the governance of Comhar Naíonraí na Gaeltachta Teo. There is a quiet rest area with soft couches and an armchair available for the children to rest or opt out of an activity if he/she chooses to. There are secure outdoor play areas to the rear and front of the premises, which the service shares with the school-aged children. The preschool offers a child centred play-based curriculum based on emerging interests.

### Staffing

The registered provider is supernumerary and not in the premises on a daily basis. There is a named person in charge and a named designated deputy. There are a total of two staff excluding the registered provider, currently working in the premises with a Quality and Qualifications Ireland (QQI) at a minimum of a Level 5 to Level 7 in Early Childhood Care and Education. The staff have documentary evidence of on-going training and 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 and 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 person in charge, additional staff member 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) There was a designated person in charge and an additional staff member available to deputise in the service.
- (b) The person in charge was on the premises when the early years inspector arrived and remained on site for the duration of the inspection. Staff rosters indicated that either the designated person in charge or additional staff members were available, on the premises, at all times when the pre-school children were present.
- (c) The staff rosters indicated that there was a clear management structure in the service, which identified the lines of authority and accountability within the service and the specific roles and responsibilities of each employee and unpaid worker.
- (2) All staff files were reviewed on inspection.
- (a) (b) Four written validated references, on file for the two staff members were from a past employer or from a source other than the past employer.
- (c) Garda vetting disclosure was available in respect of the two staff members.
- (d) Not applicable, as the staff members had not lived outside the jurisdiction, for longer than 6 months, while over the age of 18 years and thereby did not require police vetting.
- (4) Two staff held a Quality and Qualifications Ireland (QQI) at a minimum of a Level 5 to Level 7 in Early Childhood Care and Education. Copies of qualifications were on file for the two staff.

### Part III – Management and Staff

#### Regulation 11 - Staffing levels

- (1) Subject to this Regulation, a registered provider shall ensure that there is at all times an adequate number of adults working directly with the children attending the pre-school service.*
- (3) Subject to paragraph (5), a registered provider of a sessional pre-school service shall ensure that at all times the minimum ratio of adults to children specified in column (3) of Part 2 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) therefore 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 person in charge ensured that an adequate number of staff were working directly with the children.
- (3) Documentary evidence in the form of attendance records and staff rosters indicated that adult child ratios were adhered to.
- On the morning of the inspection, there were four pre-school children aged between 3 to 5 years.
- There were two childcare staff working directly with the children.
- (8)(c) The service is not operated single-handedly, there is an additional staff member and an emergency contact person a short distance away if required in the event of an emergency.

### 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

##### Basic Needs

- Healthy eating was promoted within the service and nutritious meals and snacks were served at regular times, but there was flexibility. At approximately 10am the children had a fruit snack supplied by the naíonra. At 11.15hrs the children were observed having their meal which was supplied by parents and guardians and consisted of cold meat filled wraps, sandwiches, cheese, yogurts, fruit and crackers, with water to drink. The children's drinks were available on the shelf in the playroom within reach throughout the session.
- The atmosphere during mealtimes was relaxed, with pleasant social interaction among the children and staff. The staff members sat with the children and ate their lunch together while swapping stories.
- Bibs and aprons were available to the children for messy play activities. Spare clothes were available if the children required a change of clothing during the morning session.
- The children had unrestricted access to the toilet and did not have to wait to use the toilet. The staff supervised the children when necessary.
- All the children had opportunities to move about freely and explore their environment, both indoors and outdoors.

##### Supporting Relationships:

- The children were observed being allowed to self-direct their own play.
- The children were encouraged to be nice to each other and help each other out. An example of this was evident on the day of inspection when a child was struggling to complete a puzzle and a staff member was heard asking another child if they would like to come and help.
- The children were facilitated to make their own choices in selecting play equipment and activities that they wished to engage with.

- On speaking with staff, the inspector was informed that they verbally provided parents with daily information on their child's experiences in the preschool 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 emails if necessary. The service had individual child profile scrapbooks, which captured the child's activities and experiences with documentary / photographic evidence and key adult observations. A classroom profile book was also available showing various activities and themes that the children engaged in. There was also evidence of staff observations, developing learning stories, and any potential risk / accident and incident records. The curriculum was observed to be flexible in accordance with the emerging interests of the children, their needs and preferences.
- Staff were observed helping children to find solutions, supporting them, and talking to the children in a variety of ways.
- The staff provided significant opportunities for the child to decide their play activities and experiences. The theme of the week was 'Planting'. The children were observed naming leaves, fruit, and vegetables from the nature table. The children participated in turn taking and sharing was prompted, while planting onion and lettuce seeds in pots with soil in the outdoor play area.
- The staff played Irish songs on the radio while the children were indoors, the inspector observed the children and staff singing and joining in while eating and also while they were playing and learning during the morning session.
- A key worker system was in place in the service where staff assigned close relationships with the children and their parents. This was evident when the parents came to collect the children the staff were observed giving the parents details on the day's activities for each child.
- The children took part in a little helper system where each child had the responsibility of, carrying out a task for example on the day of inspection a child gave out the lunch boxes at lunch time.
- The staff members demonstrated warmth and sensitivity in their interactions with the children. For example, the staff members communicated positively with the children using soft and gentle tones, while they offered reassurance by sitting near the children in the playroom if they became upset.
- Both the indoor and outdoor environment facilitated the staff and children to play in small or large groups.

### Physical and Material Environment

#### Indoor environment

The indoor play area space was designed and arranged to maintain a space that was clean, organised, and free of clutter. The playroom was bright and clean with well-defined interest areas.

- The indoor area was laid out to facilitate sensory experiences through arts and crafts and with the sand tray. An imagination area was supported with a theatre and puppets, construction area, a home corner and all kinds of various dress up costumes. Fine motor development was supported with the use of jigsaws, shape sorters, crayons, paper to draw on, beads and counters. While gross motor development was supported with ride on toys, tricycles and the use of hula hoops for jumping and football for kicking in the outdoor environment.
- The tables and chairs in the playroom were appropriate for the age and stage of development of the preschool children attending the specific room.
- Displayed on the walls were posters, visual aids children's artwork, themes, and schedules. Items included my family tree finger painting, a nature walk, daily routine, days of the week and numbers.
- The children had a rest and relaxation area with a couch, armchair and activity mat beside the library where the children could rest and relax if they choose to.

#### Outdoor environment

- There was a designated outdoor play area to the rear of the national school which had an all weather sheltered area for the children to play in. The surface was concrete and tarmacadam, the area was secured with boundary walls, fencing and gates.
- There was a secure shed in the outdoor play area with a variety of toys and equipment for the outdoor play area. These included bicycles, diggers, basket balls, hula hoops and blocks.
- To the front of the national school, the children had access to a basketball court, a grass area with goal posts and a large green grass area for play, exploration, and activities.
- On the day of inspection, the staff supervised all children by both sight and sound in all areas within the outdoor area. All the children played outside dressed in suitable weather clothing.
- The children and staff access the outdoor play area on a daily basis. The children were observed digging and potting soil and planting seeds, while some children were observed digging and shovelling sand, running chasing and splashing water at the water basin.