An Roinn Oideachais agus Scileanna

Department of Education and Skills

Follow-Through Inspection

REPORT

Setting name	Little People's Academy
Setting address	Eccles Court Hill Street Dublin 1
DCYA number	09DY0145

Date of Evaluation: 04-10-2018

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Department of Education and Skills

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 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 Education Inspection	**Date of Inspection: 04-10-2018**
Date of Inspection: 15 February 2017	
Report Published? Yes	

Follow-through inspection activities

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

- Meeting with the setting manager
- Interview with relevant practitioners
- Review of setting 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
The practitioners are advised to expand the written daily routine by including photographs of the children engaged in different activities and by placing it at child height. This will support all children's understanding of the sequence of daily activities.	**Very good progress** A visual display of the daily routine is in place. It is displayed at child height and includes photographs of the children engaged in different activities.
The use of additional techniques to signal transitions during the session is advised. The use of visual and verbal cues, and giving children sufficient time to move from one activity to another will ensure that children that children move comfortably and confidently from one activity to the next.	**Very good progress** The setting has introduced a range of techniques to support children's transition from one activity to the next. The consistent use of verbal reminders and checking if children are ready to move on, the use of a timer and a countdown with five minutes, three minutes and one minute intervals were observed. 'Now' and 'Then' cards are used effectively for children for whom English is an additional language.
Practitioners are advised to illustrate and celebrate the diversity of the children and families attending the setting. This will strengthen the practitioner's awareness of cultural diversity and support the development of a more inclusive environment.	**Very Good progress** The lead practitioner is very cognisant of the diverse range of cultures and families present in the setting. Parents are invited to share photographs of their families for the family wall. The practitioners recognise that some parents are not comfortable with this and an 'All about Me' book has been introduced that includes children's drawings and art and, where appropriate, photographs. It is planned to use a map of the world in the room to show the differing countries that children and their families have come from.

The practitioners are advised to develop a learning programme that is underpinned by *Aistear* and includes the individual emergent interests of the children. The resources in the *Aistear,Síolta Practice Guide* will support them in this regard.	**Good progress** The setting has introduced annual plans that are divided into seasonal themes and monthly topics. The monthly plan is linked to the themes of *Aistear*. The lead practitioner records weekly planning that identifies specific areas to be covered and also includes a reflective option. Currently, the plans do not include the individual children's emergent interests.
It is advised that practitioners develop the practice of recording the children's learning and achievements that is strengths-based and includes the next steps for their learning.	**Good progress** The practitioners use a developmental checklist that assesses children's physical, intellectual, emotional, and social and language abilities every four months. They have recently started using a learner template linked to *Aistear.* Within these records there is broad reference to the next steps planned for the children's learning.
In their interactions with the children practitioners are advised to use approaches that will engage and support all children but especially the large number of children presenting with English as an additional language. These could include visual cards, taking time to respond to the children's requests, giving children time to reply, and by making sure the child has understood the message. The use of consistent open-ended questions and prompts will further support the children's thinking and language development.	**Very good progress** During the inspection, the practitioners engaged the children in conversations using calm, positive tones. There was consistent use of open-ended questions and prompts such as 'Where would you like to do that?' and 'How can I help you?' to promote children's language development and thinking skills. Laughter was heard regularly throughout this session and practitioners engaged in playful interactions such as during the 'bello' game. They offered comfort and support to children in their own language and reflected back children's words to enable them to recall and extend their conversations.
The practitioners are advised to provide more time within the daily routine to support purposeful learning through play. The further addition of play resources such as small world materials and a dress up rail and mirror will encourage children's socio-dramatic play.	**Very good progress** The practitioners have organised additional free play time within the daily routine. The imaginary play area has been extended and includes a dressing-up frame and mirror with a variety of dressing-up clothes. Dolls, reflecting the cultural diversity of the children present, and a selection of play resources for the kitchen area are now in place.
It is advised that the practitioners offer all children opportunities to cultivate an appreciation of themselves as competent, capable individuals. This could be achieved by differentiating the learning experiences and activities offered to meet children's interests and abilities.	**Very good progress** The children are offered many opportunities to appreciate themselves as capable learners. Practitioners know the children well and are attentive to providing them with activities they enjoy. The lead practitioner effectively plans differentiated learning activities to meet children's developmental needs and interests.
To optimise the engagement of all children it is advised that large group, adult-led activities be replaced by opportunities for children to initiate and lead their learning.	**Very Good Progress** On the day of the inspection, the adult-led, large group activities observed was circle time. Children make decisions about their activities and play partners. Children make choices about going outside to play or staying indoors and when to have their lunch. Children were observed playing with their peers in small groups and

