An Roinn Oideachais agus Óige
Department of Education and Youth

Early Years Education Inspection (EYEI)

Final Report

Setting name	Glenone Montessori
Setting address	48 Terenure Road East Rathgar Village Dublin 6 D06XH27
TUSLA registration number	TU2015DY296
DCEDIY number	09DY0223
Date of inspection	12-03-2026
Date of issue of report	08-06-2026

What is an Early Years Education Inspection?

The Early Years Education Inspection model is used to provide evaluative information, advice and support in relation to the education of children aged birth to six years in early learning and care settings. The inspections will affirm good practice and provide advice to support internal quality development processes that optimise children's education experiences and outcomes.

How to read this report

During this inspection, the inspector(s) evaluated and reported under the following headings or areas of enquiry:

- Quality of the context to support children's learning and development
- Quality of processes to support children's learning and development
- Quality of children's learning experiences and achievements
- Quality of management and leadership for learning

Inspectors describe the quality of each of these areas using the Inspectorate's quality continuum which is shown on the final page of this report. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the setting's provision in each area.

The early years setting was given an opportunity to comment in writing on the findings and actions advised of the report; a response was not received from the setting.

Early Years Education Inspection

Dates of inspection	12-03-2026

Activities conducted during the Inspection

- Pre-inspection meeting with the owner and manager
- Review of setting documentation and records relating to the children's learning and development
- Review of the education resources and facilities
- Observations of interactions during two Early Childhood Care and Education Programme sessions
- Interaction with young children
- Interaction with early years educators
- Feedback meeting with the owner, manager, and educator

Context of setting

Glenone is a privately-owned Early Learning and Care (ELC) setting located in Rathgar Village on the outskirts of Dublin City. It was founded in 1988 and is well established in the community. The setting provides full-day, part-time and sessional ELC to children from the local and surrounding areas. A morning pre-school session was offered to children participating in the Early Childhood Care and Education (ECCE) Programme. On the morning of the inspection, four educators along with twenty-five children were present in the two learning rooms inspected.

Area 1: Quality of context to support children's learning and development

- The quality of the context to support the children's learning and development was excellent.
- The children benefited hugely from the homely, inviting and nurturing atmosphere in the setting. Both the management team and the educators warmly welcomed parents and children to the setting. Through conversations observed, it was clear that the educators knew the children and their families well.
- The strong emphasis placed on building relationships with parents and families, supported by the settings open-door policy, contributed significantly to the relaxed and unrushed interactions observed between the management team, educators, and parents. Parents were observed to have ample time to settle their children into the setting.
- The daily routine demonstrated a good balance between adult-led and child-led activities. It included opportunities for the children to engage in free play/Montessori work time, outdoor play, circle time and snack time. The educators reported that the routine was flexible, and following discussions with the children, the sequence of daily events occasionally changed to align with their interests.
- Snack time was a positive learning experience. Healthy eating was encouraged; during snack time the children were offered a selection of cheese, apricots, yoghurts, bread and bananas to choose from.
- The children demonstrated highly effective self-help skills. They independently used the toilet facilities, washed their hands, put on their own coats and shoes, tidied-up between activities, and self-served their own food at snack time. They also used real knives to cut up bananas, and when they finished snack, they tidied up their own space.
- Relationships between the educators and the children were positive and supportive. The educators were sensitive to the children's individual needs. Many hugs initiated by the children were observed throughout the morning.
- A key person approach was in place in the setting. The role of the key person was to plan for and record the children's learning, link with parents, and engage with their group of children during small group activities.
- The children's uniqueness was reflected through family photographs, birthday charts, and artwork displays.
- The cultural identities of the children, their families and staff members were celebrated through the recognition and celebration of special cultural days, and foods from home

countries were incorporated into the daily menu. Cultural photographs, books and dolls were also available.
- The children's sense of belonging to their families and to the wider community was supported in the setting. Parents were invited to the Christmas event, musical performances and 'Going to big school' celebrations. Local musicians, members of *An Garda* and the fire service also visited the setting, along with an animal-assisted therapy organisation, and a famer who brought animals for the children to meet.

