

Tuarascáil Rialála Chigireacht na Luathbhlianta Réamhscoil

Uimhir Aitheantais TUSLA:	TU2023GY007
Ainm na Seirbhíse:	Naíonra Chamuis
Seoladh na Seirbhíse:	Scoil na Maighdine Muire Gan Smál, Camus Uachtar, Casla, Co. na Gaillimhe
Eirchód:	H91 EH90
Ainm an tSoláthraí Chláraithe:	Ray Mac Pháidín
Cineál na Seirbhíse	Seisiúnach
Dáta na Cigireachta:	15/01/2024
Líon na leanaí réamhscoile:	AM 4 PM n/b
Seoladh na Cigireachta Luathbhlianta:	Tusla – An Ghníomhaireacht Leanaí agus Teaghlaigh, Cigireacht na Luathbhlianta, Stiúrthóireacht Cáilíochta agus Rialacháin, Foirgneamh Cliniciúil & Riaracháin, Bloc A - (An Chéad Urlár - Dorchla Glas), Páirc Mhuirlinne, Gaillimh.
Cigireacht déanta ag:	F.Nic Dhonnacha
Teideal:	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).

Coinníollacha, má bhaineann le hábhar Neamh Bhainteach

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Cur síos ar an tseirbhís

Tá Naíonra Chamuis lonnaithe ar shuíomh scoil náisiúnta Scoil na Maighdine Muire Gan Smál, i gCamas Uachtar, I gConamara, in iarrthar chontae na Gaillimhe. Tá an seomra súgartha réamhscoile suite in aonad nua réamhdhéanta ar thailte na scoile. Cuireann an naíonra clár cúraim sheisiúnaigh ar fáil do Chúram agus Oideachas na Luath-Óige (ECCE), ó 9.15 uair go 12.15 uair an chloig, ó Luan go Aoine, ar feadh 38 seachtain den bhliain. Cuireann an tseirbhís curaclam réamhscoile atá bunaithe ar forbairt mhóriomlán an linbh chun cinn trí mheán súgartha agus díríonn siad ar théamaí agus ar ábhair spéise atá ag teacht chun cinn. Oibríonn an tseirbhís an clár cúraim agus foghlama i seomra ranga laistigh agus ceann lasmuigh. Tá áiseanna sláintíochta suite sa seomra súgartha taobh istigh sa foirgneamh réamhdhéanta. Tá an limistéar lasmuigh suite in aice leis an bhfoirgneamh agus le taobh na scoile náisiúnta. Feidhmíonn an naíonra trí mheán na Gaeilge agus tá sí faoi smacht ag Comhar Naíonraí na Gaeltachta Teo. Roinntear úsáid na limistéir súgartha taobh amuigh le na páistí scoile chomh maith.

Soláthar foirne

Tá an soláthraí cláraithe sár-uimhriúil agus níl sé ar an áitreabh ar bhonn laethúil. Tá duine i gceannas a oibríonn go díreach leis na páistí. Tá an duine fhaoiseamh éigeandála ar láthair na scoile den chuid is mó den am. Tá sí in ann ceart a dhéanamh gan treoir agus cuirfidh sí tacaíocht bhreise ar fáil i gcás éigeandála má bhíonn gá. Tá duine faoisimh/ ionadaí amháin ar fáil chun cumhdach a chur ar fáil. Tá mórdhámhachtain bainte amach an duine i gceannas agus an ionadaí ar an gCreat Náisiúnta Cáilíochtaí i gCúram agus Oideachas na Luath-Óige ag Leibhéal 6. Bhí taifid ar fáil de rannpháirtíocht na mball foirne i bhforbairt ghairmiúil 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 chlártaithe 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

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Ba chigireacht fógartha é seo, agus díriodh ar rialachas, 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 cigire buíochas a ghabháil leis an duine a bhí i gceannas, leis an ionadaí 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

