

TUSLA REGULATORY INSPECTION REPORT



TUSLA Identifier:	TU2015MO073							
Name of Service:	Little VIP's Pre-school							
Address of Service:	Breaffy Community Centre, Breaffy, Co. Mayo F23 PY23							
Email Address:	tracykeohane@ymail.com							
Date Service Registered:	3	0	0	6	2	0	1	6
Name of Registered Service Provider:	Tracy Keohane							
Name of Designated Person in Charge:	Tracy Keohane							
Type of Service Registered:	Sessional		<input checked="" type="checkbox"/>					
Date of Inspection:	1	7	0	4	1	8		
No of Pre-School Children present during Inspection:	AM		17		PM		-	
Address of the Early Years Inspectorate:	Early Year's Inspectorate, 2 nd Floor, St. Mary's HQ., Castlebar, Co. Mayo.							
Inspection undertaken by :	M Farrell							
Title:	Early Years Inspector							

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Areas which were the subject of this Inspection

Governance	Health Welfare and Development of Child
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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).

Description of Service	Little VIP's Pre-school is a privately owned and operated early years service which has been notified since 2005. A sessional service is provided for children aged 3 – 6 years weekdays from 09:00-12.00hrs. The service is registered to cater for a maximum of 22 children. The service's Curriculum Statement states that their aim is to <i>"provide children with a high quality holistic learning experience supporting and facilitating children's key areas of learning and development through an Emergent and Inquiry Based Curriculum"</i> .
Premises	The service is located in a primary school building. There is one large playroom and the service has access to an outdoor enclosed artificial turf playing pitch and a playground which is shared with the primary school and situated to the rear of the preschool premises.
Staffing	Two adults including the Registered Provider work directly with the children in the service. There is also an adult available to provide relief cover if required. All adults have completed the equivalent of a major award in Early Childhood Care and Education at level 5, with one adult holding an award at level 6 and another adult holds a qualification at level 8.
Methodology	<p>The inspection was an unannounced Focused Inspection to assess compliance with the Childcare Act 1991 (Early Years Services) Regulations 2016 and Childcare Act 1991 (Early Years Services) (Amendment) Regulations 2016. The Inspection focused on regulations under two themes; Governance, and the Health, Welfare and Development of the Child.</p> <p>The findings on inspection based on information obtained through examination of documentation, direct observation, and discussion with relevant staff are documented in the Inspection report and presented to the Registration Panel for consideration of a decision in relation to the service receiving continued registration. The contents of the report are compiled by the inspectorate body.</p>
Acknowledgements	The Inspector wishes to acknowledge the cooperation of the Registered Provider, staff and children who were present on the day of the inspection.

GOVERNANCE

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) thereof 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:	<p>(1) Records demonstrated that there were an adequate number of adults working directly with the children at all times. On the day of inspection there were two adults working directly with seventeen children. The pre-school children present were aged between 3 to 5 years of age.</p> <p>(3) On the day of inspection there were two adults caring for seventeen children which met the minimum adult/child ratios specified in the Regulations for a sessional service.</p> <p>(8)</p> <p>(c) Not applicable as the service was not operated single-handedly.</p>
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HEALTH WELFARE & DEVELOPMENT OF CHILD

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

Compliance Information:	<p>BASIC NEEDS</p> <ul style="list-style-type: none"> The children's snacks were provided from home and included crackers, brioche, rice cakes, rolls and sandwiches with various fillings such as ham and cheese. Cheese strings, cheese slices, yoghurts and fruits such as apple, banana, mandarin and chopped grapes were also brought and consumed by the children. Drinks of fruit juices and water were provided from home. The adults sat with the children and encouraged socialisation during snack time. The children attending were toilet trained and encouraged to self-toilet at a time of their choosing. The children were assisted by adults as required.
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- Provisions were made for the children’s personal cleanliness in the service. Hand-washing was observed to be encouraged following toileting and before eating. Overall bibs were available to protect children’s clothes whilst painting. The children were prompted to put on outdoor clothing before outdoor play.
- A relaxation area with age appropriate soft, coloured leather seating was provided in the library area for the children to rest if they wished during the session.
- The children were observed to move freely between the areas of interest in the playroom and enjoyed playing action games as a group with one of the adults in the room. The children were also observed to enjoy running and playing outdoors in the enclosed artificial turf playing pitch area. The service provides weekly yoga classes for the children. Written observations and descriptions of the sessions using photographs maintained by the adults in the service.
- The adults were warm and calm in their approach to the children and positive reinforcement for good behaviour was observed. Sharing of toys and turn-taking was encouraged between the children by the adults. “*Our Agreement*” which was a small number of simple rules to frame positive behaviour developed by the children with support from the adults was written on a canvas and all children signed up to abide by these rules by making their mark with either a handprint or finger print on the canvas.

