An Roinn Oideachais
Department of Education

# Follow-Through Inspection
## Final Report

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| Setting name | Cappoquin Childcare Facility |
| Setting address | Community Centre<br>Twig Bog<br>Cappoquin<br>County Waterford<br>P51E2NV |
| TUSLA registration number | TU2015WD018 |
| DCEDIY number | 09WD0013 |
| Date of inspection | 12-06-2023 |
| Date of issue of report | 05-09-2023 |

# 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 change in the title used to refer to staff in ELC settings, from 'practitioner' to 'educator', reflects the change in title outlined in 'Nurturing Skills: The Workforce Plan for Early Learning and Care and School-Age Childcare, 2022-2028'.

| ORIGINAL INSPECTION DETAILS | FOLLOW-THROUGH INSPECTION DETAILS |
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| **Type: EYEI** | **Date of Inspection: 12-06-2023** |
| **Date of inspection: 27-03-2019** | |
| **Report published? Yes** | |

## Follow-through inspection activities

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

- Pre-inspection meeting with the manager/lead educator
- Conversations with the early years educators
- Observation of interactions during two ECCE sessions
- Review of educational resources and facilities
- Interactions with the children
- Review of relevant policies and curriculum and assessment documentation
- Feedback discussions with early years educators
- Post-inspection feedback meeting with the manager/lead educator and one additional lead educator

**Context of Setting**

Cappoquin Community Childcare is a community-operated setting that is located in County Waterford. Established in 2006, the setting provides sessional, full day care and afterschool services. This inspection focussed on the Early Childhood Care and Education (ECCE) Programme, of which there were thirty-five children availing of on the day of the inspection. Five early years educators, one of whom is the setting manager, were in attendance. The early years setting was given an opportunity to comment in writing on the findings and actions advised of the report, and the response of the setting will be found in the appendix of this report.

| Action/s advised in Area 1 in the original inspection report | Progress achieved to date on implementation of actions advised |
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| The practitioners are advised to introduce a key person approach across the setting. This approach is where each child has one assigned practitioner who takes time to get to know the child and his/her family. The practitioner also conducts observations and plans learning experiences. More information on this is available in the 'Curriculum Foundations' pillar in the *Aistear, Síolta Practice Guide*. | **Partial progress**<br>A formal key-person approach was not in place. Some aspects of the approach were informally used by the lead educators; they were the main point of contact for parents and external agencies in relation to children that presented with additional needs. The educators in each room collaborated to conduct the children's observations and plan their learning experiences. The lead educators were responsible for the oversight of all pedagogical tasks in their respective rooms; there was no delegation of these responsibilities across the educator team. |
| To further support children's developing sense of identity and belonging and their awareness of the range of differing cultures, the practitioners are advised to | **Partial progress**<br>There was a recently developed community wall display in one of the ECCE rooms with photographs of local buildings and amenities. Some children were familiar with the display. There was no visual representation of the cultural diversity of the groups |

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| create more photographic displays that depict community landmarks and the breadth of community and cultural events that involve the children and the setting. | or the local community in the ECCE rooms. The educators reported that some international cultural activities were implemented with the children during past curriculum themes. There was no visual evidence of these activities in the ECCE rooms. |
| **Action/s advised in Area 2 in the original inspection report** | **Progress achieved to date on implementation of actions advised:** |
| To progress the development of an emergent, enquiry-based curriculum, the practitioners are advised to utilise the tip sheets and templates in the *Aistear, Síolta Practice Guide*, especially those provided in the section 'Planning and Assessing using *Aistear's* Themes'. It is further advised that information gathered about children's learning be used to inform planning in a more systematic and practical way so that the curriculum is more responsive to the children's emergent interests and their learning dispositions. | **Good progress**<br>The educators implemented a play-based curriculum that was informed by *Aistear: the Early Childhood Curriculum Framework*. They utilised the resources available in the *Aistear Síolta Practice Guide* to support their planning and assessment practices. Some of the children's interests were noted and used to inform the short-term plans, alongside seasonal themes. Information gathered about the children's learning was occasionally used to inform the next steps in their learning. The children's individual observation records did not record their developing learning dispositions. |
| The practitioners are advised to provide increased opportunities for children to develop and express their creativity and individuality. In this regard, an additional focus on the promotion of open-ended creative art, music, movement and dramatic play, with less emphasis focus on template, product-focused art are advised. | **Good progress**<br>The children regularly engaged in open-ended music, movement and dramatic play opportunities. ECCE rooms had opportunities for children to develop and express their creativity through continuous access to open-ended art and craft supplies. These creations were not included in the children's learning journals or displayed in the learning environment. Product-focused art was included in the journals and displays. The learning and development that was supported through the process of creating open-ended projects were not recorded in the children's observations or journals. |
| **Action/s advised in Area 3 in the original inspection report** | **Progress achieved to date on implementation of actions advised:** |
| The practitioners are advised to provide the children with time each day for small-group discussions and learning activities. This will support their English language learning and general communication and thinking skills. | **Good progress**<br>The educators in both ECCE rooms engaged in effective small group discussions with the children. Learning activities included circle time, open-ended art, playdough modelling and paint, sand and water activities, and projects that explored traffic lights. The educators used effective interaction strategies during these times to support and extend the children's language acquisition and general communication skills. There were missed opportunities during these small group times for the educators to support the children's thinking skills. |

