An Roinn Oideachais
Department of Education

Follow-Through Inspection
Final Report

Setting name	ABC Minard
Setting address	Knockmartin Newtownforbes Co. Longford Newtownforbes Longford N39NN93
TUSLA registration number	TU2015LD003
DCEDIY number	18LD0075
Date of inspection	28-04-2023
Date of issue of report	04-09-2023

What is a Follow-Through Inspection?

Follow-through inspections evaluate the progress a setting has made on implementing actions advised in an earlier inspection rather than the overall quality of education provision in a setting. Inspectors also advise the setting on strategies and actions to enable them to fully address actions advised in the earlier inspection report.

How to read this report

During this inspection, the inspector evaluated the progress the setting has made in implementing actions advised in an earlier inspection under the following headings:

1. Progress achieved to date
2. Summary of findings
3. Actions advised

Inspectors describe the quality of the progress made in each of these areas using the Inspectorate's follow-through quality continuum which is shown on the final page of this report. The follow-through quality continuum explains the terms used by inspectors when evaluating the setting's progress in implementing actions advised.

The change in the title used to refer to staff in ELC settings, from 'practitioner' to 'educator', reflects the change in title outlined in 'Nurturing Skills: The Workforce Plan for Early Learning and Care and School-Age Childcare, 2022-2028'.

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
Type: EYEI	**Date of Inspection: 28-04-2023**
Date of inspection: 09-04-2019	
Report published? Yes	

Follow-through inspection activities

The following activities took place in the course of the follow-through inspection

- Pre-inspection meeting with the setting manager and regional manager
- Review of setting documentation and records of children's learning and development
- Review of the education resources and facilities
- Observations of interactions during two morning sessions
- Interaction with the children
- Feedback meeting with the setting manager and regional manager
- Individual feedback to the early years educators

Context of Setting

- ABC Minard is one of five settings operated by the privately owned ABC Group. Since the previous Early Years Education Inspection (EYEI) in 2019, the setting manager has been promoted to regional manager and a new setting manager has been appointed. The setting have expanded their Early Childhood Care and Education (ECCE) Programme from one to two morning sessions. Typically, the children in their first year of the programme are in the downstairs learning environment, whereas the children in their second year are in the upstairs environment. On the morning of the inspection, there were forty-three children and five educators present. The setting manager and regional manager attended the post-inspection feedback meeting. 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.

Action/s advised in Area 1 in the original inspection report	Progress achieved to date on implementation of actions advised
Practitioners are advised to optimise the use of times of transition as learning opportunities for children. In so doing, a greater focus on supporting each child in their management of transitions and in moving between activities and areas is advised. For example, one practitioner could support a small group of children as they put on their coats while a second practitioner could facilitate songs and rhythms with another small group of children.	**Very good progress** Times of transition were gradual and unhurried for the children. Educators prepared the children for a change in the daily routine through providing prior verbal notice and the use of a familiar song. Educators adopted clear roles during these times supporting a smooth transition between experiences and areas for the children.
The manager and practitioners are advised to progress their plans to give greater recognition to the variety of children's cultures in the learning programme. In addition, the strengthening of connections	**Very good progress** Commendable efforts were made in consistently recognising and celebrating the diverse community within the setting. The introduction of visual displays, books and photographs provided

