An Roinn Oideachais
Department of Education

Follow-Through Inspection
Final Report

Setting name	Dunaree Childcare & Pre-school Limited
Setting address	1 Mayfield Guildford Tyrellspass Westmeath N91ND77
TUSLA registration number	TU2015WH005
DCEDIY number	16WH0159
Date of inspection	18-05-2023
Date of issue of report	03-11-2023

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
Type: EYEI	**Date of Inspection: 16-05-2023**
Date of inspection: 16-10-2018	
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 setting owner/manager
- Review of setting documentation and records of children's learning and development
- Review of the education resources and facilities
- Observations of interactions during a morning and afternoon session
- Interaction with the children
- Feedback meeting with the early years educator

Context of Setting

Dunaree Childcare and Pre-school Limited is one of two privately owned and operated settings. Since the previous Early Years Education Inspection (EYEI), the setting no longer offer school aged childcare. The setting now provides sessional and full-time services. On the day of the inspection, there was both a morning and afternoon session providing the Early Childhood Care and Education (ECCE) Programme. There were twenty children and one educator present in total. Both sessions were observed for the purposes of the inspection. The educator attended the post-inspection feedback meeting. 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.

Action/s advised in Area 1 in the original inspection report	Progress achieved to date on implementation of actions advised
The practitioner is advised to review and reorganise the daily routine to ensure that there is an appropriate balance between adult-initiated and child-initiated experiences. Greater opportunities for children to lead their own learning will support them to follow their individual interests, ideas, thoughts and theories about their world.	**Partial progress** Throughout the daily routine, there were some opportunities for children to have choice over their learning. On the day of the inspection, there was an inappropriate balance between sedentary and active experiences. This resulted in a number of children becoming disengaged and disinterested.
It is advised that opportunities be provided to recognise, respect and celebrate the diversity of each child within the learning environment. Furthermore, strengthening the visual information and messages of the local community in an inclusive learning environment will provide a positive and powerful message to the children about their individual and group identities.	**Partial progress** Some opportunities for children to recognise themselves as unique individuals were provided through a small number of photographic displays. Brief conversations between some of the children and the educator about family members and personal experiences were also facilitated. There were no visual representations of the children's families in the environment. Much of the art experiences offered to the children were template based providing limited opportunities for them to creatively express themselves through painting and/or drawing. The manager reported still being nervous about Covid-19 and as a

	result had yet to establish any connections with the local community.
Action/s advised in Area 2 in the original inspection report	**Progress achieved to date on implementation of actions advised:**
The practitioner is encouraged to pursue the setting's plan to introduce a 'learning record' style to document children's learning and development. In so doing, it is important that this narrative form of assessment captures what the children can do, their strengths, interests and learning dispositions. This will ensure that a richer picture of each child's learning experiences and achievements can be portrayed for children, parents, families and practitioners.	**Partial progress** A 'learner record' narrative style of documentation was introduced to capture children's learning and development. This assessment approach was in an early stage of development. On the day of the inspection, only one example of these observations, per child, was available. The next steps in progressing each child's learning were broad and not consistently evident in practice.
It is advised that the selection of resources and materials available to children be reviewed. To this end, children would benefit from an array of carefully selected, high-quality and open-ended resources and materials that are easily accessible and freely available. This will help to extend and enrich the children's hands-on experiences in learning more about the environment around them.	**Good progress** The large quantity of resources were reviewed and reduced. Children had access to a variety of sensory materials, including sand and playdough. A wide variety of resources supported children's fine motor skills. There remained a large selection of plastic materials with limited opportunities for children to engage with natural open-ended-materials. Some resources were not accessible to the children resulting in the children having to repeatedly ask the educator if they could be provided to them.
The practitioner is advised to review the length of time allocated to child-initiated play experiences in the setting. The 'play' pillar in *the Aistear, Síolta Practice Guide* will be a useful resource in this regard.	**Partial progress** The time allocated to child-initiated play was extended slightly. There remained insufficient time allocated to child-initiated uninterrupted play for children.
Action/s advised in Area 3 in the original inspection report	**Progress achieved to date on implementation of actions advised:**
A review of the daily routine, with an extension to the time allocated to child-initiated learning experiences, is advised. This will support children to have greater choice to choose, plan and organise their own learning.	**Partial progress** The children had complete choice over their learning while in the outdoor environment. In the indoor learning environment, the children had some choice within the experiences available to them. The sequence of sedentary experiences provided hindered the children's opportunities to have full autonomy over their learning.
It is advised that opportunities for their physical development be made available to the children on a daily basis. In the event that it is deemed not suitable to go outdoors, the introduction of a physical activity that can be facilitated in the indoor learning environment is advised.	**Good progress** Some additional resources and equipment have been added to the outdoor environment to support physical development. For example a swing set had been introduced for the children to enjoy and explore. Other opportunities to support children's gross motor skills and physical development included using the bikes to cycle, running and some climbing. Opportunities for the children to engage in risk rich play were limited. It was reported that a

