An Roinn Oideachais
Department of Education

Early Years Education Inspection (EYEI)
Final Report

Setting name	Bee Happy Montessori Pre-school
Setting address	South Abbey National School Golf Links Road Youghal County Cork P36HN47
TUSLA registration number	TU2015CC052
DCEDIY number	11CC0407
Date of inspection	06-05-2022
Date of issue of report	19-10-2022

What is an Early Years Education Inspection?

The Early Years Education Inspection (EYEI) model is used to provide evaluative information, advice and support in relation to education provision in a pre-school setting participating in the Early Childhood Care and Education (ECCE) Programme. These inspections affirm good practice and advise actions, where appropriate, to aid the further development of education provision in the setting.

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

Dates of inspection	06-05-2022

Inspection activities undertaken

- Pre-inspection meeting with the setting owner/manager
- Meeting with relevant early years educators/other members of staff
- Review of setting documentation and records of children's learning and development
- Review of the education resources and facilities
- Observations of interactions during a number of sessions
- Interaction with the children
- Feedback meeting with the setting manager/owner and early years educators
- Individual feedback to the early years educators

Context of setting

Bee Happy Montessori Pre-school is a private childcare setting operating in Youghal, County Cork. It was established in 2011 and relocated to its current premises in 2021 where it provides a morning session for children participating in the Early Childhood Care and Education (ECCE) Programme. On the morning of the inspection, eight children and two early years educators were in attendance. 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.

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 is good.
- The educators greet the children and their families warmly at the door. They show respect and positive regard for the children and their families.
- The children are supported to manage their own hygiene and personal care needs. They independently put on and take off their coats, get tissues, place them in the bin when finished using them and then wash their hands.
- The children transition to each activity on a verbal cue with no advance warning. As a result, there are waiting periods as everybody has to wait while some children bring their play to a close. There is scope to plan and organise the transitions between activities to promote continuity in learning throughout the session.
- The key-person approach is used to complete observations and build relationships with the children and their families.
- Recognition, praise and encouragement are a regular feature of the responses to children.
- The educators show respect for and recognition of the uniqueness of each child in the setting with a birthday wall, family wall and a 'This is me' display. These displays are above the children's height, so they do not benefit from them. There is scope to develop a community wall which highlights the key features and people in the community.
- The setting has made connections and it is integrated with the local community. The children and educators visited a local farm by bus with the help of parents. Members of the '*Gardaí*' visited to talk about road safety and a dentist shared her experiences with the children.

Actions advised

- The educators are advised to review transition times and take practical steps to minimise waiting periods between activities. The 'Transitions' pillar in the *Aistear, Síolta Practice Guide* will help in this regard.
- The educators are advised to further develop the visual displays of the children, their families and the community. This will develop the children's sense of self-identity and their appreciation of themselves as members of families and groups. These displays should be accessible to the children so that they can refer to them.

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 is good.
- The curriculum is informed by *Aistear: the Early Childhood Curriculum Framework.* The planning for curriculum implementation is organised on long, medium and short-term bases. The implementation of the curriculum is reviewed informally. There is scope to include the children's emergent interests.
- The educators use observations to gather information about children's learning experiences, and achievements. The outcomes are used to inform the next steps in the children's learning experiences and ensure continuity in their learning.
- The educators promote peer interactions in pairs and small groups to nurture supportive relationships.
- The environment is used to develop children's physical development and gross and fine motor skills. During the inspection, the children ran in the outdoor area catching bubbles and using fine motor skills when painting with a cotton bud.
- The educators provide play opportunities for the children which are freely available, accessible, and appropriately resourced. There is potential for the educators to maximise their role in facilitating and developing play with the children.
- The children are encouraged and supported to express their views, emotions and thinking in a range of ways.
- There are equitable opportunities to engage all children in learning. An inclusive approach is adopted.

