An Roinn Oideachais
Department of Education

Follow-Through Inspection
Final Report

Setting name	Kidzone
Setting address	86 Palace Fields Tuam County Galway H54EK00
TUSLA registration number	TU2015GY118
DCEDIY number	21GY0582
Date of inspection	27-04-2023
Date of issue of report	08-06-2023

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: 20-09-2019** **Report published? Yes**	**Date of Inspection: 27-04-2023**

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 two sessions
- Interaction with the children
- Feedback meeting with the setting owner/manager

Context of Setting

Kidzone is a privately owned full day-care setting located in Tuam, County Galway. The setting provides two morning sessions to children participating in the Early Childhood Care and Education (ECCE) Programme. There were ten children, the manager/lead educator and two early years' educators were present during this follow-through inspection. 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.

Action/s advised in Area 1 in the original inspection report	Progress achieved to date on implementation of actions advised
The practitioners are advised to take steps to consistently prepare children for transitions during the daily routine. To this end, they need to create and use various props to support transitions, and an interactive display of the daily routine needs to be generated and hung at the children's height.	**Partial progress** • A written daily curriculum was outlined and displayed. • The educators discussed the timing and conduct of the transitions with the children, in advance of any changes in the routine. • The manager reported that a timer had been used to support transitions. • The educators were actively working with the Better Start Quality Development Service on progressing this action.
The practitioners are advised to consistently promote children's independence and self-help skills. It would be beneficial to provide props, equipment and easily accessible care materials to ensure that children can undertake tasks independently, and can develop their self-help skills.	**Very good progress** • Items to support the children's developing self-help skills were freely available to the children throughout the morning. These included tissues, drinks and visual props. • The educators encouraged the children to complete self-help tasks independently. • A helper chart 'Helping Hands' identified specific tasks for the children to complete.

Building on the existing individual displays, the addition of strategies and resources to support children's community and cultural awareness is advised. These could include parental involvement, community visitors to the setting and representing the children's voice regarding local features.	**Partial progress** • A family tree was displayed in both learning environments showcasing photographs that the children had brought into the setting. • During transport week, the children learned about the bus-driver, taxi driver, firefighter and fire engine. • The children sometimes went for walks in the locality. • The curriculum plans incorporated the Chinese New Year into the learning themes.
Action/s advised in Area 2 in the original inspection report	**Progress achieved to date on implementation of actions advised:**
It is advised that the practitioners review and extend their planning to include long-term plans and medium-term plans. These plans need to incorporate themes and festivals and need to focus on developing the children's skills, dispositions and attitudes. Short-term plans need to focus on the children's emergent interests and the children's voices need to be incorporated into the planning	**Good progress** • The educators have commenced a system for completing long-term, medium-term and short-term plans. • The long-term plans that were reviewed included seasonal topics and cultural celebrations such as St. Patrick's Day, Thanksgiving and Christmas. • The development of positive dispositions for learning were outlined in the short-term plan. These included communication skills and the children's engagement with creative expression. • The short-term plans encouraged the children's open conversations about the relevant theme. • The plans were linked to the aims and goals of *Aistear, the Early Childhood Curriculum Framework.*
The practitioners are advised to undertake more regular observations of the children and to ensure that observations are used purposefully to support planning. All observation templates need to include a focus on the next steps in the children's learning.	**Good progress** • The educators completed observations of the children's learning and development on a monthly basis. • The educators completed the learner record template with respect to each observation and these observations were shared in a timely manner with the parents. • All observations reviewed were signed by parents and in some cases the parents had added their own comment. • Each observation outlined some broad ideas for supporting the next steps in the children's learning.
The practitioners are advised to review the indoor environment and plan for defined interest areas which have a clear purpose and function for the children. The equipment and resources need to be clearly displayed and accessible to the children. The 'Learning Environment' pillar	**Good progress** • The educators have developed relaxing areas, creative areas, construction areas and designated shelves for table-top activities in both learning environments. These have been labelled and organised.