(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 bhí duine ainmnithe ar fáil le teacht isteach chun ionadaíocht a dhéanamh 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. Thug uainchláir foirne/ leabhar rolla le fios go bhfuil an duine ainmnithe atá i gceannas nó an ionadaí ar fáil, ar an áitreabh, i gcónaí nuair a bhíonn na páistí réamhscoile i láthair.
- (2)(a)(b) Bhí sé thagairt bhailíochtaí ar fáil ó iar fhostóirí nó ó fhoinsé seachas iarfhostóir.
- (c) Bhí nochtuithe Grinnfhiosrúcháin an Gharda Síochána ar fáil agus déanadh athbhreithniú orthu maidir leis an duine ainmnithe atá i gceannas, ball foirne faoisimh breise agus duine teagmhála éigeandála.
- (d) Ní raibh gá le grinnfhiosrúchán idir náisiúnta na bpóilíní toisc nach raibh aon bhall foirne ina chónaí i Stát eile ar feadh tréimhse níos faide ná sé mhí mar dhuine fásta.
- (4) Bhí cáilíochtaí Cúraim agus Oideachais Luath-Óige ag an bhfoireann a bhí fostaíthe ag an tseirbhís ó Leibhéal 5 go Leibhéal 6 ar an gCreat Náisiúnta Cáilíochtaí.

Cuid III – Bainistíocht agus Foireann

Rialachán 11 - Leibhéal Foirne

Faisnéis maidir le Comhlíonadh:

- (1) Le linn thréimhse na cigireachta, chinntigh an duine a bhí i gceannas go raibh líon leordhóthanach foirne ag obair go díreach leis na leanaí i gconaí.
- (2) Léirigh fianaise dhoiciméadach i bhfoirm taifead tinrimh leanaí agus uainchláir foirne gur cloíodh le cóimheasa leanaí agus daoine fásta.
- Maidin na cigireachta, bhí 4 pháiste réamhscoile idir 3 agus 5 bliana d'aois.
- Bhí beirt bhall foirne cúram leanaí ag obair go díreach leis na leanaí. Duine amháin a bhí i gceannas agus ionadaí a bhí ag dul i dtaithí ar an tseirbhís réamhscoile.
- (8)(c) Oibríonn an duine atá i gceannas an tseirbhís ar lámh amháin. Bhí fianaise ar fáil maidir le teagmhálaí éigeandála, laistigh d'achar gar don tseirbhís, i gcás cúis éigeandála, más bhíonn sí ag teastáil.

Cuid V - Cúram Linbh i Seirbhís Réamhscoile

Rialachán 19 - Sláinte, Leas agus Forbairt Linbh

(1) *Cinnteoigh 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:

(1)(a)

Riachtanais Bhunúsacha.

- Bhí am béile agus sneiceanna ar siúl sa seomra súgartha faoi dhíon agus breathnaíodh air mar ócáid sóisialta do na páistí.
- Cuireadh bia sláintiúil chun cinn laistigh den tseirbhís agus bhí polasaí bia sláintiúil ar fáil ach é a iarraidh.
- Bíonn béilí agus sneiceanna cothaitheacha ag na páistí go rialta, ach bhí solúbthacht ann. Breathnaíodh ar na páistí ag ithe torthaí, ceapairí liamhás, craicéar, pasta, iógart agus uisce ina gcupáin le n-ól. Bhí cupáin agus buidéal uisce na bpáistí ar fáil go héasca ar bharr na cuisneora le linn an tseisiúin agus thug na baill foirne taobh amuigh iad agus iad ag imirt sa limistéar súgartha lasmuigh.

- Bhí an t-atmaisféar le linn am béilí shuaimhneach, le hidirghníomhú sóisialta taitneamhach i measc na bpáistí agus na foirne. Moladh do pháistí a bheith neamhspleách lena gcuid giuirléidí pearsanta, lena gcuid lón agus deochanna, agus iad ag úsáid an leithris.
- Bhí rochtain neamhshrianta ag na páistí ar an leithreas agus ní raibh orthu fanacht leis an leithreas a úsáid.
- Spreagadh agus tugadh tacaíocht do na leanaí chun a bheith féinchabhrach agus scileanna sláinteachais phearsanta a fhorbairt.
- Bhí deiseanna ag na páistí ar fad bogadh thart gan bhac agus a dtimpeallacht a fhiosrú, laistigh agus lasmuigh. D'imir na páistí taobh amuigh den chuid is mó den am agus bhí deiseanna acu bogadh thart ó áit go háit faoi mhaoirseacht foirne.
- Bhí na páistí gléasta in éadaí uile aimsire ina raibh forbhriste, cótaí, scaifeanna hataí agus lámhainní. Bhí bosca butáisí stóráilte sa limistéar foscúil amuigh faoin aer.

