An Roinn Oideachais agus Scileanna

Department of Education and Skills

EARLY YEARS EDUCATION INSPECTION

REPORT

Setting Name	Bizzy B's Crèche
Setting Address	62 Glasnevin Hill Glasnevin Dublin 9
DCYA number	09DY0079

Date of Inspection: 26 & 27-09-2018

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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:

1. Quality of the context to support children's learning and development
2. Quality of processes to support children's learning and development
3. Quality of children's learning experiences and achievements
4. 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	26 & 27-09-2018
Inspection activities undertaken • Meeting with setting manager and practitioner • Observation of interactions during a number of sessions	• Interaction with children • Review of relevant documents • Post-inspection feedback meeting with setting owner and practitioners

CONTEXT OF SETTING

Bizzy B's Crèche and Montessori, established in 2002, is a private setting. It offers full day care, part-time care and three pre-school sessions as part of the Early Childhood Care and Education (ECCE) Programme. During the inspection, forty children, five practitioners, one of whom is the owner, and three assistants assigned through the Access Inclusion Model (AIM) were present. The ECCE team is a relatively new team with three of the practitioners having joined the staff recently. 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 is good.
- There is a pleasant, caring and welcoming atmosphere in the setting. Parents and children are greeted warmly on arrival and at home time.
- The daily routine consists of brief opportunities for children to engage in child-initiated play where they make independent decisions with regard to their learning. Overall, the time allocated to free play is insufficient to promote children's purposeful and sustained play.
- At snack and dinner times, the children are effectively supported to be independent. During the inspection, they self-selected fruit and served themselves food and poured their drinks.
- Transitions between activites are signalled by the practitioners' use of verbal and visual reminders. On the day the inspection, a few transitions were overly long and a small number of the children became restless and distracted.
- The practitioners' encouragement of positive interactions between the children promotes the development of friendships. On a few occasions, the support that the practitioners offered to children towards positive behaviour was not in line with the setting's policy on promoting positive behaviour.
- The practitioners use a variety of visual displays to promote the children's sense of identity and belonging. This includes a few displays featuring the children's art-work, the birthday charts along with flags from a number of countries and a poster with 'welome' written in different languages.
- During the pre-school year, special events are organised which bring the children, their parents and practitioners together. These include the annual trip and the graduation ceremony.

Actions advised

- It is advised that sufficient time be allocated for uninterrupted, child-initiated free play. It is also advised that a greater variety of strategies be used at transition times to provide for more purposeful learning experiences.
- It is advised that a whole-setting approach be implemented to support practitioners to adopt a more consistent approach to promoting children's positive behaviour. This could be facilitated through the alignment of the practitioners' practice and the setting's policy on promoting positive behaviour.
- The practitioners are advised to source further imagery of the children, their families and the wider community. These can be used in conjunction with activities to strengthen the children's sense of identity and belonging.

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.
- A broad-based curriculum is implemented. Provision is informed by *Aistear: the Early Childhood Curriculum Framework*. In general, planning is thematic and incorporates seasonal events and the practitioners' ideas. Occasionally, planning makes links to the children's developing interests.
- The practitioners use developmental checklists and observations of children's participation in activities to gather information on them as learners. The findings from this information have yet to be used to inform short-term planning for the next steps in the children's learning and progress.
- The practitioners use positive interactions with the children to deepen their understanding. During the inspection, as the practitioners sat alongside the children, they named their actions and used extended vocabulary to enhance the children's learning. At times, the practitioners' use of closed questions and comments restricted the children's deeper thinking .
- The indoor learning environments are bright with defined areas in the pre-school rooms. Appropriate materials are available and easily accessible to the children. At the time of the inspection, the range of open-ended materials,recyclable and real resources available to support children in the exploration of their learning was minimal. The positioning of tables alongside the home corner area in one of the rooms restricts the children's socio-dramatic play.
- The children have frequent access to the outdoors. This provides children with ample opportunities for physical play, sensorial, creative and socio-dramatic play.
- The effective strategies which the practitioners use to engage all children in the learning activities contributes to the culture of an inclusive learning environment in Bizzy B's Crèche.

Actions advised

- It is advised that the practitioners develop planning and assessment practices that are more closely aligned to *Aistear: the Early Childhood Curriculum Framework*. The 'Planning and Assessment' pillar of the *Aistear, Síolta Practice Guide* will help them plan learning experiences which are consistently responsive to the children's emergent interests and their individual learning needs.
- The practitioners are advised to use more open-ended questions, prompts and comments in their interactions with the children. This will promote and enhance the children's deeper thinking.
- The practitioners are advised to use the audit tool in the *Aistear, Síolta Practice Guide* to enhance the layout of the learning environment and to review the breadth and variety of materials and resources.

