



Early-Years Education-focused Inspection

Report for Setting Response

<i>Name of Setting</i> Tir na nÓg Preschool	<i>Identifier number</i> 09MH0006
<i>Address of Setting</i> Balreask, Trim Road, Co. Meath	<i>Date of visit</i> 13 May 2016

CONTEXT OF SETTING

Tir na Óg Preschool, is a sessional, privately owned service that has been in operation for thirty years and is located in Co. Meath. There are twenty-three children in the preschool of which twenty-one avail of the Early Childhood Care and Education Programme (ECCE). On the day of the inspection 16 children were present of whom 14 children were participating in the ECCE Programme. Two practitioners, an assistant for children with special need and the owner/manager work in the setting.

AREA 1: QUALITY OF CONTEXT TO SUPPORT CHILDREN'S LEARNING AND DEVELOPMENT

- The quality of the context to support children's learning and development is excellent.
- Parents are warmly welcomed into the setting and a very pleasant and caring atmosphere is evident.
- Practitioners show considerable understanding and attentiveness to each child and their family.
- Children are well settled and are capable of organising and managing their own activities.
- There are some commendable examples of children being active agents in making choices.
- The practitioners model guidance, encourage good behaviour and offer responsive praise regularly throughout the session. Practitioners facilitate and support children to manage conflicts appropriately.
- Transitions within the daily routine are managed very effectively with songs and rhymes used to signal a change in activities.
- The setting has made good connections with the local community and these visits are displayed for parents and children to see.
- Children and parents are effectively supported during the child's settling-in period.

AREA 2: QUALITY OF PROCESSES TO SUPPORT CHILDREN'S LEARNING AND DEVELOPMENT

- The quality of the context to support children's learning and development is very good.
- The curriculum used in the setting involves a blend of Montessori and Highscope approaches used through play and is informed by *Aistear, the Early Childhood Curriculum Framework*. The curriculum is based on themes planned monthly by the practitioners.
- Practitioners make regular careful observations to document children's learning.
- Play is central to the children's learning and children have opportunities to play individually, in pairs, or in small groups.
- The indoor area is well designed with separate interest areas and is equipped with many good resources.
- The children have regular access to a highly commendable outdoor area. The outside incorporates different interest areas for imaginary and creative play, risky play and where children have opportunities for self-directed learning.
- Conversations between practitioners and children are engaging and very supportive with different strategies are used to motivate and involve children.

Action advised

- It is advised that practitioners begin to use observations of the children's learning to share with parents their child's learning journey and to inform the planning processes.

AREA 3: QUALITY OF CHILDREN'S LEARNING EXPERIENCES AND ACHIEVEMENTS

- The quality of the children's learning experiences and achievements is very good.
- Children exhibit great enjoyment and involvement in their learning activities throughout the day.
- Children play socially well together and it is evident that they have made some good friendships.
- Children experience songs and rhymes throughout the day.
- There is a quiet reading area where practitioners read to individual children and to small groups.
- Books are used to support particular events in children's lives such as moving house.
- Children have access to mark-making activities and examples of children's colouring-in and written work is displayed in a learning folder for each child.

Actions advised

- Increasing opportunities for children's process art that is displayed in the room thereby affording children possibilities to discuss and share their achievements is advised.
- A visual display illustrating children engaged in the activities from the daily routine will boost children's independence and further support their sense of identity and belonging within the setting.

AREA 4: QUALITY OF MANAGEMENT AND LEADERSHIP FOR LEARNING

- The quality of management and leadership for learning is excellent.
- The setting has achieved Level 4 in the *Síolta Quality Assurance programme*.
- Very good networking links have been established by the service within the early-year's sector to support ongoing improvement in the quality of provision for children.
- During monthly staff meetings practitioners share their plans for the coming months and discuss issues pertinent to the setting.
- Practitioners share responsibilities within the room and there are opportunities for each practitioner to take a leadership role through assigned weekly duties.
- The manager and both practitioners have undertaken a number of training courses and are committed to continuing professional development.
- A parent's booklet is given to parents at the beginning of the year and a monthly newsletter is circulated in print and through social media.
- The setting has established good relationships with parents and there are formal and informal opportunities to share information with them.
- The setting has developed good links with local schools and during the month of June concentrates on preparing children for moving into primary school.

CAPACITY TO IMPLEMENT THE ACTIONS ADVISED ABOVE

The manager/owner and both practitioners are very enthusiastic about progressing and promoting their professional work and engaging in professional reflection. Their capacity to implement the actions advised is excellent.

Summary of Overall Inspection Findings

Area	Quality Level
Quality of context to support children's learning and development	Excellent
Quality of processes to support children's learning and development	Very Good
Quality of children's learning experiences and achievements	Very Good
Quality of management and leadership for learning	Excellent

Language used in Early-Years Education-focused Inspection reports

Excellent	Provision that is excellent is exemplary in meeting the needs of children.
Very good	Provision that is very good is highly effective in meeting the needs of children.
Good	Provision that is good is effective in meeting the needs of children but with some aspects to be developed.
Fair	Provision that is fair requires practice to be improved to meet the needs of children.
Poor	Provision that is poor is inadequate and requires significant improvement to meet the needs of children.