An Roinn Oideachais
Department of Education

# Early Years Education Inspection (EYEI)

## Final Report

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| Setting name | Beginners World |
| Setting address | Dromin<br>Listowel<br>County Kerry<br>V31YE13 |
| TUSLA registration number | TU2015KY011 |
| DCEDIY number | 17KY0209 |
| Date of inspection | 08-02-2024 |
| Date of issue of report | 23-05-2024 |

# 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(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.

## Early Years Education Inspection

| Dates of inspection | 08-02-2024 |
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**Activities conducted during the Inspection**

- Pre-inspection meeting with the setting owner/manager and early years educators
- 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 owner/manager and early years educators

## Context of setting

Beginners World Montessori is a private setting which has been in operation since 2017. The purpose-built premises is located outside Listowel town. A morning pre-school session is provided to children participating in their first and second year of the Early Childhood Care and Education (ECCE) Programme. At the time of the inspection the owner/lead practitioner, three educators and fifteen children were present. The setting was given an opportunity to comment in writing on the findings and actions advised in this report, and the response submitted on behalf of the setting can be found in the appendix of this report.

## 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 educators created an exceptionally welcoming, nurturing and affirming atmosphere in the setting. They were attuned and available to the children, and they sensitively provided physical and emotional reassurance and comfort to individual children.
- The documented daily routines allocated time for child-led and adult-led indoor and outdoor activities.
- Commendably, there were very few adult-initiated transitions in the daily routine. Those that did occur, were supported by the educators' use of highly effective visual and auditory signalling strategies that included visual schedules and tidy up songs.
- The children were supported to become confident and independent with their self-care needs; they put on and removed their coats, they independently managed their personal care routines such as toileting and hand washing, and they confidently retrieved and packed away their snack bags.
- The educators had developed positive and respectful relationships with the children and their families. A system was in place to ensure that both educators had direct daily contact with parents, either at arrival or departure times. This supported an ongoing link between families and the setting and provided a solid foundation for relationship building.
- The children's sense of identity and belonging was promoted through various displays. There was a family wall, art displays and each child's name was shown on their coat hook. The educators took steps to incorporate the community into their practice. For example, they celebrated some cultural events, and invited community helpers to visit their setting. They invited parents to take part in activities or share their role or culture

## 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 excellent.
- The educators effectively implemented a play-based curriculum underpinned by *Aistear: The Early Childhood Curriculum Framework*. Aspects of the Montessori approach were also evident in the learning environments.

- The educators' curriculum planning took account of seasonal events and the children's emergent interests. Plans were documented on long, medium and short-term bases.
- The educators used a variety of strengths-based assessment approaches to capture information on children's individual learning. They used learning portfolios and they recorded anecdotal notes. This information provided a rich insight into the children's daily experiences and highlighted the benefits of some of the learning they experienced.
- Play was valued and actively encouraged by the educators. The educators engaged as play partners when the children invited them to join their play scenarios. They initiated and actively participated in the children's play during all activities. The educators encouraged them to play in pairs and small groups and promoted the sharing of resources and turn-taking.
- The educators used circle time conversations to gather information on what children already knew and what they were interested in learning about.
- The educators used calm, positive tones when interacting with the children. They responded to children's requests promptly and were attuned to the various needs of the children.
- The indoor learning environment was bright, aesthetically pleasing and well-organised to support the children's engagement in play. Efforts were made to create defined interest areas to support children's play. A large outdoor courtyard was accessible to all children and it was used on the day of the inspection.
- The educators facilitated many opportunities for the children to follow their own interests in play and to express their creativity and individuality.
- The children's language skills were fostered. There was an effective balance between the educators' speaking and listening during conversations with the children. There was a variety of books located in the cosy areas, and the word and number displays, songs, rhymes and stories were highly effective in fostering the children's emergent literacy and numeracy skills.
- The setting had made links with external agencies such as Better Start, Access and Inclusion (AIM) and speech and language therapists with a view to optimising support for the children and to promote their participation in all activities.

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

- The quality of children's learning experiences and achievements was excellent.
- There was an extremely high level of engagement and motivation in the setting. On the day of the inspection, the children demonstrated the ability to plan and lead their own learning. As they playfully engaged and participated in self-chosen activities, they displayed wonderful levels of curiosity and concentration.
- Information documented about children's learning reflected their development and learning experiences within the pre-school environment. Their voices were captured on some of the documentation and through the educators' comments.
- The children participated in hands-on active experiences that built early positive dispositions towards science, technology engineering and mathematics (STEM).
- The children experienced achievement and a growing sense of confidence in their learning abilities through individual and small group reflective conversations with their key educators. Opportunities for children to formally review their past learning experiences were commendably embedded in practice.
- The children expressed themselves through creative, sensory and mark-making activities. They eagerly discussed their creations with each other and with the educators.

### Area 4: Quality of management and leadership for learning

- The quality of management and leadership for learning was excellent.
- The owner/manager worked directly with the children and supported the educators on a daily basis. There was a noteworthy sense of professionalism and an ethos of teamwork was evident. The owner/manager was an admirable role model. She promoted high standards and articulated a clear vision and direction for the work of the setting.
- The owner/manager supported the educators to access continuous professional development opportunities. She shared information about upcoming training events during team meetings. Recently, the lead educator completed the Leadership for Inclusion in the Early Years (LINC) programme.

- Comprehensive appraisals were conducted with each educator on a regular basis. Training needs were identified; these were relevant to the setting's overall goals and the children's needs.
- The educators adopted a very flexible approach to transitions. They worked closely with parents when planning the settling-in period, which was influenced by the children's individual needs.
- The educators captured information on the children's learning using the *Mo Scéal* templates. They provided this information to parents to support their children's transition from pre-school to primary school.

## 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** | Excellent |
| **Quality of children's learning experiences and achievements** | Excellent |
| **Quality of management and leadership for learning** | Excellent |

# 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

# APPENDIX

# SETTING RESPONSE TO THE REPORT

# SUBMITTED ON BEHALF OF THE SETTING

**Area 1 Observations on the content of the inspection report**

Beginners World wishes to thank our inspector for a very positive inspection process. We are dedicated to creating a 'home away from home' environment and providing quality experiences for the children that attend our service. I put my heart and soul into our school and was so delighted to have this shine through during our inspection and report. It was a very rewarding moment to have our hard-work and dedication recognised.

Thank you again from all the staff at Beginner World.

**Area 2 Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.**