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| The practitioners are advised to involve the children in creating their learning journals and to have them available and accessible to the children. In addition, the inclusion of children's comments that capture their thoughts, ideas and feelings on the various learning experiences and their art work is advised. These actions will enhance the children's awareness of their changing abilities and their capacity to see themselves as successful learners. | **Good progress**<br>Some children were involved in compiling their own learning journals. Children's reflective comments were not included in the journals and not all journals were continuously accessible to them. |
| **Action/s advised in Area 4 in the original inspection report** | **Progress achieved to date on implementation of actions advised:** |
| The practitioners are advised to develop a systematic approach to reviewing practice and provision using the *Aistear, Síolta Practice Guide*. These reviews should take account of the parents' and children's perspectives of the setting. It is advised that the outcomes of these reviews are documented and used to inform practice and provision in the setting. | **Partial progress**<br>The educator team conducted internal evaluations of practice when the need arose and undertook quality improvement actions accordingly. In previous years, the *Aistear Síolta Practice Guide* self-evaluation resources were used to support this practice. The children's views were considered but not formally recorded. Parents views were not garnered as part of the evaluation processes. |
| The management and practitioners are advised to share children's individual learning achievements and progression in learning with parents on a more regular basis. This may include sending learning journals home during the year, with an option for parents to add comments and feedback on their child's learning, and facilitating each child's key person to have one-on-one meetings with parents. The 'Partnership with Parents' pillar of practice in the *Aistear, Síolta Practice Guide* provides further guidance in this area of practice. | **Good progress**<br>Parents received weekly electronic updates of the children's play and learning experiences. Some observations were shared with parents. The children's learning journals were shared with the parents at the end of the academic year. The educators optimised the drop-off and collection times to share information about the children's progress with the parents. One-on-one parent-educator meetings were facilitated if the need arose. |
| **Summary of findings** | |
| Good efforts were made by the manager/lead educator and the educator team to implement the actions advised outlined in the original EYEI report, of which there were eight actions advised. Good progress was made in five actions advised and partial progress was made in three. There was a strong and dedicated team in place in the setting. The manager/lead educator was an effective leader and role model and together with the educator team was keen to address the actions that were advised during the follow-through inspection and to continue the development of quality practice at the setting. | |

**Actions advised**

- The educator team is advised to establish a key-person approach and to develop a corresponding policy. It is suggested that these set out the duties and responsibilities each key-person is required to carry out, to include building relationships with key children and their families, and conducting observations and planning learning experiences for their key children.
- To further support the children's developing sense of identity and their awareness of the cultural richness present in the ECCE groups, the educator team is advised to develop strategies to recognise and value the cultural diversity of the local community and the children's family heritages. The educators are further advised to continue to develop their community displays.
- The educator team is advised to establish strategies to record each child's interests and to periodically include these in the short-term curriculum plans. The educators are advised to consistently set out plans to support each child's next steps in learning. They are further encouraged to include the children's development of learning dispositions in the observation records and to further nurture their dispositions in the planning practices.
- The educator team is advised to further value the learning power of the children's open-ended creative projects. They are encouraged to explicitly name the various learning dispositions the children demonstrate during these projects in their individual observation records, learning stories and learning journals.
- The educator team is advised to extend their interaction strategies during small group times to further support the children's thinking skills. This could include the use of open-ended questioning and encourage children to think in new and different ways by pausing and waiting for them to express their viewpoint and then offer alternatives for them to consider.
- To enhance the children's awareness of their changing abilities and their capacity to see themselves as successful learners, the educator team is advised to include all children in compiling their learning journals, as appropriate to their stage of development. It is further advised that the educators make the journals continuously accessible to the children in both ECCE rooms and to add the children's reflective comments that are based on the content of their journals.
- To assist in the review of practice and planning for future quality developments, the educator team is advised to establish a more formal, recurring approach to internal evaluation. They are advised to use the full suite of materials in the *Aistear Síolta Practice Guide* and to centrally document this work. It is further advised that the children's and parents' viewpoints are formally gathered and used to inform the evaluation processes.
- The educator team is advised to consistently share the children's observations with parents. This could be facilitated electronically. It is further advised that they facilitate regular formal one-on-one progress meetings with parents of all children. These meetings could be held over the telephone, online or face-to-face.

## Language used in Early Years Education Follow-through inspection reports

Inspectors describe the quality of provision in the setting using the language which is shown below.

| Level | Description |
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| **Very good progress** | 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** | 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** | 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** | No progress indicates that no action has been taken, and that the original action advised remains to be addressed. |

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***

- The team here in Cappoquin Community Childcare acknowledge the findings of the inspection and are prepared to learn and improve their work to the level required in the area where the inspection focussed in the Early Childhood Care and Education (ECCE) programme.
- Actions were advised in Areas 1 to 4 with 2 progress reports in each area examined and 5 areas were Good progress and Partial Progress.
- We are prepared to learn from these findings and put in motion plans and procedures to ensure that these areas are improved upon to achieve the standard required.
- We know that the plans and procedures as outlined in Aistear/Siolta Guides will ensure that we achieve the required standards.

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

The following are our proposals in relation to the actions advised in the report:

- A key person approach will be established with duties and responsibilities to build relationships with children and their families.
- The educator team will develop strategies to recognise, value and display the cultural diversity of the local community and the children's family heritage.
- The educator team will establish strategies to record each child's interest in the short term curriculum plans to support the child's next steps in learning and include the child's development of learning dispositions in the observation records.
- The educator team will name and record the various learning dispositions developed in the open ended creative projects in the individual learning journals.
- The educator team will develop strategies for the use of open ended questioning to encourage children to think in new and different ways.
- The educator teams in both ECCE rooms will include the children in the compilation of their learning journals and add children's comments on the contents of their individual journals.
- The educator team will establish a more formal approach to internals evaluation using the full suite of the Aistear Siolta Practice Guide to document this work and include children's and parents observations.
- The educator team will develop a strategy to share children's observations with parents.

These proposals will be developed in September 2023 when the new school year begins and staff have completed their holidays.