Ag Tacú le Caidrimh

- Thug an cigire faoi deara go raibh na baill foirne ag tacú go mór le foghlaim, forbairt agus folláine na bpáistí sa seirbhís. Léirigh an fhoireann meas agus ómos i leith na bpáistí a bhí faoina gcúram. Labhair siad go deas reidh, mín, ar bhealach séamh leo. D'úsáid siad teanga dhearfach agus thug siad moladh agus spreagadh go minic do na gasiúr. Baineadh úsáid as straitéisí iompraíochta dearfacha le linn gach idirghníomhú aonair agus obair grúpaí.
- Iniseoidh gach rud do na páistí roimh reidh faoi gníomhaíochtaí agus faoi foghlaim agus críochniú na háirithe seo sa chlár gan stró.
- Taispeánadh téama an churaclaim ar chlár na bhfógraí sa seomra súgartha faoi dhíon. Ba é an Aimsir an Ghealach agus na Réalta téama na seachtaine a bhí na páistí ag foghlaim faoi an t seachtain sin. Bhí irisí foghlama aonair ar fáil a léirigh turas foghlama na bpáistí tríd an réamhscoil agus bhí iris foghlama ranga ar fáil chun na téamaí, na gníomhaíochtaí agus na sonraí foghlama a ndearna na páistí máistreacht orthu ó thosaigh siad sa tseirbhís réamhscoile a léiriú.
- Freagraíodh leideanna aonair na leanaí gan stró nuair a bhí cúnaimh ag teastáil uathu ar bhealach íogair. Léirigh an fhoireann éiteas láidir d'obair foirne le linn éascú an chláir foghlama a bhí bunaithe ar shúgradh.
- Thug an cigire faoi deara córas lárnach duine; Léirigh na baill foirne feasacht ar leasanna, cumais agus roghanna gach linbh.
- D'oibrigh an tseirbhís polasaí doras oscailte agus chuir an fhoireann in iúl go neamhfhoirmiúil nuair a tháinig na leanaí agus nuair a bailíodh iad ón tseirbhís.

Roinntear grianghrafanna agus eolas faoi eispéiris na bpáistí go rialta le gach tuismitheoir agus an obair laethúil agus seachtaine leo chun iad a choinneal ar an eolas.

Timpeallacht Fhisiciúil agus Ábhartha

- Chuir an timpeallacht laistigh agus lasmuigh eispéireas ar fáil a bhí dúshlánach, éagsúil, cruthaitheach agus saibhrithe do na páistí. Bhí neart bréagáin eagsúla agus neart rogha spraoi agus súgradh ag na páistí taobh istigh nó taobh amuigh. Bhí go leor réimsí spéise ar fáil agus tá siad forbartha go maith.
- Bhí an tseirbhís ag feidhmiú lasmuigh nuair a tháinig an cigire ar cuairt. Bhí na páistí ar fad ag súgradh taobh amuigh agus bhí siad gléasta in éadaí oiriúnacha uile aimsire.
- Ar lá na cigireachta, rinne an duine a bhí i gceannas maoirseacht ar na páistí trí radharc agus fuaim araon i ngach ceantar laistigh agus den limistéar lasmuigh.
- Rinne an tseirbhís coinne faoi sábháilteacht agus an gá le heispéiris fhisiciúla, dhúshlánacha a chur ar fáil. Déanadh measúnú riosca laethúil taobh istigh agus taobh amuigh go rialta chun sábháilteacht na páistí a chinntiú i gconaí.