Area 2: Quality of processes to support children's learning and development

- The quality of the processes to support the children's learning and development was very good.
- The curriculum model implemented was informed by the Montessori Method of Education and *Aistear: the Early Childhood Curriculum Framework.*
- The educators engaged in long-term, medium-term, and short-term planning to promote the children's learning and development. Plans were informed by seasonal events and the children's interests. The educators reported that the plans were flexible and often changed as the children's new interests emerged.
- Information on the children's learning was gathered through observations, developmental checklists and in individual learning journals. At the time of inspection, the children's emergent interests were not recorded as observations; instead, the educators and the children reflected together on photographs of the children's engagement in activities, and these were recorded as observations. Identified next steps in learning were used to inform room changes and determine any additional resources needed.
- The educators regarded the children as capable and confident learners and viewed free play as central to their learning. The children were afforded a significant amount of time to actively engage in and select activities of interest.
- The educators used many suitable strategies to scaffold and extend children's learning. These included sitting with the children at their physical level, playful engagement, and following their interests as they emerged. Some open-ended questions and sustained shared thinking conversations were also used to scaffold the children's learning.
- The educators had established a calm and relaxed learning environment. The indoor learning environments were purposefully structured and organised into three learning rooms: two Montessori rooms and a play room. Each room was arranged into areas of interest which supported the children's engagement in Montessori work, pretend play and creative activities.
- During the inspection, while the children did not access the outdoor area due to extreme weather conditions, the educators reported that it was normally used daily. It was noted that the outdoor space was maximised to its full potential and when in use supported the children's wellbeing, physical development, multi-sensory learning and awareness of nature and the natural world. It included dedicated areas for physical activity and sensory exploration, a small forest area, a large homely cosy space, and an enclosure that housed chickens and hens.
- The educators promoted the children's emergent literacy and numeracy skills very effectively. This was achieved through the language-rich environment and opportunities for the children to engage with Montessori literacy and numeracy activities, mark-making, story, rhymes and songs.
- The management team and the educators were highly effective in promoting an inclusive environment. Throughout the session, all children were supported to participate at a pace suitable to their developmental ability. The educators linked closely with parents to support children with additional needs. Links with external professionals such as psychologists and speech and language therapists were also established and were used for advice and support when needed.

Actions advised

- The educators are advised to review their current approaches to observation. In this regard, it is advised that observations, identifying children's emergent interests and next steps in learning be undertaken and used to guide short-term planning.
- The educators are advised to place an increased focus on the use of sustained shared conversations and open-ended questioning to scaffold and extend the children's ideas and higher-order thinking.

Area 3: Quality of children's learning experiences and achievements

- The quality of children's learning experiences and achievements was very good.
- The children displayed high levels of wellbeing. They presented as happy and content throughout the session and were relaxed, secure and at ease in the environment.
- The children's social and emotional skills, such as relationship building, turn taking and problem solving were observed to be highly developed. Many children were observed co-operating and collaborating with their peers as they played together in pairs and in small groups.
- During the session, the children were interested and motivated to learn. They demonstrated various positive learning dispositions, such as persistence and very good concentration levels which enhanced their engagement in activities.
- It was clear that the children's voices were heard, respected, and acted upon. The educators consistently followed the children's emergent interests and provided them with ample time to engage in discussions. It was noted, that that there was scope for the educators to develop their approach to capturing and recording the children's comments and quotes.
- Throughout the inspection the children made many choices about their learning and demonstrated the ability to plan and lead activities for themselves and others. For example, this was observed when they engaged in dress-up play and mark making activities and encouraged other children's participation.
- During the inspection, when the children engaged in pretend play and became doctors and hairdressers, and used materials such as pegs, blocks and building magnets, they demonstrated a sense of wonder, natural curiosity, and developing imaginative skills. Opportunities for the children to develop these skills through the use of freely available multi-sensory and real resources in the indoor environment were limited.
- The children were observed to view themselves as capable learners. As they experienced success and mastered tasks, many happily shared their achievements with others. This was observed when they described their completed art, mark-making and construction work to the adults in the room.
- The children displayed very good fine motor skills. This was evident in their use of Montessori resources, table-top and mark-making equipment and when some children cut up bananas and poured water from jugs into glasses.
- The children's sense of identity was developing well. This was demonstrated when they referred to family members in photographs, mentioned their likes and dislikes and introduced themselves and others.
- The children communicated with confidence and their use of language was very good. They demonstrated highly developed listening skills, responded appropriately to questions and were able to successfully negotiate and share information.

