

Early Years Inspectorate Regulatory Report

Pre School

TUSLA Identifier:	TU2023TY003
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Name of Service:	Busy Bees Powerstown
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Address of Service:	Powerstown National School, Clonmel, Co. Tipperary
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Eircode:	E91 Y961
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Name of Registered Provider:	Vanessa Moriarty
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Service type:	Sessional
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Date of Inspection:	26/10/2023
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No of pre-school children:	AM	9	PM	N/A
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Address of the Early Years Inspectorate:	Tusla Child and Family Agency, Ferryhouse, Clonmel, Tipperary.
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Inspection undertaken by:	E Cullen
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Title:	Early Years Inspector
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Authority to Inspect

The Tusla Early Years Inspectorate carries out inspections of Early Years Services under Section 58(J) of the Child Care Act 1991 (as inserted by Section 92 of the Child and Family Agency Act 2013).

Conditions if applicable	Not applicable
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Description of service

Busy Bees Powerstown is a play based sessional service, providing a programme to children aged two to six years old. The service operates 9:00am to 12:00pm Monday to Friday, 38 weeks per year. The service is located in a room in a primary school in the rural area of Powerstown, Clonmel. The service has a dedicated entrance and sanitary accommodation for their own use. A range of outdoor play areas are available onsite. The service is one of eight early years services operated by the registered provider in the South Tipperary area. A registered school aged service is also provided onsite.

Staffing

The service currently employs three staff members who work directly with children. The registered provider does not work directly in the service. Staff members held qualifications in Early Childhood Education and Care or equivalent at Level 5 and 8 on the National Framework of Qualifications.

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.

A sampling process was used to assess compliance under regulation 19. As a result, the scope of the inspection included time spent in the indoor and outdoor environments.

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, compliance manager, person in charge, staff and children who were present on the day of the inspection.

Part III – Management and Staff

Regulation 9 – Management and recruitment

(1) A registered provider shall ensure that-

- (a) the service has a designated person in charge and a named person who is able to deputise as required,
- (b) at all times during the period when the pre-school service is being carried on, the designated person in charge or the named person referred to in subparagraph (a) is on the premises, and
- (c) there is a clear management structure in the service that identifies the lines of authority and accountability in the service and the specific roles and responsibilities of each employee and unpaid worker.

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

- (a) consideration of references from the person's past employers, if any, and in particular the most recent employer, if any,
- (b) consideration of references from reputable sources in the case of a person who has no past employers,
- (c) consideration of the vetting disclosure received from the National Vetting Bureau of the Garda Síochána in accordance with the Act of 2012 in respect of the person, and
- (d) ensuring, insofar as is practicable, that where a person has lived in a state other than the State for a period of longer than 6 consecutive months, he or she provides police vetting from the police authorities in that state.

(4) A registered provider shall ensure that, without prejudice to the generality of paragraph (2) and subject to paragraphs (5) and (6), each employee working directly with children attending the service holds at least a major award in Early childhood Care and Education at Level 5 on the National Qualifications Framework or a qualification deemed by the Minister to be equivalent.

Compliance Information

(1)(a)(b)(c) There was a designated person in charge on the day of inspection and a named person was available to deputise as required. An organisational chart provided details of the management and reporting structures within the service and organisation. Information was available detailing the role of each staff member and specific responsibilities such as fire and first aid officer and designated liaison person for example.

(2) Documentation was reviewed for the three staff members employed by the service.

- (a)(b) Two validated references were available for each staff member from either a past employer, or from a reputable source.
- (c) Evidence of Garda vetting was available on file for each staff member.
- (d) Police vetting was available for one staff member who had lived outside the state for a period over 6 months.
- (4) Certificates of qualification were available on file demonstrating that staff members held a qualification at the minimum level 5 and above on the National Framework of Qualifications as recognised by the Department of Children, Disability, Equality, Integration and Youth.

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 adequate numbers of staff working directly with the children.
- (3) The staff to child ratios were maintained above the minimum requirements. There were 9 children aged 2 to 6 years being cared for by 3 staff.

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

The large indoor area was bright and well laid out. Labelled low-level open shelving units ensured children could freely access materials and resources, promoting independence and choice making. A range of play-based materials were offered in the construction zone, home corner, small world play and fine motor areas of the room.

Children's literary and creative development was promoted through the inclusion of multiple areas for children to engage with these activities individually or in small groups. There was a large book and sensory area with a child size corner couch, rug and dark den. This area was well resourced with a selection of story books and sensory toys for children to engage with. Children were observed to engaged independently with the resources in this space and it was also used for a whole group story time prior to children departing for home. Children were also observed to use a separate reading corner, which consisted of a small selection of books and a rocket structure which children could sit in alone to engage with a book uninterrupted. Children had free access to arts and crafts materials and resources in the dedicated creative and malleable areas.

The environment was inclusive, and the staff members demonstrated a child centred approach to their practices. Children, their families and the community were represented in the service, there were with images of the children and their families displayed, along with a large community wall. Adjustments to the learning environment and teaching strategies were used to support the learning and development of all children attending the service. The purposeful use of visual aids to support the learning of children was observed. These included clear labelling of equipment, resources and areas in the classroom at child level and use of visual schedules to support the routine of the day. Children were observed to make decisions about what and who they played with; staff facilitated play as appropriate.

Strategies were in place to support children transition from one activity to the next. For example, from outdoors to indoors and at home time. A job chart was observed in use, for example, children were chosen as line leaders

for specific points of the day and other children handed out placements for morning snack. Verbal warnings were also provided before transitions occurred.

Children had access to outdoor play on the day of inspection. The service has shared use of a tarmacadam area to the side of the main building. The area has painted activities such as hopscotch and a visual obstacle course for children to engage with. The staff and children brought resources from indoors to play with, these included bubbles, footballs, hula hoops, tennis rackets and other activities.

Parent and guardian communication during collection and drop off periods, provided an opportunity for staff to share information with parents. Additional methods of communication such as phone calls, text messages and the children's learning journals were used to share information, pictures and observations.