An Garraí Mór Glas

- Chuir an trealamh agus na hábhair a bhí ar fáil deiseanna súgartha, gluaiseachta agus taiscéalaíochta ar fáil do pháistí a bhí eisiach don taobh amuigh.
- Chosain an limistéar súgartha lasmuigh leanaí ó phointí gabhála, pointí géara, agus cruu-earraí ag gobadh aníos, ag dul i bhfataí i rudaí agus ó cuiseanna ghuaiseacha.
- Bhí ballaí agus fálú timpeall na h-áite agus bhí an ceantair clúdaithe le coirt, gairbhéal, féar, tarmacadam, féar saorga agus pábháil choincríte.
- D'fhéadfadh na páistí breathnú ar na hainmhithe feirme, na caoirigh agus na hasail in aice leo sna páirceanna le taobh na scoile. Bhí na páistí inan breathnú ar na radhairceanna nádúrtha leis na haibhneacha, lochanna, sleibhte na Beanna Beola i bhfad i gcéin agus iad i mbun oibrí nó spraoi.
- Bhí na boird oibre lasmuigh clúdaithe le féar saorga nó le dromchlaí adhmaid chun coinnéal leis an timpeallacht nádúrtha a bhí ina measc. Bhí binse adhmaid ann do na páistí agus an fhoireann chun comh oibriú agus suigh le chéile.
- Bhí trealamh agus ábhair ar nós, poll gainimh clúdaithe le gluaisteáin, truailí, buicéid agus sluaistí. Bhí limistéar iompair ann le bréagáin bhrú agus tarraingt, tarracóirí, rothair clogaid agus tochtóirí. Bhí boinn tarracóra in airde san fhéar le go bhféadfadh na páistí dreapadh tríd.

Bhí teach mór súgartha ann ar mhéid na bpáistí. Bhí polytollán le plandaí potaí, torthaí agus glasraí agus sluaistí ar fáil chun taithi saibhir plandáilochta a thabhairt do na páistí. Chuir an dún eispéireas síoga, súgartha samhlaíochta ar fáil do na páistí le doirse síoga greamaithe de na crainn agus na tithe éan crochta ar na géagaigh. Bhí áit ann le óstáin na bpéist chun céadfaí na bpáistí a neartú agus meas a bheith acu ar an timpeallacht.

- Bhí go leor crainn, fálú, scéitheacha agus tóir sa limistéar súgartha lasmuigh ar chúil an áitribh le tolláin agus cosáin siúil. Bhí na fálúcháin bearrtha chun aon riosca a sheachaint do na páistí – bhí ríbiní dearga ceangailte leis na crainn agus coinníodh measúnú riosca laethúil sa tseirbhís.

Limistéar foiscúil uile aimsire

- Thug an limistéar uile-aimsire a bhí clúdaithe taobh amuigh deis do na páistí a bheith cosanta i ndroch aimsir. I measc na míreanna bhí suíocháin agus boird adhmaid, limistéar cistine láibe le pannaí potaí agus uirlisí tí, bhí limistéar ealaíon agus ceardaíochta le boird dhubha, boird bhána le páipéar chun dathú a dhéanamh, agus pinn luaidhe dathúcháin. Bhí bord gainimh le cupáin, crúiscíní agus sluaistí, balla uirlisí ceoil le míreanna nádúrtha éagsúla a dhéanann fuaim lena n-áirítear potaí, tambourines agus pannaí. Bhí suíocháin adhmaid ag rith leis an mballa agus cathaoir agus bord bheaga ina measc.
- I roinnt boscaí stórála sa limistéar lasmuigh, bhí bréagán, ábhar agus trealamh ann do na páistí. D'fhéadfadh na páistí rochtain a fháil go héasca ar na boscaí seo agus chuir an fhoireann in iúl don chigire go rothlaítear na limistéir agus an trealamh ainmnithe sa limistéar laistigh agus lasmuigh go minic bunaithe ar roghanna agus suim na bpáistí.
- Taispeánadh ábhair adhmaid agus pictiúir éagsúla, a léiríonn uimhreacha, cruthanna, féileacáin, litreacha agus dathanna timpeall ar an limistéar súgartha foscúil lasmuigh agus ar na fálanna.
- Bhí seid shlán sa limistéar súgartha lasmuigh ina raibh bréagáin bhreise agus ábhair shúgartha stóráilte agus rothlaítear thart iad seo de réir mar ba ghá.
- Bhi na páistí le feicéal ag spraoi le bréagáin céadfach, ag súgradh sa teachín spraoi, ag baint úsáid as na sleamhnáin, agus rothaíocht timpeall na h áite ar an tarracóir agus ag cothromú ar na rothair. Ghlac na páistí páirt i gcineálacha éagsúla súgartha agus foghlama lena n-áirítear: saothar ealaíne cruthaitheach, foghlaim faoi na séasúir agus an aimsir, ag spraoi le gainimh, leis na báibóg agus bugaithe agus bhí siad ag spraoi i gairdín na síoge chomh maith.

