An Roinn Oideachais agus Scileanna

Department of Education and Skills

Early-Years Education-focused Inspection

REPORT

Caroline's Little Treasures

09WX0087

Courtown Road
Gorey
County Wexford

Date of Inspection: 05 October 2016

AN ROINN OIDEACHAIS AGUS SCILEANNA | DEPARTMENT OF EDUCATION AND SKILLS
INSPECTORATE

CONTEXT OF SETTING

This privately owned and managed service is based in Gorey, Co Wexford and was first established in 1998. It offers a morning pre-school session for children participating in the Early Childhood Care and Education (ECCE) Programme. Three practitioners and nineteen children were present on the day of the inspection 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 children's learning and development is excellent.
- The practitioners' relationships with children, parents and with each other are warm, respectful, open and affirming.
- Children's individuality and sense of identity are very effectively supported through the photographs of themselves and their families in the room, the indoor and outdoor displays of the children's individual mark-making, and the tasks and responsibilities given to them.
- Very good routines have been established and children are secure and happy in the setting.
- Children's achievements are recognised and encouraged. Practitioners evidently view the children as competent and capable and the children's efforts and contributions are purposefully acknowledged.

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 very good
- The practitioners ensure that play is central to the learning and development and very good opportunities are provided for children to engage in a variety of types of play. The children would benefit from a longer period of sustained time at play in the earlier part of the day.
- A very good thematic approach to planning, that is informed by *Aistear; The Early Childhood Curriculum Framework,* has been adopted. Very good efforts are being made to incorporate children's emerging interests into the short-term planning.
- Both the indoor and outdoor environments are very well organised and resourced and all materials are easily accessible to the children.
- Interactions between children and practitioners are generally very good. Practitioners are in tune with children's needs and engage in eye level contact as much as possible.
- Circle time is used very effectively to promote a sense of belonging and to facilitate the learning of rhymes and the singing of songs. Other activities such as story time would be more engaging if carried out with small groups of children as opposed to one large group.

Actions advised

- The daily routine should be reviewed so that play time in the morning is extended. Reducing the transitions and slowing down the pace of the day would provide more time for children to become more engrossed in their play and to develop it further.
- Practitioners are advised to carry out story time and other similar activities in small groups.

AREA 3

QUALITY OF CHILDREN'S LEARNING EXPERIENCES AND ACHIEVEMENTS

- The quality of the children's learning experiences and achievements is very good.
- Children demonstrate enjoyment and engagement in their learning. They interact very positively with each other and with the practitioners in the setting.

- Children are developing a range of learning dispositions such as independence, co-operation, and self-reliance. They have learned to take turns, to work together and to initiate a social conversation.
- Children express themselves in a variety of ways, for example through art, mark-making, process drama and singing.
- Children use a very good range of mathematical language informally during the day and are becoming familiar with the characteristics of books and the sequences of stories and rhymes.

Actions advised

- The use by the practitioners of a wider range of interaction strategies would help children reflect on their play and develop more problem-solving, thinking and questioning skills.
- The development of a key worker system would facilitate the practitioners in carrying out more regular and focused observations of the children's learning.

AREA 4

QUALITY OF MANAGEMENT AND LEADERSHIP FOR LEARNING

- The quality of management and leadership for learning is excellent
- The staff members have established an excellent working relationship and regular reflection and review is a feature of their practice. Some formal reflection approaches, with a focus on very specific aspects of practice, would be beneficial.
- Transitions into the setting are carefully managed and a clear and helpful settling-in policy is in place.
- Communication with parents is meaningful, helpful and consultative. The accessible way in which information on early learning approaches is provided is highly commendable. Children's development and progress are also communicated both formally and informally to parents
- The practitioners have engaged in regular professional development and have made many changes to the way they work.

CAPACITY TO IMPLEMENT THE ACTIONS ADVISED ABOVE

The capacity of the team to bring about the improvements suggested in this report and to maintain the very good standards is excellent.

Summary of Overall Inspection Findings

Area	Quality Level
Quality of context to support children's learning and development	**Excellent**
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	**Excellent**

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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