SUPPORTING RELATIONSHIPS AROUND CHILDREN

- There was minimal staff changeover in the service. The adults were observed to support the children to interact positively with their peers.
- There was a photographic display with photographs of the children’s families on the playroom walls and some of the children were observed to remove their own photograph from the display and discuss them with other people.
- The adults demonstrated warmth, sensitivity and positive regard for the children and their families through their positive verbal interactions. Conversation between the children was observed to be supported and encouraged by the adults regularly during the session. All of the children were included in discussions at snack time.
- The adults were observed to work well together as a team with regular interactions to support and co-ordinate the implementation of activities. The adults advised the Inspector that they debrief following each session and use the opportunity to discuss and plan future activities.
- The adults were observed to share verbal information regarding the children with parents at collection time. A copy of the monthly newsletter containing information on the service and activities is provided for the parents/guardians. Individual portfolios containing items including “*Learning Record Templates*” and photographs of the children undertaking various activities are maintained on the children in the service. The individual portfolios are sent home for parents to review once a term. Samples of the portfolios observed during the inspection contained written feedback from parents to be used to support progression of

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development of the children.

- Open days for children and parents were held prior to the commencement of the pre-school term to assist in the transition from home to pre-school process. The children are allowed to bring transitional toys and objects to the service to assist with the transition process from home to school.
- Special events were celebrated in the service such as a nativity play at Christmas with parents invited to attend. An outing to a local play-centre was undertaken by the children and adults accompanied by parents at the end of the school year. The service also held a sport's day and football day for parental participation during the last year.
- The service is well established in the local community. Visits from outside people were facilitated in the service including a Garda, a doctor, a hairdresser, a local musician who was accompanied by his guide dog and a grandmother during the pre-school year. Written records with photographs of the children enjoying these visits were observed during the inspection.

PHYSICAL AND MATERIAL ENVIRONMENT

- There was a wide range of developmentally appropriate toys and equipment to promote gross motor, fine motor, cognitive and language development for the children attending. The majority of toys and equipment were displayed on low level shelving that was easily accessible to the children to facilitate their choice of play activity. The toys and equipment were non-toxic, easily cleaned and made from a variety of mediums including wood, metal and plastic.
- There was a selection of the children's artwork and paintings displayed on the walls such as "will you fill my bucket" artwork based on acts of kindness shown by all the children and paintings of super heroes which had followed on from emerging themes based on the children's interests.
- There were clearly defined areas of interest in the room. The dress up area had a wide variety of clothes hanging on hangers to facilitate their selection by the children with accessories such as hats, shoes and tiaras and a child-sized viewing mirror also provided. A puppet theatre was also available in this area. The home area contained cookers, a metal sink and units with appropriate toy utensils to facilitate play. Plastic toy food items were available in addition to recycled food packaging and there were a number of unused tins of foods such as tomatoes, peas and rice-pudding which children were observed to play shop with using the till and shopping trolleys provided in the area. There was a music wall and musical instruments for play in the playroom. Additional musical instruments were available for music session held once a week in the service and included cymbals, xylophone, tambourines, maracas, chime bars, a giro, drums and instruments to emulate the sounds of rain and thunder. A small world play area contained a wooden village including a bakery, post office, church, florist, school, tea rooms and a fruit and vegetable shop. There were also a pirate ship, numerous dolls houses of various sizes and a large amount of figurines and furniture to facilitate play. Larger sized dolls were observed to be played with by

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the children using a toy pushchair, bunk bed set, carry chair and high chair. Imaginative play equipment also included toy medical equipment including a stethoscope, otoscope and reflex hammer and hairdressing accessories such as a recycled hair straightener and hair driers. A transport area contained two camper vans, a train track with a number of trains, cars aeroplanes and tractors. A very large collection of dinosaurs and reptiles of varying sizes and shapes were also observed to be played with by the children. There was a large selection of table top activities including jigsaws of varying complexity, wooden puzzles and games including threading activities. A large art easel which could accommodate a number of children was in place at the back of the playroom which was used by the children during the session. Art equipment including paint, paper, crayons, pencils, and crepe paper was also provided. Messy play was also facilitated through a sandbox with a variety of play utensils. The service's theme for the week that the inspection took place was on construction and the children were observed to enjoy playing with the "discovery box" which contained sand, stones, wood, figurines and construction vehicles on the day of the inspection. Cones and red and white construction tape were available for the children's play activities. A construction wall had been developed in the service with construction signage and photographs of construction vehicles and equipment. There was also a construction bench with toy equipment and tools provided. Story books encompassing real-life, fairy tale and disability inclusion themes were available and some children were observed to choose to sit on the soft seating provided and look at a selection of the books.

- Child-sized chairs were arranged around appropriate waist-high tables to facilitate the children to work in groups.
- There were two outdoor play areas available for the children's use with ground coverings of artificial grass and tarmac facilitating all year round usage. The outdoor area that the children availed of on the day of inspection was a large enclosed artificial turf playing pitch. The adults provided cones and a variety of balls which the children used for play. A second outdoor area was available on the primary school premises with a tarmac ground covering decorated with colourful games including hopscotch. A bench was observed in the area appropriate for both adult and children usage.

Note: For Office use only, to be completed by Registration Panel

Registration Status:	Registered
Conditions If Applicable	Not applicable
Date of Registration	June 13 th 2018