Chomh maith le sin bhí siad le feiceál ag úsáid a gcuid scileanna mótaí agus iad ag sleamhnú ar na sleamhnáin agus ag rothaíocht ar na rothair iar mhéid. Tháinig na páistí le chéile agus deist siad le scéalta lena chéile sa gceantar suigh taobh amuigh os comhair an fhoirgneamh réamhdhéanta leis an duine a bhí i gceannas.

Áit spraoi os comhar an aonad réamhdhéanta

- Bhí an limistéar seo clúdaithe le tarmacadam, bhí ballaí teorann, fálaigh adhmaid agus geataí. Bhí na páistí le feiceál ar a gcuid rothair agus tarracóir sa limistéar seo. Chomh maith le sin úsáidíodh é le haghaidh scéalta a léamh agus neart comhrá.

Limistéar Súgartha faoi Dhíon

Bhí an limistéar faoi dhíon pleanáilte go maith le réimsí spéise ar leith ag tairiscint go leor spáis do chineálacha éagsúla súgartha agus gníomhaíochtaí foghlama. Socraíodh na spásanna limistéar súgartha faoi dhíon chun spás a choinneáil a bhí glan, eagraithe agus saor in aisce.

- Bhí teacht ag na páistí ar boird agus cathaoireacha ar leibhéal íseal le haghaidh gníomhaíochtaí boird agus le haghaidh bia ag am béile.
- I measc na réimsí spéise bhí limistéar scíthe agus leabharlainne ann. Bhí réimse ábhar léitheoireachta sa cheantar seo agus cuireadh spás shuaimhneach ar fáil do na páistí. Bhí cúinne baile, oifig, limistéar ról imirt le réimse mór cultacha le scáthán, bhí spás ar fáil do shúgradh céadfach agus samhlaíochta ann fresin. Bhí áiseanna ealaíon agus ceardaíochta ar fáil le saothar eálain na bpáistí do a gcuid muintir agus teaghlai. Bhí aonad mór seilfeanna le tarraiceán gur féidir tarraingt amach ann ina raibh taispeántais ghrianghrafadóireachta a thug deis freastal ar réimse ábhar súgartha agus foghlama na bpáistí.
- Ina measc seo bhí puzail, míreanna mearaí, bloic, nascóirí, cláriní snáithithe, figuríní beaga, bábóg agus ainmhithe beaga.
- Bhí áit scíthe ann do na páistí chun scíth a ligean nó briseadh a thógáil má roghnaíonn siad.
- Le feicéal go híseal ar na ballaí bhí taispeántais amhairc le téamaí foghlama, póstaí oideachais agus saothar ealaíne na bpáistí, mar shampla an aimsir, laethanta na seachtaine, lámhchlónna, an pleanáil don curaclaim agus féileacáin chomh maith le neart eile.
- Bhí na páistí le feicéal ag suigh ag an mbord le chéile ag ithe agus ag comhrá le na baill foirne agus iad deas compordach ina gcomhlúdar.

Early Years Inspectorate Regulatory Report

Pre School

TUSLA Identifier:	TU2023GY007
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Name of Service:	Naíonra Chamuis
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Address of Service:	Scoil na Maighdine Muire Gan Smál, Camus Uachtar, Casla, Co Galway.
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Eircode:	H91 EH90
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Name of Registered Provider:	Ray Mac Phaidín
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Service type:	Sessional
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Date of Inspection:	15/01/2024
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No of pre-school children:	AM	4	PM	n/a
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Address of the Early Years Inspectorate:	Tusla – Child and Family Agency, Early Years Inspectorate, Quality Assurance Directorate, Clinical & Administration Building, Block A - (1st Floor- Green Corridor), Merlin Park, Galway.
Inspection undertaken by:	F. Nic Dhonnacha
Title:	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).

Conditions if applicable	Not applicable
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Description of service

Naíonra Chamuis is located on the grounds of Scoil na Maighdine Muire Gan Smál national school, in Upper Camus, Connemara, west of county Galway. The preschool playroom is located in a new prefabricated unit on the school grounds. The preschool offers an Early Childhood Care and Education (ECCE), sessional care programme from 9.15hrs to 12.15hrs, Monday to Friday, for 38 weeks of the year. The service provides a child centred play based preschool curriculum focusing on emerging themes and interests. The service facilitates the programme of care and learning in an indoor and outdoor classroom. Sanitary facilities are located in the prefabricated preschool playroom. The outdoor area is located adjacent to the building and the side of the national school. The preschool operates through the medium of Irish and is under the governance of Comhar Naíonraí na Gaeltachta Teo. The school children have shared use of the outdoor play areas.