	'routine of exercise' was offered indoors when the weather did not permit the children to engage in the outdoor learning environment.
The practitioner is advised to share and discuss the boundaries of acceptable behaviour with the children. Providing the children with the skills to guide their own behaviour will support their evolving capacity to negotiate and resolve small conflicts that occur naturally from time to time. To this end, the use of positive, authentic and meaningful feedback that affirms and reinforces the children's appropriate actions is also advised.	**Partial progress** The educator frequently used positive language with the children. The children's efforts and behaviours were recognised and praised throughout both sessions. During the inspection, as minor disagreements arose the educator resolved the situation for the children resulting in many missed opportunities to promote the children's developing social skills. On the day of the inspection, there was no evidence of conflict resolution strategies being used by either the educator or the children.
Action/s advised in Area 4 in the original inspection report	**Progress achieved to date on implementation of actions advised:**
It is advised that the setting engage with Better Start Early Years Quality Development Service. This will support ongoing quality development practices in the setting to ensure that provision is of a high quality and in keeping with best practice.	**No progress** The manager advised that she chose not to engage with Better Start Early Years Quality Development Service.
The setting owner and practitioner are advised to regularly engage in informal and formal reflective practice to evaluate policies, procedures and practice in the setting. This reflection will support management and practitioners to continuously refine provision and, in doing so, improve outcomes for young children's learning and development. The 'Curriculum Foundations' section in the *Aistear, Síolta Practice Guide* will be helpful in this process.	**Partial progress** The manager and educator reported meeting on a regular basis to discuss the practice in the setting. Prior to the inspection, the educator proposed the introduction of a recycling policy which was discussed during these meetings and later introduced into practice in the setting. Neither the manager nor educator had engaged with the 'Curriculum Foundations' section in the *Aistear, Síolta Practice Guide.*
Building on the positive relationships that have been established with parents, it is advised that parents' input and awareness of their child's strengths, interests and learning dispositions be strengthened. To this end, regularly sharing of documented information on children's learning and achievements with parents is advised. Furthermore, consideration needs to be given to providing opportunities that encourage parents' contributions and feedback on their child's learning on a more regular basis.	**Partial progress** Monthly curriculum plans continued to be shared with parents. The educator engaged in face-to-face communication with parents at collection times. Documented observations of children's learning were discussed with the parents at the door. Parents were not offered the opportunity to take these home and contribute to them. Children's individual learning journals were sent home at the end of the academic year. Since the introduction of Covid-19 restrictions, parents have not been permitted to enter the setting. It was reported that in specific situations, where management deem it necessary, a parent would be provided access to the setting.
Summary of findings	

The educator has made some progress in most of the actions advised from the original inspection report. Good progress was made in two actions advised, partial progress was made in eight actions advised and no progress was made in one actions advised. Significant developments are promptly needed in order for highly effective practice to be provided.

Actions advised

- The educator is advised to review the daily routine ensuring an appropriate balance between sedentary and active experiences for children.
- The educator is advised to build on how each child's individuality is recognised, represented and celebrated. Establishing links with the local community and its members would be beneficial.
- The educator is advised to consistently use the next steps outlined in children's observations to inform the curriculum plans. This would support the consistent implementation and delivery of an emergent curriculum.
- The manager and educator are advised to introduce a wider selection of natural open-ended materials that would support and enrich children's playful learning. A review of the selection and presentation of books is also advised.
- The educator is advised to extend the time allocated to children's self-initiated play. Self-evaluation tools within the 'play' pillar in the *Aistear, Síolta Practice Guide* would support the developing of this practice.
- The educator is advised to provide greater opportunities for the children to have autonomy in their learning and development. For example, providing the children with access to each of the materials during a large group experience would provide the children with greater choice and independence.
- The manager and educator are advised to introduce additional opportunities to both the learning environments that would challenge the children in their physical and gross motor skills.
- The educator is advised to introduce and empower the children with conflict resolution strategies that would support them to independently resolve their own minor disagreements across different social situations.
- The manager is advised to engage with Better Start Early Years Quality Development Service with a view to improving quality provision in the setting.
- The manager and educator are advised to introduce a formal self-evaluation tool, such as the *Aistear, Síolta Practice Guide,* to team meetings, to guide and inform quality improvement in the setting.
- The manager is advised to review the setting's partnership with parents. Consideration for how documented information is shared with parents is advised. Furthermore, it is advised that all parents be welcomed back into the setting promptly and included in the learning programme as partners in their child's learning and development.

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
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