An Roinn Oideachais
Department of Education

Early Years Education Inspection (EYEI)

Final Report

Setting name	It's All About Kids Kildorrery Preschool Ltd
Setting address	Parish Hall Main Street Kildorrrery County Cork P67EK64
TUSLA registration number	TU2015CC200
DCEDIY number	19CC0672
Date of inspection	07-12-2023
Date of issue of report	08-04-2024

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 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	07-12-2023
Inspection activities undertaken • Pre-inspection meeting with the setting owner/manager • Meeting with relevant early years educators • Review of setting documentation and records of children's learning and development • Review of the education resources and facilities • Observations of interactions during a session • Interaction with the children • Feedback meeting with the setting owner/manager and early years educators	

Context of setting

It's All About Kids Kildorrery preschool is a privately owned, urban early years setting. Four early years educators provided early years education and care for twenty children during the morning session. On the day of the inspection nineteen children were present. 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.

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 very good.
- The educators had created a highly caring ethos and an affirming, nurturing atmosphere. It was evident that they knew the children very well and that secure attachments had been established. The educators demonstrated warmth and affection physically and emotionally through relationships that were very respectful and positive.
- The daily routine offered two periods of child-initiated/led play times indoors. These periods were interwoven with communal snack time, a very long circle time during which some children got quite restless and some adult-initiated table top work time. This approach created too many transitions between activities, some of which resulted in long, inactive waiting times.
- Snack time was relaxed and utilised as a social occasion and an opportunity for the children to become independent in organising their belongings. The children got their own lunches from the fridge and sat at their chosen place at the table. The educators joined them and lovely, meaningful small group conversations developed which supported language acquisition and development effectively.
- The educators focussed in particular on supporting the children to become independent and to develop self-care and self-help skills. As a result, the children presented as very independent, competent and confident.
- The educators provided very good guidance towards positive behaviour and acted as role models, worthy of imitation.
- The children's sense of identity and belonging was nurtured effectively through the range of photographic representation of each child and their family. The children's art work was displayed respectfully and in an aesthetically pleasing manner.

Action advised

- The educators are advised to review the daily routine, and to focus on providing even more autonomy, choice and agency to the children by making all play options available at the same time. Offering the children optional adult initiated/led activities, which are based on the emergent curriculum, is also advised. This approach will alleviate transitions and allow child-initiated/led, active and interactive play to become the main medium through which the children learn and develop.

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 very good.
- A broad-based, emergent curriculum was documented and implemented effectively by the skilled educators. Planning clearly took account of the children's varying interests, strengths, abilities and learning dispositions.
- A variety of meaningful, strengths-based assessment approaches was used to gather information about the children's experiences, interests and their achievements. The outcomes were used for curriculum planning.
- The educators very consciously and effectively used all their interactions with the children to co-construct knowledge with them. They maintained a very good balance between listening and speaking and used appropriate strategies, such as active listening, and asking open-ended questions.
- The indoor environment offered high play value, with a very broad range of opportunities for the children to learn and develop through play, exploration and physical activity. The setting did not have a designated outdoor area. Together, the educators and children went on regular outings to the local playground and the GAA pitch.
- The children's language, literacy and numeracy skills were nurtured effectively through songs, rhymes and action games, high-quality books and a broad range of active exploration opportunities. There was some evidence that some formal teaching of letters, numbers and shapes occurred. These approaches needed to be reviewed.
- An inclusive approach was adopted and equitable opportunities were provided to engage all of the children in learning. The setting had secured support through the Access and Inclusion model (AIM). Some educators were trained in using Lámh. A swing was used during snack time to support some children with additional needs and a special communication journal was used to share information between the educators and their families. The educators effectively supported the children to learn how to regulate and name their emotions in ways appropriate to their stage of development.

Action advised

- The educators are advised to avoid the formal teaching of letters, phonics, numbers, shapes and colours. In place of this approach, they are advised that the rich play opportunities and the interactive use of songs, rhymes, games and stories will achieve the age appropriate learning outcomes.

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

- The quality of children's learning experiences and achievements was very good.
- The children arrived with ease and engaged eagerly in exploration and interactive play indoors. Their attention was captured, when somebody noticed that a second elf had arrived and had left a note for the children. This was read out loud and the children got very animated and excited and shared lots of information about elves and Christmas in general.

This showed amazing concentration skills, good memory, lovely fantasy and effective communication skills. Great fun was had and the room echoed with laughter at times.

- The children had engaged in regular outings and family and community members had visited the setting to share their expertise and knowledge. As a result, the children had gained great awareness of their local community and the roles of the people within it. They had visited the local playground, the post-office to post the letters for Santa and collected chestnuts from the village chestnut tree.
- The children were skilled communicators. They used verbal and non-verbal communication strategies to give and receive information, to make requests and to negotiate. Some Irish words and phrases were used confidently throughout circle time.
- The documented art and craft projects and the projects carried out on the day of the inspection were whole-group activities, and largely outcome oriented. A lot of colouring-in templates were used. There was room to expand the children's opportunities for their own, unique, creative expression, following their interests and learning dispositions.
- It was very evident that the educators valued the children's voices and made them visible within the setting. They were captured on the notice board and the curriculum planning board, on their art work and within the documentation of their learning.

Action advised

- The educators are advised to focus more on process-oriented art and craft work; this provides the children with rich opportunities to express their thoughts, feelings, ideas and creativity in an individual and unique manner. Free mark-making activities, such as drawing, painting, modelling and chalking need to replace colouring-in, which restricts the children's creativity and physical movement.

Area 4: Quality of management and leadership for learning

- The quality of management and leadership for learning was very good.
- The staff engaged in weekly reflection and planning meetings, as well as daily brief informal chats. These meetings had scope to focus more on setting self-evaluation and in-house continuous professional development opportunities.
- There was clarity around the roles and responsibilities of each educator and everyone availed of opportunities to take a leadership role in promoting high-quality learning.
- The leaders were very good role models for the staff and together they promoted high standards for the work of the setting.
- Management and staff had engaged in a broad range of training opportunities over the last few years. These included the Hanen course, the Leadership for Inclusion in the Early Years (LINC) programme, a course on the use of Lámh and on Equality, Diversity and Inclusion and several educators had up-graded their qualifications.
- The setting availed of a range of two-way communication channels to share information between the setting and the families. These included daily informal chats; the use of electronic media to share a snap shot of each day with the families; information e-mails and phone calls.
- Gradual, family-friendly settling-in procedures were documented. The setting had established very good working relationships with the local primary school. Mutual visits took place and the manager, with the consent of the parents, went to meet the junior infant class teacher at transition time to share relevant, helpful information about the children.

Action advised

- To support the setting to continuously improve the children's learning experiences and outcomes, the management, leaders and educators are advised to ensure that the team meetings and non-contact time, incorporate a stronger focus on setting self-evaluation and professional development. This work can be supported by collaboratively working with all the pillars of the online *Aistear, Síolta Practice Guide* and by engaging with the *Insights: Quality in the Early Years* webinar series developed by the Department of Education.

Summary of overall inspection

Area	Quality level
Quality of context to support children's learning and development	Very good
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	Very good

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
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.*

The following resources can be used by ELC settings in their quality improvement:

Aistear Síolta Practice Guide

Department of Education Insights – Quality in Early Years Education webinars