Staffing

The registered provider is supernumerary and is not on the premises on a daily basis. There is a person in charge who works directly with the children. The emergency relief person is predominantly on site in the national school on the same grounds and capable of knowing what to do without instruction and will provide additional support in case of emergency.

One relief person is available to provide cover. The members of staff have obtained a major award on the National Framework of Qualifications in Early Childhood Care and Education at Level 6. Records were available of the staff members engagement in continuing professional development.

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 person in charge, additional relief 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.*

(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 there was a named person 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 deputy were available, on the premises, at all times when the pre-school children were present.
- (2)(a)(b) Six validated references were available from past employers or a source other than a past employer.
- (c) Garda Vetting disclosures were available and reviewed in respect of the designated person in charge, additional relief staff member and emergency contact person.
- (d) International police vetting was not required as no staff member had lived in another State for a period longer than six months as an adult.
- (4) The staff employed by the service held Early Childhood Care and Education qualifications ranging from Level 6 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.*
- (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 child attendance records and staff rosters indicated that adult child ratios were adhered to.
- On the morning of the inspection, there were 4 pre-school children aged between 3 to 5 years.
- There were 2 childcare staff working directly with the children. One person in charge and a relief member of staff who was getting familiar with the preschool service.
- (8)(c) The registered provider operates the service single handedly. Evidence was available of an emergency contact person, within close distance of the service, in the event of an emergency, if and when required.

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

(1)(a)

Basic Needs.

- Meal and snack time took place in the indoor playroom and was observed to be a sociable occasion.
- Healthy eating was promoted within the service and a healthy eating policy was available on request.
- Nutritious meals and snacks were served at regular times, but there was flexibility. The children were observed eating fruit, ham sandwiches, crackers, pasta, yogurts crackers and drinking water from their sippy cups. The children's water cups and bottles were easily accessible on top of the fridge throughout the session and the staff members brought them outside while playing in the outdoor play area.
- The atmosphere during mealtimes was relaxed, with pleasant social interaction among the children and staff. Children were encouraged to be independent with their personal belongings, while having their lunches and drinks and while using the toilet.
- The children had unrestricted access to the toilet and did not have to wait to use the toilet.
- Children were encouraged and supported to develop self-help and personal hygiene skills.
- All the children had opportunities to move about freely and explore their environment, both indoors and outdoors. The children predominantly played outside and had opportunities to move about freely and explore their environment. The children were observed, at sensory play, pretend play, playing house, using the slides, and pedalling on the tractor and balancing on the bikes. The children engaged in various forms of play and learning that included: creative artwork, learning about the seasons and the weather, sand play, pretend play with the dolls and buggies and fairy garden and the children used their gross motor skills while sliding on the slides and pedalling the tractor and using the balance bikes.
- The children conversed and read a story book with their peers in a seated area adjacent to the prefab in the outdoor play area. The children led the programme of learning and were consulted for planning activities for the following day.

- The children were dressed in all-weather clothes which included overalls, coats, hats scarves and gloves. There was a box with wellie boots stored in the outdoor sheltered area.

Supporting Relationships

- The inspector observed the children's learning, development and well-being to be supported by the members of staff. The staff demonstrated respect and warmth towards the children in their care using soft, gentle tones of voice, positive language and offered praise and encouragement consistently. Positive behavioural strategies were used during all individual and group interactions.
- The children were told in advance of changes in activities and learning and the transitions in the programme were completed with ease.
- The curriculum theme was displayed on the notice board in the indoor playroom. The theme of the week was the weather and the moon and stars.
- The children's individual cues for assistance were responded to promptly and in a sensitive manner. The staff demonstrated a strong ethos of teamwork during facilitation of the play-based programme of learning. A key person system was observed by the inspector; the staff members demonstrated an awareness of each child's interests, capabilities, and preferences.
- The service operated an open-door policy and the staff communicated informally upon the children's arrival and collection from the service. Photographs and information of the children's experiences are shared regularly with each parent. The theme of the week and daily information is shared with the parents to maintain good communication and transparency.

