An Roinn Oideachais
Department of Education

Follow-Through Inspection
Final Report

Setting name	Kilcash Pre-school
Setting address	Kilcash National School Kilcash Ballypatrick Tipperary E91VX56
TUSLA registration number	TU2015TY119
DCEDIY number	09TS0067
Date of inspection	09-06-2023
Date of issue of report	07-12-2023

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: 24-01-2020** **Report published? Yes**	**Date of Inspection: 09-06-2023**

Follow-through inspection activities

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

- Pre-inspection meeting with the setting manager
- Introductory meeting with the early years educator
- Review of setting documentation and records of children's learning and development
- Review of the education resources and facilities
- Observations of interactions during a number of sessions
- Interaction with the children
- Feedback meeting with the setting manager and the early years educator

Context of Setting

- Kilcash Pre-school is a community-based sessional pre-school located on the grounds of a primary school in Kilcash, Co. Tipperary. Since the original inspection in 2020, a change in manager has occurred. On the day of the inspection, the manager, an early years educators and nine 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.

Action/s advised in Area 1 in the original inspection report	Progress achieved to date on implementation of actions advised
Practitioners are advised to structure and initiate small group activities which support a wide range of learning opportunities for the children. To this end, it is advised that the daily colouring and handwriting group activities be discontinued.	**Very good progress** Commendably, the routine was adapted to provide longer periods of child-led play. The children organised themselves into groups and followed their play interests. The educators incorporated engaging and very effective group learning experiences into the session; these included story and song time. The daily colouring and handwriting activities were discontinued.
To further nurture the children's developing sense of individual and group identity and belonging, the practitioners are advised to continually represent their families, backgrounds and the community within the setting's environment.	**Very good progress** The children interacted with displays which featured images of buildings and landmarks in their community. They had created self-portraits and drawn pictures of their homes. Some parents had shared family photographs for display in the setting. During circle time, the educators engaged the children in discussion about their bath time routines; this was prompted by the children's interest.
Action/s advised in Area 2 in the original inspection report	**Progress achieved to date on implementation of actions advised:**
In order to further develop an emergent enquiry-based curriculum, practitioners are advised to document and use the	**Good progress**

children's varying interests to inform medium-term and short-term plans. The practitioners need to identify learning goals within plans to strengthen the provision of a holistic curriculum informed by Aistear.	The educators document long-term and medium-term plans for the children's learning. These plans were mostly based on educator selected themes and topics. There was scope to reflect and include the children's interests to a greater extent.
Practitioners are advised to gather information through ongoing observation and interaction with the children to build a rich picture of the children's individual learning journeys. These records need to be in an accessible format for the children to view.	**Good progress** The educators gathered information about the children's learning predominately through a collection of their art work which was shared on a termly basis with parents. A number of observations were recorded for each child that captured some good detail on their learning journeys. The observations were not regularly shared with parents.
Practitioners are advised to facilitate greater opportunities for child-initiated play and exploration with sensory-rich materials.	**Very good progress** The children were greatly supported to initiate play using a range of sensory-rich materials such as, sand, water, playdough and paint. The children experimented with and explored the materials.
Action/s advised in Area 3 in the original inspection report	**Progress achieved to date on implementation of actions advised:**
Practitioners are advised to further facilitate the children to engage in self-directed creative art activities by making paint, paper and a wide variety of mark-making materials accessible to them.	**Very good progress** An extensive range of art materials was easily accessible to the children. The children's art folders contained many samples of free art painting. On the day of the inspection, the children decided to paint and they discussed their creations with their friends and the educators. They confidently used materials such as scissors, glue, and feathers.
Action/s advised in Area 4 in the original inspection report	**Progress achieved to date on implementation of actions advised:**
Practitioners are advised to utilise staff meetings to develop consistent and collaborative self-review practices to monitor quality and inform improvement initiatives.	**Good progress** The educators conducted monthly staff meetings and engaged in good reflective practice activities. There was scope to utilise *Síolta* to monitor quality and inform review.
Building on the good communication with parents, practitioners are advised to offer formal opportunities to share information about their child's progress and development.	**Good progress** The educators used arrival and departure times to communicate with parents about their child's experiences. The recorded observations of the children's learning achievements were shared when requested by parents.
To further progress practice to support children as they transition to primary school, it is advised that the practitioners begin to share information with the primary school. The materials of *Mo Scéal* will be useful in this regard.	**Good progress** The educators worked closely with the adjoining primary school and verbally shared information about the children's learning and needs. The parents were not fully involved in this process.

Summary of findings
The educators clearly demonstrated a very strong commitment to progressing the original actions advised to enhance and improve children's learning experiences. They commendably made highly effective changes to practice. Very good progress had been made in relation to four of the actions advised in the original inspection report. Good progress had been achieved with regard to the remaining five actions advised.
Actions advised
• The educators are advised to further develop their curriculum planning strategies and to ensure that they incorporate and consistently build on the children's emergent interests. They can do this by using the findings from their observations of the children's learning and progress to inform planning for the next steps in their learning. The educators are also advised to regularly share their observations of the children's learning with parents on a more formal basis. The observations of the children's learning need to capture a richer picture of their unique learning strengths. • The manager and educators are advised to ensure that the setting's internal evaluation and quality improvement initiatives are guided and informed by *Síolta, the National Quality Framework for Early Childhood Education*. • To support the children's transition to primary school, the educators are advised to involve parents to a greater extent. This could be achieved by documenting a summary of the child's learning with the parents, which can then be shared with the school; the *Mo Scéal* materials could be used. This approach will support transparency in communication between the setting and the primary school. Valuable advice is provided in the Transitions webinar series of *Insights – Quality in Early Years Education.*

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