An Roinn Oideachais
Department of Education

Early Years Education Inspection (EYEI)

Final Report

Setting name	Bangor Children's Centre Ltd
Setting address	Bangor Erris Ballina County Mayo F26VC58
TUSLA registration number	TU2015MO016
DCEDIY number	09MO0042
Date of inspection	30-04-2024
Date of issue of report	26-09-2024

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 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.

Early Years Education Inspection

Date of inspection	30-04-2024

Activities conducted during the Inspection

- Pre-inspection meeting with the setting 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 an Early Childhood Care and Education Programme session
- Interaction with children
- Interaction with early years educators
- Feedback meeting with the setting manager

Context of setting

Bangor Children's Centre is a community run service located in the town of Bangor Erris in County Mayo. The setting provides a morning sessional service for children availing of the Early Childhood Care and Education (ECCE) Programme. On the day of the inspection there were seventeen children, the manager, two early years educators and two staff under the Community Employment Scheme, in attendance. 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.

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 very good.
- A caring ethos and a warm atmosphere were evident. The children arrived at the setting entrance with enthusiasm and the educators engaged in relaxed conversations with them.
- The sensitive and respectful relationships which existed between the educators and the children were reflected in the children's positive interactions with each other.
- The key-person approach was used to generate links with the families, and to help support planning and assessment processes.
- The educators informed the children of pending transitions in the daily routine through five-minute verbal announcements.
- The daily routines had set sequences that provided a range of play and learning experiences. The consecutive task-focused, adult-led activities warranted a review.
- Snack time was a social occasion. The educators sat and ate with the children, and together they engaged in conversations about topics of interest and family life.
- Personalised coat hooks, individual learning journals and images of the children were used to help support the children's growing sense of identity and belonging. Visual representation of the local area had yet to be developed.

Actions advised

- The educators are advised to review the daily routine. A reduction in sedentary group-based learning is advised.
- To further enhance the children's developing sense of identity, the educators are advised to develop greater representation of the local community in the setting. This can be developed in collaboration with the children and their parents.

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.
- A broad-based curriculum was developed and utilised. It was evident, that the children's emergent interests were followed and extended during the session.
- A variety of assessment approaches were used to gather information about the children's learning and development. There was potential to expand the focus of these assessments. Individual learning journals were created for each child and shared with the families.
- The educators used very effective playful and vocabulary-rich interactions with the children. This promoted and extended their language acquisition, and their early maths and science skills. They used open-ended questioning and adapted their interactions to match individual abilities and needs.
- The indoor and outdoor environments were well designed to develop the children's curiosity, imagination and desire for exploring.
- The children were observed as competent and confident learners. This was particularly evident when the children were outside.
- The educators were committed to providing an inclusive experience for all the children. In partnership with parents, they made links with external agencies to help optimise support for children with additional needs.

Actions advised

- The educators are advised to expand the setting's assessment practices so that there is a greater focus on the children's emergent interests, skills, knowledge and learning dispositions.
- The outcomes of assessment need to inform curriculum planning to a greater degree. The Planning and Assessing pillar within the online *Aistear, Síolta Practice Guide*, and the series on Assessment in the Insights: Quality in Early Years Education, provide valuable information on this approach.

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

- The quality of children's learning experiences and achievements was very good.
- The children demonstrated a high level of engagement and a positive sense of well-being. Their belief in their own abilities was observed during the free play session. The children talked about what they could do and demonstrated with pride what they were able to make.
- The children were developing warm and supportive relationships with their peers. The younger children were observed imitating and following the older children during play. The educators used these opportunities to effectively encourage the children to learn and offer help to each other.
- The children had highly developed fine-motor and gross-motor skills. These skills were evident in their effective use of table-top, construction and mark-making equipment and when they engaged in activities such as balancing, climbing and running.
- The children enjoyed playing alone, as well as, in small groups, where they were learning to co-operate and find their role in the group. These opportunities supported social development and helped the children develop friendships.
- The children were developing their independence skills as they put away their belongings on arrival. However, the majority of the routine tasks during the morning were completed by the educators.
- The children demonstrated the capacity to be creative and express their thoughts and ideas. It was evident from samples of the children's work that many of their writing activities and artistic endeavours were based around templates.
- The children were developing positive dispositions for learning such as being inquisitive and independent. The rich opportunities and resources provided for the children to engage in pretend play supported their mathematical thinking and problem-solving.

Actions advised

- The educators are advised to provide more opportunities for the children to learn through the process of creating art with no predefined end result. They are encouraged to limit the use of templates. Displaying the children's creations at their eye level, and recording the children's comments on their creations, should further support their creativity.
- In order to build on the children's developing independence, the educators are advised to provide further opportunities for the children to complete small tasks throughout the morning.

Area 4: Quality of management and leadership for learning

- The quality of management and leadership for learning was very good.
- There was a very strong ethos of teamwork and professionalism. The manager and the educators demonstrated a genuine interest in the children's learning.
- The manager conducted support and supervision sessions and termly staff meetings.
- Non-contact time was built into each educator's schedule to support them in carrying out their planning and assessment tasks.
- The roles and responsibilities of the individual educators were clear. A key-person approach was also used, with each child assigned to the specific care of one designated educator.
- Information was shared with the parents through a messaging app and through conversations at drop-off and collection times. Parent-educator meetings were facilitated to discuss the children's progress.
- The educators supported the children's transition into the setting by gathering relevant information about each child on a setting enrolment form. Visits to the setting were arranged for the children and their parents to support the settling-in process.
- The setting had made a strong connection with the local primary school. The educators, in collaboration with the parents, completed the *Mo Scéal* transition report on each child. This was shared by the parent with the relevant primary school.

Actions advised

- It is advised that the manager and the educators establish a more structured approach to planning and self-evaluation. The use of the full suite of self-evaluation and action planning tools in the *Aistear Síolta Practice Guide* could support this action.

Summary of overall inspection

Area	Quality level
Quality of context to support children's learning and development	Very good
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

Department of Education Insights – Quality in Early Years Education webinars

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