Physical and Material Environment

- The indoor and outdoor environment provided an experience that was developmentally challenging, diverse, creative, and enriching for the children. The preschool provides a wide range of materials and equipment to suit the choice of the children. Many interest areas were available and were well developed for the children attending the service.
- On the day of inspection, the person in charge supervised the children by both sight and sound in all areas within the outdoor and indoor areas.
- The service balanced the need for safety with the need to provide physical, challenging experiences for the children. Daily risk assessments were maintained for the indoor and outdoor environments to maintain the safety of the children at all times.

The Large green grass area

- The equipment and materials available provided children with play, movement and exploration opportunities that were exclusive to the outdoors.
- The outdoor play area protected children from catch points, sharp points, and protruding hardware, getting trapped and from tripping hazards.
- The outdoor area was surrounded by walls and fencing and was covered with areas of bark, gravel, grass, tarmacadam, artificial grass, and concrete paving.
- The children could view the neighbouring farm animals, sheep, and donkeys in the fields beside them. The children could observe the natural landscape with the twelve pin mountains lakes and rivers in the distance. The outdoor worktop areas were all covered with artificial grass or wooden surfaces to maintain the natural surrounding environment. Benches were provided for staff and children to sit together.
- Items in the outdoor play area included a covered sand pit with cars, trucks, buckets and shovels. There was a transport area with push and pull toys, tractors, helmets bicycles and diggers. There were tractor tyres erected in the grass for the children to climb through. There was a large child size playhouse. A polytunnel with pots plants, fruit and vegetables, soil shovels and spades to provide a rich experience of planting for the children. The fairy fort provided imaginary play experience for the children with fairy doors stuck to the trees and bird houses hanging from the branches and bug hotels to strengthen the children's senses and have respect for the environment.
- The outdoor play area to the rear of the premises had many trees, hedging and shrubs with tunnels and walking paths through them. The hedging's were trimmed back to avoid any potential risks to the children, red ribbons were tied to the trees and a daily risk assessment was maintained.
- There was a secure shed in the outdoor play area where extra toys and play materials were stored and rotated as required.

The all-weather sheltered area

- The all-weather sheltered area outside allowed the children to be protected in inclement weather.
- Items included a mud kitchen area with pot pans and utensils, an arts and crafts area with black boards, white boards paper and colouring pencils. A sand table with cups, jugs and shovels, a musical instrument wall with various natural items that make sound including pots, tambourines, and pans. Wooden seating was available running with the back wall along with child size seats and a small table.

- Some storage boxes in the outdoor area accommodated a quantity of toys, materials, and equipment for the children. The children could readily access these boxes and the staff informed the inspector that based on the children's choices the designated areas and equipment in the indoor and outdoor area are rotated frequently.
- Wooden materials and paintings, demonstrating numbers, shapes, butterflies, pictures, letters, and colours were displayed around the outdoor sheltered play area and on the fencing.

The outdoor play area adjacent to the prefabricated building.

- This area was covered with tarmacadam, secured with boundary walls, wooden fencing and gates. The children were observed using this area for cycling on their bicycles, balancing on their balance bikes and pedalling the tractor. The staff and children discussed and read stories in the seating area.

Indoor Play area

The indoor area was well planned with distinct interest areas offering lots of space for different types of play and learning activities. The indoor play area spaces were designed and arranged to maintain a space that was clean, organised, and free.

- Low level tables and chairs were available for tabletop activities and for dining at mealtime.
- The areas of interest included a rest and library area. This area was stocked with a range of reading materials and provided a relaxing space for the children.
- A home corner, and office, a dress up area with a large range of costumes and a mirror provided a space for sensory and imaginative play. Arts and craft facilities were available with memorable creations for the children of their family and home. A large shelving unit with pull out drawers and photographic displays accommodated a range of play and learning materials. These included puzzles, jigsaws, blocks, connectors, threading boards small figurines, dolls, and animals.
- There was a cosy area for the children to rest and relax if these choose to.
- Visual displays were observed at low level on the walls with learning themes, educational posters, and the children's artwork for example the weather, days of the week, handprints, the curriculum planning, and butterflies.
- The children were observed sitting together while having their snack and chatting comfortably with the members of staff on the day.