Actions advised

- The educators are advised to include the individual children's interests in the short-term planning and to incorporate these into the children's learning experiences in a way that progresses and extends their learning. This will support the development of an emergent curriculum.
- The educators are advised to maximise their role in facilitating and developing play, especially imaginative, socio dramatic and creative play. The self-evaluation template in the 'Play' pillar of the *Aistear, Síolta Practice Guide* will help with this.

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

- The quality of children's learning experiences and achievements is good.
- The children demonstrate enjoyment, they are interested and engaged in their learning.
- The children have the ability to play co-operatively in pairs and small groups. During the inspection this was evident when they built a castle with blocks.
- The children demonstrate an awareness of their changing and developing abilities. They also make connections to the past. During the inspection they spoke about the teacher's birthday the previous week.
- The children experience success as they engage in learning activities and they show increasing confidence and co-ordination over their gross and fine motor skills. On the day of

the inspection, the painting exercise could have been better prepared to ensure that the pages were ready and there were enough aprons for the children to complete the activity.

- The children use language to give and receive information, ask questions and solve problems to clarify their thinking, ideas and feelings. Currently, there is no opportunity for them to plan, discuss, reflect on and share their learning.
- The children are developing personal and social skills which enable them to respond appropriately to different situations, for example, turn-taking, co-operating, negotiating and building relationships.
- The children express their feelings, thoughts and ideas through making some art and mark-making, currently there are only a few comments on their artwork. The use of colouring templates and the emphasis on pre-writing skills merit review.
- The children are engaging, exploring and experimenting in their environment and they use their developing physical skills to manipulate objects and materials.

Actions advised

- The educators are advised to ensure that adult-led art activities are adequately prepared, resourced and facilitated in order to maximise the children's opportunities to actively explore and express their creativity.
- The educators are advised to provide the children with additional opportunities throughout the day to plan, discuss, reflect on, recall and share their learning with the educators and their peers.
- The educators are advised to reduce the use of pre-writing and colouring-in templates. In addition, there is a need to discuss the children's mark-making with them, and to record more extensively the children's interpretations of their creative work.

Area 4: Quality of management and leadership for learning

- The quality of management and leadership for learning is good.
- The staff and management meet informally to discuss the curriculum plan and practice. Currently, the outcomes of these meetings are not documented.
- There is clarity around the roles and responsibilities of educators with regard to educational practices.
- The educators share information on children's learning and achievements with parents and families at the end of the school year only. This approach merits review.
- There are formal and informal opportunities to exchange information with parents and families and other professionals in the best interests of the child. The informal meetings occur at arrival and collection times and the formal meetings are on a one-to-one basis when required.
- The educators make efforts to communicate with parents and families whose first language is not English.
- The educators share information with the primary school to ensure continuity of experiences and progression in children's learning. There are plans this year to visit the junior infant classroom.

Actions advised

- The educators are advised to develop more systematic and formal approaches to the review of practice. This will assist in affirming quality practice and will support the recording and monitoring of the setting's self-review. The self-evaluation tools in the *Aistear, Síolta Practice Guide* will be useful in this regard.
- The educators are advised to develop a more formal system of sharing information with parents and families about their children's learning and achievements. The resources and tools in the 'Partnership with Parents' pillar in the *Aistear, Síolta Practice Guide* may be of assistance.

Summary of overall inspection

Area	Quality level
Quality of context to support children's learning and development	Good
Quality of processes to support children's learning and development	Good
Quality of children's learning experiences and achievements	Good
Quality of management and leadership for learning	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
Excellent	*Provision that is excellent is exemplary in meeting the needs of children.*
Very good	*Provision that is very good is highly effective in meeting the needs of children.*
Good	*Provision that is good is effective in meeting the needs of children but with some aspects to be developed.*
Fair	*Provision that is fair requires practice to be improved to meet the needs of children.*
Poor	*Provision that is poor is inadequate and requires significant improvement to meet the needs of children.*