

Early Years Inspectorate Regulatory Report

Pre School

TUSLA Identifier:	TU2024FL007
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Name of Service:	Tigers Childcare
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Address of Service:	Powerstown Educate Together National School, Powerstown Road, Tyrrelstown, Dublin 15, Co. Dublin
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Name of Registered Provider:	Therese Noonan
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Service type:	Sessional
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Date of Inspection:	14/01/2025
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No of pre-school children:	AM	4	PM	Not applicable
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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:	E Hosford
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

Tigers Childcare is a private service which has been operating a sessional service in Powerstown Educate Together National School since September 2024. The service operates from a single storey prefabricated building on the grounds of Powerstown Educate Together National School situated on the outskirts of Dublin city. There are two care rooms with sanitary facilities available for the pre-school children. Both rooms facilitate school aged children in the afternoon. The premises also contains a staff room/storeroom and an office. A shared outdoor area is available for children to the front of the premises.

The sessional service is for children aged between 2 years 8 months to 6 years of age from 9.30am to 12.30pm Monday to Friday and can accommodate a maximum of 22 pre-school children.

Staffing

The service employs two staff members to include the person in charge and an emergency contact person who is available to assist in the event of an emergency. On the day of inspection there was one staff member working directly with the four children and a quality support manager who facilitated 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/ safety. The inspection may also focus on other areas as required. The morning session operated by the service was inspected.

The inspection focused on an examination of compliance under:

- Regulation 9(1)(a)(b)(c), (2)(a)(b)(c)(d), (4) Management and Recruitment
- Regulation 11(1),(3),(8)(c) Staffing Levels and
- Regulation 19(1)(a) Health, Welfare and Development of child.

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 quality support manager, person in charge 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 an emergency contact person who was available to assist in the event of an emergency.

(b) The designated person in charge was present on the premises when the inspector arrived announced on the day of inspection and remained on the premises for the duration of the inspection.

(c) A clear management structure was available within the service with the staff member being aware of the lines of authority and their specific roles and responsibilities.

(2) The staff files of the designated person in charge, the emergency contact person and the quality support manager in the service were reviewed.

(a) Two validated written references were available for three staff members from a past employer.

(b) Not applicable as no references were available from a source other than a past employer.

(c) Garda Vetting disclosures were available for three staff members. The service also demonstrated compliance with the Early Years Inspectorate Regulatory Notice requiring services to renew Garda vetting every three years.

(d) International police vetting was available from three countries in respect of two staff members who had resided outside of the jurisdiction for more than 6 months as an adult.

(4) On review of documentation available the designated person in charge and the quality support manager had evidence to demonstrate that they held a major award in Early Childhood Care and Education at Level 5 or 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.

(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) The correct minimum adult/child ratio was maintained in the service throughout the inspection.
- (3) There was one adult working directly with four children aged between 2 years 8 months to 5 years during the inspection.
- (8)(c) The service ensured that a second person familiar with the service was available to assist the designated person in charge in the event of an emergency.

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:

- The staff member was observed to be kind and attentive in their interactions with the children and the atmosphere in the service was warm and child centred.
- Healthy eating was promoted within the service with staff working with parents and children to encourage healthy packed lunches. Drinking water was freely available to the children throughout the session. The staff member sat with the children at snack time encouraging conversations and extending interactions.
- The children were observed using the toilet under supervision, with assistance provided by the staff member when necessary.
- Children were observed moving freely within the care room and taking a break from activities and relaxing in a cosy corner in the care room which was equipped with soft matting, cushions and a sofa.

- The children spent time in the outdoor area while enjoying the opportunity to explore and develop their gross motor skills of climbing and balancing.

SUPPORTING RELATIONSHIPS AROUND CHILDREN

- The staff member demonstrated sensitivity and responsiveness to each child's individual needs, likes and preferences, and frequently initiated conversations with the children, responded meaningfully to their verbal and non-verbal cues and provided regular praise and encouragement using a gentle tone of voice.
- The staff member demonstrated a child-centred and flexible approach to the care of the children while supporting each child's play experiences and interests. For example, a painting activity was made available, however, two children decided not to join in, the staff member continued to support and engage the children while they undertook their preferred activity of reading and playing with playdough. An emphasis was placed on sharing and taking turns among the children and this was evidenced while the children played in the outdoor area on the balance beams.
- Parents and guardians were welcomed into the service with warm engagement from the staff member. The staff member could also share information regarding the children and the activities undertaken via the service electronic application.

PHYSICAL AND MATERIAL ENVIRONMENT

- The care room was very well resourced with an extensive range and quantity of equipment, toys and materials to support the children's independent thinking and extend their learning and natural curiosity.
- All equipment and materials in the care room were appropriate to the age and development of the children. The furniture provided in the room was low level and age appropriate with toys and play materials accessible.
- Clearly defined interest areas were available that were visually stimulating and inviting for the children. These included home corners, arts and crafts areas, sand play areas, construction equipment and books. The room had an assortment of puzzles and table-top toys.
- An area was available within the room where children could rest or take a break from activities. This consisted of soft matting, an adult sofa, cushions and a library.

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- The service had access to an area of the playground which was shared with the school. The area was equipped with a tarmacadam surface, balance beams, climbing frames and balls.