An Roinn Oideachais agus Scileanna

Department of Education and Skills

Follow-Through Inspection

REPORT

Service name	Jack and Jill Montessori
Service address	61 Seacrest Knocknacarra County Galway
DCYA number	09GY0003

Date of Evaluation: 12-06-2018

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WHAT IS A FOLLOW-THROUGH INSPECTION?

Follow-through inspections evaluate the progress a service has made on implementing actions advised in an earlier inspection rather than the overall quality of education provision in a service. Inspectors also advise the service 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 service 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 service's progress in implementing actions advised.

The setting was given an opportunity to comment in writing on the findings and actions advised in this report, and the response submitted on behalf of the setting can be found in the appendix of this report.

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
Type: Early Years Education-Focused Inspection **Date of Inspection: 22 September 2016** **Report Published: Yes**	**Date of Inspection: 12-06-2018**

Follow-through inspection activities

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

- Meeting with the service owner/manager
- Review of service documentation and records of children's learning and development
- Review of education resources and facilities
- Observation of part of pre-school session
- Interaction with children

Action advised in original inspection report	Progress achieved to date on implementation of action advised
It is advised that the indoor environment be developed to visibly represent the children's identity which will help promote their sense of belonging and ownership during this time of transition.	**Very good progress** The staff in this service has made great efforts to visibly represent children in the learning environment. A wide range of photographic displays has been established, illustrating children's engagement in learning experiences in the service, at celebrations and on trips. Children's coat hooks are marked by individual photographs and their name. Family photogrpahs have also been added to the learning environment.
The practitioner is advised to review the organisation of circle time with a view to increasing children's participation and reduce waiting times.	**Very good progress** The practitioners have reviewed circle time and now use a range of strategies to support children to be actively engaged during this activity. Choice is offered to children as circle time begins; children who wish to engage in a different learning experience are free to do so. Active busy breaks are used where actions, rhymes and dance moves bring children together. Children are encouraged to pick their own books and bring these to the circle, share stories and observe circle time from different parts of the room at their choosing.
It is advised that the practitioners take notes of children's interests, play ideas and conversations to help plan the environment and activities.	**Very good progress** Weekly notes are now taken by the practitioners to capture children's interests, needs and play ideas using pocket notes. These notes are collated weekly and used to inform the short-term plan.
The practitioner is advised to review the resources in the environment to ensure that	**Good progress**

children have the opportunity to freely explore and develop their play ideas, that is, by developing and providing real and open-ended resources in the home corner, arts and crafts and constructive play area.	The practitioners have made good efforts to incorporate an arts and crafts area for children both indoors and outdoors. Children have access to an easel, paints, crayons, scissors and paintings. Some real items have been added to the home corner in the form of pots, plates, picnic cups and jugs. There remains further opportunity to continue to increase these real resources and also to add open-ended materials for children to explore in their play.
The practitioner is advised to provide opportunities for children to talk about their interests and ideas with each other using the children's drawings and photographs of their learning.	**Very good progress** The practitioners have set aside time as part of the daily routine where children discuss and reflect on their interests and ideas. Informal reflective discussions are facilitated by practitioners during play, using open-ended questions. Circle time is a more formal group discussion time for sharing interests and ideas.
To help children progress and achieve success in their learning, it is advised that the activities planned for large group time are focused on the children's individual learning style, interests and abilities.	**Very good progress** The practitioners now focus on children's interests and learning styles when planning large-group learning experiences. Children are supported to come together as a group and engage with group experiences in a way that is meaningful to them. Large-group art activites allow children to focus on their exploratory interests using materials of their own choosing.
It is advised that the practitioner refers to the Aistear, Síolta Practice Guide as a support tool to source ideas for the environment and develop a user friendly system for review.	**Good progress** The practitioners have accessed the *Aistear Síolta Practice Guide* contents to source ideas but have yet to engage in a review process using the Guide as a reference tool.
It is advised that a transition policy be developed to help the practitioner gather information and implement strategies that will support the children's transition to and from the setting.	**Very good progress** The practitioners have developed a policy on 'Transitions' that outlines procedures for children joining the service and moving from the service. A settling-in period has been established and shared with parents; information leaflets are now shared with parents about transitioning to primary school. An 'All About Me' booklet is completed in consultation with parents about their child and this is to be shared with the primary school. An information session is held at the start of the year where parents are invited to learn about the service and what their child will experience during the year ahead.
Summary of findings	
• Positive progress has been made in relation to the actions advised outlined in the original inspection report. There remains some elements in relation to two actions advised from the original report that the service are continuing to address.	
Actions advised	

- It is advised that practitioners utilise the *Aistear Síolta Practice Guide* to engage in a self-review process using the self-evaluaiton tools and examples and ideas for practice. The 'Creating and Using the Learning Environment' Pillar of practice in the Guide will support practitioners to complete a self-review of the learning environment and it's impact on children's learning.
- It is advised that practitioners extend the provision of the open-ended and real resources in the learning environnment to support children's exploratory learning. The tip-sheet from the *Aistear Síolta Practice Guide* on 'Open-ended Resources' outlines sample resources that can be sourced and added to the learning environment.

THE QUALITY CONTINUUM FOR FOLLOW-THROUGH INSPECTIONS
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 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 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 indicates that no action has been taken, and that the original action advised remains to be addressed.

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APPENDIX

SETTING RESPONSE TO THE REPORT
SUBMITTED ON BEHALF OF THE SETTING

Area 1 Observations on the content of the inspection report

The report advises that very good progress has been taken to address the advised action referred to in the previous report.

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

Two areas are highlighted where further progress is advised and while good progress has been made in these areas certain actions are advised. In order to comply with the advices the practitioner is now utilizing the Aistear Síolta Practice Guide as a support tool to engage in a self review process using the self evaluation tools and examples and ideas for practice.

The practitioner has also extended the provision of the open ended and real resources in the learning environment to support the children's exploratory learning. Children have the opportunity to freely explore and develop their play ideas.