

Early Years Inspectorate Regulatory Report

Pre School

TUSLA Identifier:	TU2025DY001
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Name of Service:	Kids Inc
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Address of Service:	60 Grosvenor Road, Rathmines, Dublin 6
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Eircode:	D06 TX04
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Name of Registered Provider:	Malgorzata Zgora
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Service type:	Full Day
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Date of Inspection:	11/12/2025
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No of pre-school children:	AM	4	PM	4
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Address of the Early Years Inspectorate:	Early Years Inspectorate 2nd Floor, Unit 4/5 The Nexus Building Blanchardstown Corporate Park Ballycoolin Dublin 15 D15 CF9K
Inspection undertaken by:	L Jameson
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

Kids Inc is located on the ground floor of an adapted residential building in Dublin 6. The service is registered to provide full day care to children aged 1 – 6 years old from 08:15am to 06:00pm, Monday to Friday. There is one care room, children’s sanitary accommodation, a staff toilet, an office, a kitchen and a fully enclosed outdoor area to the rear of the premises. The service also provides a school age service in the afternoon.

Staffing

The registered provider employs seven adults to work in the service, including the person in charge, the curriculum and compliance manager, the afterschool collections manager, three early years practitioners and one adult who works solely with school age children. A review of the roster and through discussion with management, it was confirmed that three additional staff members, who also work in other services operated by the registered provider, were rostered to work in the service on the week of the inspection to provide support; one relief early years practitioner and two adults who work with school age children only. The registered provider does not work in the service.

On the day of inspection, the person in charge, the curriculum and compliance manager, the afterschool collections manager and one early year’s practitioner were present when the inspector arrived in the service. One early year’s practitioner arrived shortly after, as scheduled on the staff roster.

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.

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 person in charge, the curriculum and compliance manager, 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.

(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 a named person to deputise as needed.
 - (b) The person in charge was present when the inspector arrived announced to the service and at all times during the operational hours of the service on the day of inspection.
 - (c) The service had a clear management structure, and staff members were aware of their own role and responsibilities.

- (2) Of the ten staff members on the service roster, the following was reviewed; the full files of six staff members including the person in charge, the curriculum and compliance manager and four adults who work directly with preschool children and the Garda vetting disclosures for four staff including the afterschool collections manager and three adults who work with school aged children in the service.
- (a) Eleven written and verified references were available for six adults from past employers.
 - (b) One written and verified reference was available for one adult from a source other than a past employer.
 - (c) Garda vetting disclosures were available for the ten adults employed in the service. 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 for five adults who had lived in a country other than Ireland for a period of six months or more as an adult.
- (3) Evidence was available to demonstrate that the procedures specified in paragraph (2) were carried out in relation to six adults before employment commenced.
- (4) Evidence was available to show that the six adults who worked directly with the children held 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.

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.*
- (2) Subject to paragraphs (4) and (5), a registered provider of a full day care service or a part-time day care service shall ensure that at all times the minimum ratio of adults to children specified in column (3) of Part 1 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) thereof at that reference number is satisfied.*
- (8) Without prejudice to paragraphs (2) to (7)-*
- (a) a registered provider of a pre-school service other than a child-minding service or a sessional pre-school service shall ensure that there are at least 2 adults on the premises at all times,*

Compliance Information

- (1) The adult to child ratios were correct in the service when the inspector arrived in the service and remained so throughout the inspection.
- (2) The registered provider ensured that an adequate number of adults were working directly with the children on the day of inspection. One staff member was caring for four children in the care room when the inspector arrived in the service. The person in charge and the curriculum and compliance manager were both available to provide support in a supernumerary capacity. An additional staff member arrived in the service to provide support in the care room at approximately 11:00am to begin their shift, as evidenced by the service's roster.
- (8)
- (a) The registered provider ensured that two adults were present in the service at all times verified by staff roster maintained in the service.

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 following observations were made on how each child's learning, development and well-being was facilitated within the daily life in the service:

Basic needs:

- Mealtimes were observed to be a sociable and pleasant event. Staff members sat alongside the children, engaging in meaningful conversations and offering support and encouragement to the children. Water was readily available to the children in the care rooms.
- During sleep time, the children had access to suitable sleep facilities and were observed to have heavy items of clothing removed to support a comfortable rest period. The lights were dimmed; blinds were drawn and soft music played.
- Staff members met the children's personal care needs in a prompt manner, assisting with hand washing, cleaning up after mealtimes and blowing noses.
- Appropriate and respectful nappy changing procedures were observed on the day of inspection. Staff members chatted to the children during changes, guided them through the process and respected the children's individual needs. Nappies were changed at scheduled times and more frequently when required.

Supporting relationships around children:

- The children appeared to be happy and confident in their environment, evidenced by a sense of familiarity and good relationships between staff members and the children attending the service. Staff members engaged in positive interactions with each other and the children on the day of the inspection.
- Staff members offered comfort and support to the children in their care, using gentle tones of voice, positioning themselves at the children's level, showing affection and giving hugs during the inspection.

- Staff members were familiar with the needs, likes and dislikes of the children in their care and discussed strategies for children who may require additional support during their daily routine.
- Children were supported to resolve any conflict that arose, any minor disagreements that occurred between the children were dealt with in a positive and calm way.
- A daily routine was evident on the day of inspection, staff members offered the children support with transitions between activities, mealtimes and nappy changing.

Physical and material environment:

- The care room was designed to support the age and developmental stages of the children attending the service. Equipment and materials were stored at a low level to encourage the children's independence and decision-making skills.
- Toys and materials were grouped into defined interest areas, such as a home corner, a cosy corner, a construction area and a sensory table, each with adequate props and supporting equipment to promote engaging and spontaneous play experiences.
- Family and birthday walls are displayed in the care room alongside the children's artwork, photographs and family albums, encouraging the link between home and the service and promoting a sense of belonging for the children.
- The outdoor area provided opportunities for a variety of play experiences including gross motor and imaginative play. Equipment included ride on toys and scooters, balls, chalkboards, a tunnel and a mud kitchen with supporting toys.

Programme of Activities and implementation to support development:

- Programmes of planning were observed in the care room and was reflective of the artwork displayed.
- Visual prompts were displayed in the care rooms to support the children through transitions in their daily routine.