Actions advised

- The educators are advised to record and make the children's voices more visible. This can be achieved by, capturing the children's comments, suggestions and quotes on their art and mark making work and in their learning journals.
- To further nurture the children's sense of wonder and natural curiosity, the educators are advised to introduce more freely available real and sensory resources into the indoor learning environment.

Area 4: Quality of management and leadership for learning

- The quality of management and leadership for learning was very good.
- During the inspection, a sense of team spirit, partnership and collaboration across the learning rooms was evident. Many of the educators had worked in the setting for a number of years.
- The owner and manager articulated a clear vision for the setting's direction, and both had a strong daily presence in the setting. They provided direct support to the educators in the learning rooms when necessary.
- The owner and manager demonstrated very good leadership skills and had good oversight of the settings operations. They were highly reflective and took responsibility for the programme of Early Learning and Care (ELC) provided to the children.
- Structures in place to support the educator's effective delivery of the learning programme, included informal daily chats, team meetings and regular reviews of practice. At the time of the inspection, there was limited use of the *Aistear, Síolta Practice Guide* to support reviews and self-evaluations.
- A detailed set of policies and procedures were regularly updated by an external agency. A parent and a staff handbook were also developed to share information with parents and to support the educators in their roles. At the time of the inspection, parents, staff or children were not involved in policy reviews.
- The owner and manager availed of support and advice from the local childcare committee and private early learning and care consultants.
- Training was valued and promoted within the setting. All educators had completed mandatory training as required, whilst some had completed training related to forest schools and additional needs. The educators have also registered to complete the updated *Aistear* training.
- Parents were formally and informally consulted about their children's learning and development. Parents meetings, social media applications, telephone conversations and email were used to keep parents up to date on children's learning and developments in the setting.
- Many of the children began their journey in the setting as babies. To support all children's transitions into the setting and between learning rooms, visits were arranged, and a phased settling-in approach was also in place. 'All about me' information for each child was sought to support the educators to get to know the children's needs, and preferences.
- To support the children's transitioning to primary school, discussions were held with the children to explore their expectations and thoughts. Links with the local primary schools where established and each year a member of the school team visited the children in the pre-school. With parental consent, information about the children was shared with the schools they moved on to.

Actions advised

- The management team and the educators are advised to use the *Aistear Síolta Practice Guide* on an ongoing basis to inform discussions, self-evaluations and to reflect on practice.
- To enhance policy development in the setting, the management team are advised to include staff, parents and children in the development of policies relating to them.

Summary of overall inspection

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	Very good

Language used in Early Years Education Inspection Reports

Inspectors describe the quality of provision in the setting using the language which is shown below.

Level	Description	Examples of descriptive terms
Excellent	**Provision that is excellent** is exemplary in meeting the needs of learners. This provision provides an example for other schools and settings of exceptionally high standards of provision.	Excellent; exemplary; outstanding; exceptionally high standard; with very significant strengths
Very good	**Provision that is very good** is very effective in meeting the needs of learners and is of a very high standard. There is potential to build on existing strengths to achieve an excellent standard.	Very good; of a very high quality; very effective practice; highly commendable; very successful
Good	**Provision that is good** is effective in meeting the needs of learners. There is need to build on existing strengths in order to address the aspects to be developed and achieve a very good standard.	Good; of good quality; effective practice; competent; useful; commendable; good standard; strengths outweigh the shortcomings; appropriate provision although some possibilities for improvement exist
Requires improvement to achieve a good standard	**Provision that requires improvement to achieve a good standard** is not sufficiently effective in meeting the needs of learners. There is need to address certain deficiencies without delay in order to ensure that provision is good or better.	Fair; less than effective; less than sufficient; evident weaknesses that are impacting on learning; experiencing difficulty; shortcomings outweigh strengths; must improve in specified areas; action required to improve
Requires significant improvement to achieve a good standard	**Provision that requires significant improvement to achieve a good standard** is not meeting the needs of learners. There is immediate need for significant action to address the areas of concern.	Weak; poor; ineffective; insufficient; unacceptable; experiencing significant difficulties; serious deficiencies in the areas evaluated; requiring significant change, development and improvement to be effective

The following resources can be used by ELC settings in their quality improvement:

Aistear Siolta Practice Guide

Aistear - Nurturing Skills website

Department of Education Insights – Quality in Early Years Education webinars

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