	pairs. The practitioners move around the groups offering support and encouragement to keep the children motivated in their learning.
To further develop the children's self-help skills and independence practitioners are advised to develop a child helper routine. Offering them opportunities to serve each other at snack time and giving additional jobs such as handing out plates and cups will assist children's sense of belonging to the group and develop social skills.	**Very good progress** A child-helper routine with photographs of the children and a list of daily jobs is on display at child height. The children were observed discussing who the leader of the day was. Tissues, a mirror and wipes are available to the children to practise their personal care needs. A jug of water and cups are freely available and accessible. Children were observed independently pouring themselves a drink when thirsty.
It is advised that the practitioners develop approaches and techniques in consultation with children that will support all children to follow the rules of the setting and engage socially and cooperatively in the group.	**Very good progress** A number of new approaches have been introduced to support the children to play co--operatively and to learn the social rules of the setting. When children start in September they are introduced to a buddy to support them in the development of their social skills. Emotion cards are used by the practitioners to encourage children to share how they are feeling and to express their emotions. A list of class rules, developed in consultation with the children, are on display. On the day of the inspection, the children discussed the rules and explained to children new to the setting what they are not allowed to do.
The practitioners are advised to avail of the professional self-evaluation tools in the *Aistear; Síolta Practice Guide* to support them in their professional reflection and review of their practice.	**Partial progress** The lead practitioner has begun the process of engaging with the self-evaluation tools in the *Aistear, Síolta Practice Guide*; this process has not been developed with the staff team.
To build on the good relationship already developed with parents it is advised that practitioners develop strategies to share information on children's learning and achievements more regularly.	**No Progress** At the time of the inspection, the setting had not yet developed strategies for sharing information on children's learning with parents.
It is advised that the practitioners further develop procedures to support the children's transition to primary school. The use of the 'Supporting Transitions' document in the *Aistear, Síolta Practice Guide* will assist the practitioners in this process.	**Partial Progress** The practitioners discuss with children their upcoming move to primary school. In their discussions, they show photographs of the school and teachers. They share information with parents on the move and how to prepare their child.
Summary of findings	
• The setting has taken very clear steps to address the actions previously advised with very good progress being made in relation to nine actions and good progress in two of the actions advised. Partial progress has been made in relation to two actions advised. There remains one additional action advised where improvement has yet to occur.	

- The key improvements noted since the last inspection include the development of a number of approaches that support children's sense of well-being, identity and belonging. These include the introduction of a family wall, a visual daily routine, the addition of strategies to support children's transition from one activity to the next and a child-helper routine.
- The development of classroom rules with the children supports the children to negotiate their disagreements independently. The emphasis on supporting children to express their emotions has impacted positively on the children's sense of well-being and their sense of belonging to the group.
- There is a marked improvement in the visibility of the children in the room and there are many examples of their art work with their comments recorded and their photographs in the room.
- A definite improvement in approaches to reflecting awareness of the diversity of children present in the setting was noted
- Practitioners have developed a range of consistently high-quality interaction strategies and techniques to support children and, in particular, children for whom English is an additional language.
- The focus on planning for children's learning and the introduction of new observation templates will be effective in promoting children's learning.
- A welcome development is the provision of increased time for play within the daily schedule. The introduction of specific play areas, supported by a range of suitable and accessible play materials, provides children with enriching play opportunities.
- Challenges remain for the practitioners in the development of an emergent curriculum underpinned by *Aistear* and the sharing of the children's learning with parents.

Actions advised

- The introduction of an emergent curriculum underpinned by *Aistear* that includes the individual children's emergent interests within the short-term planning is advised.
- The practitioners are advised to formally share with parents their children's learning and achievements. The use of the new observation templates will be useful in this regard.
- The practitioners, as a team, are advised to avail of the professional self-evaluation tools in the *Aistear, Síolta Practice Guide* to support them in their professional reflection and review of their practice.
- In order to support the children's transition from pre-school to primary school, practitioners are advised to begin the process of building links with local primary schools by inviting staff to visit the setting. The addition of a transition box that includes photographs of the local schools, and samples of school uniforms will support staff in their discussions with the children.

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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