in the *Aistear Síolta Practice Guide* will support this work.	
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 extend the children's language development through the use of open-ended questions and commenting. They are also advised to explore mathematical concepts in the course of the children's play experiences.	**Partial progress** • One educator used recasting to support one child's language development and pronunciation. • One educator encouraged the children to count how many of their friends were in attendance on the day. • The children demonstrated their developing mathematical knowledge by counting independently and by recognising and pointing to number displays.
The practitioners need to generate opportunities for the children to engage in sensory play and risky play on a daily basis. This will ensure children can explore their interests, develop new skills and challenge their abilities.	**Partial progress** • The children had daily access to an outdoor area where they had the space to move freely. • In the outdoor area, the children had access to swings, slides and ride-on equipment. • A new sand tray had been purchased and equipment to support water-play was available. On the day of the follow-through inspection sand and water were not made available to the children.
The practitioners are advised to create an open and accessible mark-making area in the room which is available to children throughout the free-play period. The use of templates needs to be discontinued and practitioners need to include more process art in the children's art experiences.	**Partial progress** • There were mark-making materials freely available to the children such as paper, crayons, pencils, stencils and some paint. • There was some child-directed art on display and samples of creative template activities were stored in the children's own folders.
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 access external advisory support for quality improvement provided by Better Start. This will support the setting to make improvements in a sustained and continuous manner	**Very good progress** • The manager and the educators were actively engaging with the Better Start Quality Development Service.
Practitioners are advised to develop transitional resources to support children's smooth transition into the setting and into primary school. The 'Transitions' pillar in the *Aistear Síolta Practice Guide* will support this work.	**Partial progress** • The educators developed settling-in procedures which supported the children to become familiar with the setting and the educators. • Coming up to the end of the pre-school year, the educators spoke with the children about the transition to primary school and what might happen in their new school.

	• The manager and the educators forwarded information provided by the schools to the parents. They also encouraged the parents' engagement and conversations with the schools through virtual meetings.

Summary of findings

Progress has been made by the manager and early years educators to implement all of the actions advised. There were eleven actions advised in the original report; very good progress was made in two areas, good progress was made in three and partial progress made in six. Overall, improvements were noted in the support for the children's independence skills, curriculum planning, observing the children's learning and development, enhancing the indoor learning environment and initiating engagement with the Better Start Quality Development Service. The manager and early years educators were encouraged to focus their efforts now on the actions advised that have been only partially addressed.

Actions advised

- The educators are advised to create and display a daily routine in both learning environments to outline in pictorial format the planned sequence of the day.
- The educators are advised to ensure that the children's emergent interests and the observations of the children's learning and development explicitly inform the short-term curriculum planning. Outlining specific and personalised next steps in learning for each child will support the development of this action.
- The educators are advised to review and enhance the resources and plans to support the children's developing knowledge of their community, cultural diversity and the wider world. This will ensure that each child can see themselves in a meaningful way in the learning environment.
- Building on the developments in the organisation of the learning environments, the educators are advised to continue to expand on the provision creative and sensorial resources which are made freely available to the children. In particular they should ensure sand and water are easily accessible to all children during child-led play.
- To further support the children's creative expression, the educators are advised to reduce the use of templates for art activities and focus instead on supporting the children's self-directed engagement with paint and other mark-making materials.
- The educators are advised to extend the children's language development through the use of open-ended questioning and commentary during the course of the children's play experiences.
- The educators are advised to complete the *Mo Scéal* reporting template for each child who is moving on to primary school. In collaboration with the children's parents, these templates, containing strengths-based information on each child's learning and development, should be shared with all relevant schools.

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

APPENDIX

SETTING RESPONSE TO THE REPORT

SUBMITTED ON BEHALF OF THE SETTING

Area 1 Observations on the content of the inspection 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.

Page 7

A visual timetable for daily activities is now used and on display.

A community wall is discussed and displayed at the beginning of the year and we get the children to bring in photos of their favourite places.

We are also going to do a world map with photos of all the different nations and customs.

Page 8

The new sandbox is now open and is now available at all times and homemade playdough will be used more often for indoor use.

Page 9

We are now encouraging the children to draw their own pictures, to cut down on templates.