with the local community and making this more visible throughout the learning environments are advised.	great visibility to the wide variety of cultures throughout the setting. Throughout the learning programmes, both the children and educators made regular references to the children's home countries and their previous experiences from their time there. Management and educators have been proactive in engaging with parents and eliciting information about their children's cultures, home languages, celebrations and traditions. This information is gathered and documented in each child's 'All About Me' page which is kept in their individual journals.
Action/s advised in Area 2 in the original inspection report	**Progress achieved to date on implementation of actions advised:**
Practitioners are advised to build on their use of interactions that extend children's learning and language experiences through the consistent use of strategies, such as open-ended questioning.	**Good progress** Educators displayed many effective interaction strategies where they were attentive and responsive in their engagement with the children. During the inspection, the frequent use of closed questions resulted in many missed opportunities to develop the children's learning and language experiences.
The manager and practitioners are advised to pursue their plans to enhance their inclusive practices. In doing so, the identification of an agreed range of strategies that accommodate the style, pace and focus of each child's learning and development will be beneficial.	**Very good progress** Management and educators were proactive and committed to promoting inclusive practice within the setting. Many of the educators had participated in the nationally accredited, Leadership for Inclusion (LINC) Programme. At the time of the inspection, management and educators worked closely alongside early years specialists through Better Start and the Access and Inclusion Model (AIM). It was also reported, that through the support and supervision systems educators were supported to ensure all children were actively involved and included in the learning programme.
Action/s advised in Area 3 in the original inspection report	**Progress achieved to date on implementation of actions advised:**
To strengthen the many ways in which the children experience achievement, practitioners are advised to make the children's learning journals accessible to them at all times. Sitting with the children and sharing these forms of documentation would further promote the children's awareness of their changing and developing abilities.	**Very good progress** Greater opportunities were available to support the children in experiencing success and achievements in their learning. Educators made the children's individual journals accessible to them in the learning environment. Children were also encouraged to add their creative achievements to their folders and in doing so, they often discussed and reflected on previous learning experiences with their peers and the educators.

Practitioners are advised to facilitate opportunities that support the enhancement of children's understanding of mathematical and scientific concepts. The provision of increased opportunities for children's engagement in high-quality mathematical and scientific learning experiences would further nurture their inquisitive natures and how they make sense of their world.	**Good progress** Children had a variety of opportunities to engage with science and mathematics through the range of resources available. Previous experiences, such as planting, provided opportunities for the children to develop an understanding about the natural world. During the inspection, there were many missed opportunities by educators to explore the children's mathematical and scientific skills through interactions and conversations.
Action/s advised in Area 4 in the original inspection report	**Progress achieved to date on implementation of actions advised:**
Practitioners are advised to create action plans, using the findings from their self-evaluation processes, to help inform the ongoing improvement practices in the setting.	**Very good progress** Management and educators had further developed their self-evaluation practices. Further to evaluating practice, they were also regularly preparing action plans to inform their developments in the setting, with a view to enhancing quality provision. At the time of the inspection, management and educators were evaluating the outdoor learning environment. Commendably, the children were involved in this process where their thoughts and ideas had been sought.
Building on the exchange of documented information between practitioners and parents, practitioners are advised to encourage parents to contribute to the children's observations and to include their voice in their child's learning and development	**Very good progress** Opportunities for parents to contribute and respond to documented observations were available on the observation templates. Parents also chose to respond and contribute to their child's learning and development through the setting's texting system. Management and educators welcomed parents' thoughts and opinions and provided many opportunities for them to contribute to the operation of the setting through regular surveys.
Summary of findings	
Educators are to be commended on the many changes to practice they have implemented in the setting. They have made positive progress in each of the actions advised from the original inspection report.	
Actions advised	
• Educators are advised to reflect on their use of questioning. The use of open-ended questions, comments and prompts would greatly benefit children in their language and thinking skills. • Educators are advised to promote children's mathematical and scientific skills through everyday experiences and interactions. Posing thought-provoking questions and building on the range of suitable materials available would support this.	

Language used in Early Years Education Follow-through inspection reports

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

Level	Description
Very good progress	Very good progress indicates that appropriate action has been taken to address the action advised, and that the action has fully achieved or will achieve the required outcome.
Good progress	Good progress indicates that appropriate action has been taken to address the action advised, and that substantial improvement has occurred, although further progress is necessary.
Partial progress	Partial progress indicates that some appropriate action has been taken to address the action advised, and some improvement has occurred, but considerable further progress is necessary.
No progress	No progress indicates that no action has been taken, and that the original action advised remains to be addressed.

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

Aistear Siolta Practice Guide

Department of Education Insights – Quality in Early Years Education webinars