

Early Years Inspectorate Regulatory Report

Pre School

TUSLA Identifier: TU2024FL004

Name of Service: Seed To Tree Childcare

Address of Service: 13 The Drive, Hansfield Wood, The Paddocks, Dublin 15, Co. Dublin

Eircode: D15 KV1W

Name of Registered Provider: Pooja Patidar

Service type: Part Time, Sessional

Date(s) of Inspection: 02/12/2024

No of pre-school children:	AM	18	PM	6
-----------------------------------	----	----	----	---

Address of the Early Years Inspectorate:	Early Years Inspectorate 2 nd Floor, Unit 4/5 The Nexus Building Blanchardstown Corporate Park Ballycoolin Dublin 15 D15 CF9K
Inspection undertaken by:	T Nelson
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

Seed to Tree Childcare is a sessional and part-time day care service located in a residential area of Dublin 15 and is registered to provide early childhood care and education to a maximum of 22 children aged 2 to 6 years old, Monday to Friday from 9.00am to 2.00pm. The service operates an Early Childhood Care and Education (ECCE) programme sessional service from 9.00am to 12.00pm.

Seed to Tree Childcare operates from a purpose-built premises to the side of a residential dwelling and has two care rooms. There are sanitary facilities located off Room 1, and a fully enclosed outdoor area is located to the rear of the premises.

Staffing

There are currently three staff employed by the service including the registered provider who manages the oversight of the service and also works in the service. The three staff members were present on the day of the inspection.

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 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*

(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.

(3) The procedures specified in paragraph (2) shall be carried out prior to any person being appointed, assigned or allowed access to or contact with a child attending the pre-school service.

(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 named person to deputise as required.

(b) The person in charge was present during the inspection.

(2) The files of the three staff members were reviewed and the registered provider had completed the following checks:

(a)(b) Six validated written references were available from recent past employers or a source other than a past employer for the three full files reviewed.

(c) Garda vetting disclosures had been obtained for all staff members employed.

(d) Documentary evidence showed that three adults had lived outside of the state for six months or more as adults and international police vetting from that state was available for inspection.

(3) Documentary evidence available showed that all of the checks outlined in (2) had been carried out prior to any of the adults having contact with the children in the service.

(4) All three staff who worked directly with children attending the service held at least a major award in Early Childhood Care and Education at Level 5 or above on the National Framework of Qualifications or a qualification deemed eligible by the Department of Children, Equality, Disability, Integration and Youth Affairs.

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.

(4) Subject to paragraph (5), where a registered provider contemporaneously provides-

(a) a sessional pre-school service, and

(b) a full day care service or a part-time day care service, or both, the minimum ratio of adults to children applicable for the duration of the sessional pre-school service in respect of the children attending that service shall be the ratio specified in paragraph (3).

Compliance Information

(1) On the day of inspection there were an adequate number of adults working directly with the children attending the service to meet their basic care needs. There were three staff available to 18 children.

(4) The adult to child ratios were correct when the inspector arrived to the service and throughout the inspection.

Three staff were allocated with a breakdown as follows:

- Room 1 - 2 adults to 10 children aged between 2 to 5 years old.
- Room 2- 1 adult to 6 children aged between 2 to 4 years old.

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) The registered provider ensured the children's learning, development and well-being was facilitated, for example:

Basic Needs:

- Lunch is provided by parents and children staying after 12.00pm have a second meal which is provided by the parents or the service, depending on arrangements made. Children's lunches were observed to contain varied and nutritious food including fruits, sandwiches, pancakes and yogurts. Perishable food was observed to be appropriately refrigerated. Drinks of water were visible and accessible to the children throughout the day.
- Visual imagery was used effectively throughout the care rooms which facilitated communication and can give comfort for children acquiring English as a second language.
- Children could move freely through the care room and independently choose an activity, promoting active decision making.
- There were tissues and wipes easily accessible in the rooms to support children to independently attend to their personal care.
- Toileting was observed to be a respectful and positive experience for the children, and a child who had a toileting accident was tended to immediately.
- Staff were observed to use positive strategies to support children's behaviour such as managing transitions in a timely manner, giving clear instruction around unacceptable behaviours, and encouraging and praising positive behaviours.
- All children had access to the outdoor play area on at least one occasion on the day of the inspection.

Supporting Relationships:

- Respectful and positive interactions were observed between adults and children. The atmosphere in the service was relaxed and child centred.
- Children were encouraged to join in large group activities, facilitating social interactions among the children.
- Parents are given updates on the weekly activities of their children via a closed online messaging application. Staff reported that the parents are invited to attend the forthcoming Christmas show.

Physical and Material Environment:

- The furniture provided in the rooms was low level and appropriate for children. Toys, equipment and play materials were easily accessible and visible to the children on low-level units which nurtured the children's independence and facilitated their choice.

- Images of the children and products of their recent mark making activities were displayed in the rooms. This gives a sense of belonging.
- The toys and equipment were grouped into themed interest areas in the rooms which can provide defined spaces to engage children in their play.
- These interest areas included a home area, small world play area, arts and crafts, jigsaws, sorting and stacking toys, block play and library area. These areas and play props promoted a range of play experiences for the children to support their development.

Programme of Activities:

- There were detailed long and short-term plans available, and these were adapted to facilitate children's emergent interests. These plans were reflective of the art work displayed in the rooms and in the children's topics of discussion.
- There was documentary evidence available that staff plan for all children's experiences by identifying their strengths and planning activities to their interests.
- Positive strategies such as running commentary, modelling, feedback and encouragement were observed to nurture and promote children's development.