

Early Years Inspectorate Regulatory Report

Pre School

TUSLA Identifier: TU2023MH005

Name of Service: Carlanstown Montessori & Afterschool

Address of Service: Normanstown, Carlanstown, Kells, Co. Meath

Eircode: A82 PCK4

Name of Registered Provider: Geraldine McCabe

Service type: Sessional

Date of Inspection: 24/10/2023

No of pre-school children:	AM	5	PM	No.

Address of the Early Years Inspectorate:	Tusla Early Years Inspectorate Family Resource Centre, Commons Road, Navan, Co Meath
Inspection undertaken by:	AM Cunningham
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

Description of service

The service is based adjacent to the registered providers own home in a separate building. The service proposes to accommodate 11 preschool children for a sessional service from 9.30am to 12.30pm each day and an afternoon service for school aged children operating from 14.00hrs to 18.00hrs each weekday.

Staffing

The registered provider and one staff member are employed in the service.

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/ safety/ premises and facilities. 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*
- (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) The service had a designated person in charge and a named person to deputise as required.
 (b) A designated person in charge was on the premises when the inspectors arrived.
- (2) The registered provider and a staff members file were reviewed
- (a) Four validated written references were available from a past employer.
 (b) Not applicable as all references were from a past employer.
 (c) Garda vetting disclosure were available for the 2 staff members.
 (d) Not applicable as no new staff member had resided outside the jurisdiction for a period of more than 6 consecutive months as an adult.
- (4) The 2 staff members had a major award in Early Childhood Care and Education at Level 7 and level 8 on the National Framework of Qualifications or a qualification deemed by the Minister to be equivalent

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.*

Compliance Information

- (1) On the day of inspection there were an adequate number of adults working directly with the children attending the pre-school service.
- (3) The adult/child ratio was correct;
 Two adults cared for 5 children attending a sessional service (aged between 2 years 4 months and 3 years 10 months).

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
- (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

Basic needs of Infants and Children

- A healthy nutritious snack in line with the healthy eating policy of the service was provided for the children attending the service by their parents.
- The children were supported to be self-caring, suitable to the age and stage of development, including hand washing, toileting and caring for their belongings.
- An appropriate daily routine was in place which allocate times for child – initiated play and learning and adult planned and facilitated activities.
- Transitions were clearly announced and signaled by staff. Children were given time to complete activities at their own pace before starting the next activity. This approach respected the children's learning engagements and resulted in a smooth flow in the routine.
- Snack time was a very social event with animated conversations and discussions. Staff encouraged children to be independent and to develop self-care skills at every opportunity.

Supporting Relationships Around the Children:

- Relationships between staff and the children were very supportive, warm, and consistently positive. Staff sat at the child's level while assisting them with activities. Staff were overheard praising children for sharing toys and completing work.
- The staff members engaged in play activities with the children with lots of enthusiasm and laughter observed. The children appeared confident and relaxed in their environment. Language development was facilitated through reading, songs, and conversation.