Follow-Through Inspection

REPORT

Service name	Ann Carton's Crèche and Montessori
Service address	The Hawthorns Carraroe County Sligo
DCYA number	09SO0061

Date of Inspection: 16-03-2018

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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 setting was given an opportunity to comment in writing on the findings and actions advised in this report, the setting chose to accept the report without response.

Follow-Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW THROUGH INSPECTION DETAILS
Type: Early-years Education-focused Inspection **Date of Inspection: 14 October 2016** **Report Published? Yes**	**Date of Inspection: 16 March 2018**

Follow-through inspection activities

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

- Meeting with Owner/Manager
- Interview with relevant practitioners
- Review of service documentation and records of children's learning and development
- Review of education resources and facilities
- Observation of interactions
- Interaction with children

Action advised in original inspection report	Progress achieved to date on implementation of action advised
The practitioners are advised to review the routine to allow children to explore and play in the areas dedicated to role play, arts and crafts, construction and small world play.	**Very Good Progress** Practitioners have addressed this action advised to a very good extent. The previous daily routine has been reviewed and a period of sustained free-play has been introduced as the initial activity period of the day. This enables the children to freely explore and access the areas dedicated to role play, arts and crafts, construction and small world.
To help understand the children's thinking and what interests and motivates them, the practitioners are advised to take anecdotal notes of children's play, conversations and their use of resources.	**Partial Progress** The service has made partial progress in relation to this action advised. Practitioners take occasional anecdotal notes on the children's spontaneous play and their use of resources. Although this is a positive start, there is scope to ensure increased regularity and variety of the anecdotal notes recorded going forward so that practitioners can further understand the children's thinking, interests and motivation.

To further stimulate and develop the children's playful learning, it is advised that the practitioners review the layout and resources in the areas dedicated for role play, constructive play, arts and crafts and the book area.	**Good Progress** The service has made a determined effort to respond to this action advised. Practitioners have reviewed the layout and resources in the play areas, creating new areas such as a sand tray, book area, a kitchen and tool bench for the children to explore during free-play. There is scope for practitioners to provide more open-ended, authentic materials in the newly created play areas and to organise the resources in a way that will create inviting spaces for the children. It was acknowledged by the manager during the introductory meeting that some reflection has occurred in relation to furthering this action advised.
To help develop children's identity as unique and competent learners, it is advised that the scrapbooks reflect the children's individual learning experiences. The practitioners are advised to note the children's conversations, interests and learning achievements, using photographs and the children's free drawing and process artwork.	**Good Progress** Practitioners have addressed this action to good effect. They have introduced scrapbooks for each child which are accessible on a shelf within the pre-school room. Practitioners have introduced the learner record template from the *Aistear, Síolta Practice Guide* to assist with documenting observations of the children. The children's free-painting, drawing and some arts and crafts are contained within the scrapbooks. To further develop the children's identity as unique and competent learners, frequent learner records, conversations, interests and achievements could be documented and added to the scrapbooks to create a comprehensive overview of the children's learning achievements.
The team are advised to use the *Aistear, Síolta Practice Guide* as a support tool to help them evaluate their practice and the learning environment.	**Good Progress** Good progress has been achieved in relation to this action advised. Practitioners are engaging in the National *Aistear/Síolta* Initiative with the local County Childcare Committee, attending workshops and receiving coaching to support them to reflect on their practice. They have been introduced to the *Aistear Síolta Practice Guide* within this training to assist with reflective practice. Although many resources from the practice guide have been provided, practitioners have yet to utilise these to focus on the various areas of practice.

Summary of findings

- Very good progress has been made in reviewing and improving the outline of the daily routine, providing extended experiences for exploration during free-play within the session.
- Efforts have been made to introduce a system to support the documentation of anecdotal notes. This in turn will support practitioners' understanding of the children's thinking and interests.
- Measures have been taken to review the layout of the play areas and to provide a dedicated book area as well as areas for role play, construction and arts and crafts.
- Practices have been introduced that help to reflect the children's identity as unique and competent learners. The use of scrapbooks and learner records is supportive of the practitioners' work in developing this action.
- Good progress is evident as to the increased use of the *Aistear, Síolta Practice Guide* and the accessing of relevant training to promote the evaluation of practice.

Actions advised

- The practitioners should utilise the established key person approach to note the children's conversations, interests and play preferences thereby increasing the regularity of the recording of anecdotal notes.
- Building on the measures taken to review and provide additional areas of interest within the environment, practitioners should evaluate the resources in place using the environments self-evaluation tool from the *Aistear Síolta Practice Guide* to guide reflections.
- The practitioners are advised to maximise the introduction of scrapbooks by providing regular opportunities for the children to review their learning through focused discussions with their dedicated key person.
- In order to develop the learning environment and the evaluation of practice, practitioners are advised to document their reflections and action plans using the templates provided in the *Aistear Síolta Practice Guide*.

THE QUALITY CONTINUUM FOR FOLLOW-THROUGH INSPECTIONS
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 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 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 indicates that no action has been taken, and that the original action advised remains to be addressed.

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