

Early Years Inspectorate Regulatory Report

Pre School

TUSLA Identifier:	TU2023TY004
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Name of Service:	Busy Bees Grange
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Address of Service:	Grange National School, 1 Park, Grange, Clonmel, Co. Tipperary
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Eircode:	E91 X9C8
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Name of Registered Provider:	Vanessa Moriarty
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Service type:	Sessional
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Date(s) of Inspection:	16/11/2023
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No of pre-school children:	AM	5	PM	N/A
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Address of the Early Years Inspectorate:	Tusla Child and Family Agency, Ferryhouse, Clonmel, Tipperary.
Inspection undertaken by:	E Cullen
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

Busy Bees Grange is a play based sessional service located in the rural area of Grange, Clonmel. A service is provided for children aged two to six years old, operating 09:30am to 12:30pm, Monday to Friday, 38 weeks per year. Located in a room within Grange National School, the service has a dedicated entrance and access to outdoor play spaces onsite. A registered school aged service is also provided onsite. The service is one of eight early years services operated by the registered provider in the South Tipperary area.

Staffing

The service currently employs two 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 6 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/ 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 areas.

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

(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

Documentation was reviewed for the two staff members employed by the service.

(2)(a)(b) Two validated references were available for each staff member from either a past employer, or from a reputable source.

(c) Garda vetting was available on file for each staff member.

(d) Police vetting was not required as no 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.

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 5 children aged 2 to 6 years being cared for by 2 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 indoor environment was bright and well maintained. Children's identity and belonging was fostered through the display of works of art and their recent learning. A learning story display documented the process through which individual picture frames were designed and created to display family photographs on the family wall. There were images of the children completing art works and the final product was placed close by. This display provided children with the opportunity to reflect and discuss their prior learning in a meaningful way.

During circle time, children were given the opportunity to chose which songs they wished to sing. Support and encouragement was provided as children could choose to sing the song alone for the group or have everyone join

in. Staff members also encouraged children to reflect on past learning, a child discussed how the birds had eaten from the bird feeder which had been recently brought home from preschool.

Staff members were observed to treat the children with respect and a positive regard. They sat with children in and engaged in conversation with and listened attentively to the children as they spoke. An example of this was seen during snack time as staff sat with the group and discussed plans for a pyjama day they were planning for the day after the inspection. They discussed the special pyjamas they were going to wear and made plans for the breakfast they were planning to have in the preschool.

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, messaging applications were used to share information and pictures of recent learning.

Children had access to a range of sensory learning opportunities on the day of inspection. During free play, a mini construction zone was set up with construction vehicles and coloured rice. Earlier in the week the children and staff had made 'snow' to match their winter theme. During the inspection this was used for a whole group activity with animals and vehicles. The children discussed how it felt and engaged in role play with the play props. Outdoors the children had access to a large sandpit.