An Roinn Oideachais agus Scileanna

Department of Education and Skills

Follow-Through Inspection

REPORT

Service name	Little Haven
Service address	88 Monread Heights Naas County Kildare
DCYA number	12KE0301

Date of Evaluation: 31-05-2018

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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, the setting chose to accept the report without response.

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
Type: Early Years Education- Focused Inspection	**Date of Inspection: 31-05-2018**
Date of Inspection: 21 OCTOBER 2016	
Report Published: Yes	

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
Adapting the daily routine to provide for a greater balance between adult-initiated and child-initiated activities is advised. It is also advised that additional and regular opportunities be provided for children to be active in their environment.	**Good progress** The daily routine reflects a greater balance between adult-initiated and child-initiated activities. It is provides for children to be active in their environment during two free-play periods. Children were observed to be actively making decisions regarding their play during inside and outdoor activities.
It is advised that visual displays of children's families and of community visits in and out of the service be displayed to illustrate for children their own identity and belonging as members of families and of groups.	**Partial progress** Children's sense of Identity and belonging is promoted through the provision and use of visual displays of the children's artwork, photographs of them engaged in activities, and use of name labels on their chairs. The setting has had visits from community helpers such as the fire brigade and gardai in recent months and explored the topic of family connections in September. There are no visual representations of these events, the children's families or connections to the community on display in the pre-school environment.
Current good practices supporting children to develop self-management and independence skills can be further extended by introducing routines where children become involved in a helper role system and being responsible for their own belongings.	**Good progress** The children are afforded some opportunities to develop their self-management and sense of independence. They take and return materials from the shelves and they manage their own hygiene needs. They were observed assisting during the routines of snack-time on the day of the inspection. A helper chart is on display in the room.

It is advised that varied assessment strategies be developed that inform the next steps of learning and which are underpinned by *Aistear: the Early Childhood Curriculum Framework.*	**Partial progress** The practitioners complete developmental checklists and anecdotal notes, with some next steps in children's learning identified.
It is advised that consideration be given to providing further opportunities for children to make additional choices around their engagement with their environment, resources and activities. This will ensure a better balance between structured activities and non-structured activities.	**Very good progress** The children were observed to make choices around their engagement with their environment, resources and activities during the session inspection. They selected their play materials inside and at outside time, and engaged in both an adult-led play period and child-led play period. This is further evidenced by the daily schedule on display.
Children would benefit from having more continuous opportunities to engage in process art activities, in mark-making activities and with books daily. The practitioners in the service are advised to reduce the use of template-based art activities.	**Partial progress** The environment provides some opportunities for the children to engage in art and mark-making activities and with books. There are blackboards, whiteboards, crayons and paper available. Some of the art materials are not freely accessible to the children. There are no displays of free-art and mark-making in the learning environment, with some template-based artwork on display.
The additional documenting and sharing with children information relating to their varied learning experiences is advised such as the use of learning journals	**No progress** The owner reports that the staff did introduce the learning journals last year but decided against them this year. The childrens work goes home to be stored in a folder at home. The reintroduction of the learning journals is advised to provide opportunity for children to reflect on their learning. This will document their changing abilities and provide feedback to the changes and progression in their abilities.
Future reviews of practice in this setting would benefit from the involvement of parents and by being informed by *Síolta, the National Quality Framework for Early Childhood Education* and the *Aistear, Síolta Practice Guide.*	**No progress** The practitioners continue to meet bi-monthly to discuss and plan for curriculum and policy development, and also to plan future events, as was the practice at the time of the previous inspection. The practitioners have yet to engage with *Síolta, the National Quality Framework for Early Childhood Education* and the *Aistear, Síolta Practice Guide.*
A systematic approach to engaging with continuous professional development is advised to ensure regular upskilling and enable knowledge to remain current.	**Good progress** The owner advises that a staff member is due to start the Leadership in Inclusion in Early Years (LINC) training in September and two staff members will attend a *Síolta* awareness training in June.
It is advised that specific strategies be devised to support transitions into and out of the setting, to provide further clarity for children about starting school and to elicit additional information at enrolment from parents to	**Good progress** The setting has developed a transition policy which identifies some of their strategies. These strategies include visits from the teacher of junior infants and the local school bus driver,

support children starting at the service. The development of a transitions policy documenting these practices is further advised.	discussions about school, the introduction of a lunch box for the month of June and the provision of a developmental report for the teacher in the new school. The detailing and addition of the practices which support the children to transition into the setting into the transition policy and the documenting of additional information to aid the children's transition into the setting would be beneficial. The policy could include the information meeting for parents, the invitation for children to attend prior to September and the celebratory summer event for old, new and returning children.

Summary of findings

- Good efforts have been made by the practitioner in implementing a number of the actions advised. There is a need for the practitioner to focus their efforts on the actions advised that they have not yet been addressed.
- The children are afforded some opportunities to develop their sense of independence.
- Very good efforts have been made by the practitioners to provide additional opportunities for children to make choices around their engagement with their environment, resources and activities.
- The practitioners have made good progress in the area of developing specific strategies to support transitions into and out of the setting, and to develop a transition policy detailing those strategies.

Actions advised

- It is advised that visual displays of children's families and of community visits in and out of the service be displayed to illustrate for children their own identity and belonging as members of families and of groups.
- It is advised that varied assessment strategies be developed that inform the next steps of learning and which are underpinned by Aistear: the Early Childhood Curriculum Framework. The introduction of the Aistear Learning record observation tool will assist in strengthening this practice.
- The practitioner is advised to provide additional opportunities for children to freely engage in process art activities and in mark-making activities.
- The practitioner is advised to reintroduce the use of the learning journals as a means to provide opportunity for children to reflect on their learning and changing abilities and to provide feedback to the changes and progression in their abilities.
- The staff and management are advised to engage more systematically with *Síolta, the National Quality Framework for Early Childhood Education* and the *Aistear, Síolta Practice Guide to support their professional self review and ongoing improvement.* Seeking feedback from parents on the quality and nature of provision for children's learning and developmente will also assist in identifying goals and taregts to aid quality progression.
- The practitioners are advised to engage in training in the implentation of *Aistear.*
- It would be beneficial to include the additional strategies used to support the children's transition into the setting into the transition policy. Including documentation additional information that aids children into the setting would also be of value.

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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