AREA 3

QUALITY OF CHILDREN'S LEARNING EXPERIENCES AND ACHIEVEMENTS

- The quality of the children's learning experiences and achievements is good.
- The children demonstrate fun and enjoyment in their learning. They display positive learning dispositions, including perseverance and curiosity. One example observed during the inspection illustrated two children's persistence at building the prince's castle.
- During the inspection, many of the children were motivated in their learning activities. This was particularly evident during the outdoor play and the brief periods of child-initiated play. A small number of the large-group activites did not sustain a significant number of the children's interest.
- The children experience success which the practitioners appropriately acknowledge. An example of this was a practitioner's affirmation to children for their efforts with the 'Lego man' that they built.
- A significant number of the children display their developing communicative skills; they share news at circle time and many actively participate in story-telling activities. Opportunities for children to discuss their learning in a formal way with others is not a regular feature of the daily routine.
- Many children display their emerging understanding of numeracy concepts. This was noted in their classification skills and their discussion about tall and small farm animals. The range of everyday resources that could be used to further develop these and other early numeracy skills is limited.
- During the inspection, the children's emergent creativity was supported through their participation in free mark-making learning experiences and also through the tyre-painting activity.

- Many of the children are developing emergent language and literacy skills through their participation in a small variety of activites, such as rhymes and story-telling.
- In order to raise the children's awareness of others in the community, visits to and from the setting are facilitated; these include visits from firemen and the *Gardaí*. Arrangements are in place so that the children from the setting can meet and play with children from a local organisation.
- The children demonstrate an awareness of the need to look after the natural environment. They explained the rationale for turning running taps off so as not to waste water.

Actions advised

- The practitioners are advised to provide regular opportunities for the children to reflect on and share their learning with the other children and the practitioners. This could be facilitated through small-group activities led by the key practitioner during lunch-time and by the children having regular opportunities to review their learning books.
- The practitioners are advised to ensure the provision of more resources and learning experiences to maximise and foster the children's emergent literacy and language skills. The tip-sheet 'Enhancing Language' from the *Aistear Siolta Practice Guide* will assist in this regard.

AREA 4

QUALITY OF MANAGEMENT AND LEADERSHIP FOR LEARNING

- The quality of management and leadership for learning is good.
- There is a good sense of teamwork and professionalism among the ECCE team at Bizzy B's. There are daily informal review discussions between the pre-school team and termly staff meetings occur. The *Aistear, Síolta Practice Guide* has yet to be used as part of the team's self-review and reflection practices.
- The owner provides a good role model for the staff; she promotes high standards and articulates a clear vision and direction for the work of the setting. Examples of this include the provision of one hour per week for planning and documenting the children's learning.
- At the time of the inspection, the support and supervision meetings were being used as a means for management and staff to review practitioners' roles and responsibilities and to ensure appropriate procedures are in place for the smooth organisation of the pre-school sessions.
- Continuing professional development is valued within the setting. An example of this is the owner's current participation in the Leadership for Inclusion in Early Years (LINC) programme. In-house training is facilitated with regard to topics relevant to the early years. Currently, a whole-setting approach to training on *Aistear; the Early Childhood Curriculum* and *Síolta*: *the National Quality Framework for Early Childhood Eduation* is not in place.
- The staff and management use a number of effective strategies to consult and communicate with parents. These include the daily sharing of information between practitioners and parents along with the regular sharing of children's learning journals. Parent information evenings are organised to share updates on what is happening within the setting, along with disseminating policies. Annual one-to-one practitioner/parent meetings are facilitated to discuss individual children's learning and progress.
- Towards the end of the school year, activities are organised to enable the children to discuss moving on to primary school. Formal links have yet to be established between the setting and local primary schools to support the sensitive management of transitions for children from the setting to primary school.

Actions advised

- It is advised that the practitioners use the *Aistear, Síolta Practice Guide* to support them in their self-review and professional reflection practices. At their regular staff and team meetings, they could use the self-evaluation tools in the guide to create and implement an action plan to address areas prioritised as being in need of improvement.
- It is advised that the recently implemented practice of reviewing practitioners' roles and responsibilities becomes an embedded element of support and supervision meetings. This will further support clarity regarding practitioners' roles and responsibilities.
- Practitioners are advised to avail of training on the national frameworks and other topics relevant to the curriculum. This will support the practitioners professional development and ensure that

practices are more closely aligned to *Aistear: the Early Childhood Curriculum* and *Síolta: the National Quality Framework for Early Childhood Education.*

CAPACITY TO IMPLEMENT THE ACTIONS ADVISED ABOVE

The capacity of the management and staff to implement the actions advised above is very good.

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-focused Inspection reports

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.

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