An Roinn Oideachais
Department of Education

Early Years Education Inspection (EYEI)
Final Report

Setting name	Mulrankin Pre-School & Montessori
Setting address	Mulrankin Bridgetown Co. Wexford Bridgetown Wexford Y35VX86
TUSLA registration number	TU2015WX091
DCEDIY number	09WX0007
Date of inspection	12-10-2022
Date of issue of report	27-01-2023

What is an Early Years Education Inspection?

The Early Years Education Inspection (EYEI) model is used to provide evaluative information, advice and support in relation to education provision in a pre-school setting participating in the Early Childhood Care and Education (ECCE) Programme. These inspections affirm good practice and advise actions, where appropriate, to aid the further development of education provision in the setting.

How to read this report

During this inspection, the inspector(s) evaluated and reported under the following headings or areas of enquiry:

- Quality of the context to support children's learning and development
- Quality of processes to support children's learning and development
- Quality of children's learning experiences and achievements
- Quality of management and leadership for learning

Inspectors describe the quality of each of these areas using the Inspectorate's quality continuum which is shown on the final page of this report. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the setting's provision in each area.

Early Years Education Inspection

Dates of inspection	12-10-2022

Inspection activities undertaken

- Pre-Inspection meeting with the setting owner
- Meeting with relevant early years educators/other members of staff
- Review of setting documentation and records of children's learning and development
- Review of the education resources and facilities
- Observations of interactions during a session
- Interaction with the children
- Feedback meeting with the setting owner
- Individual feedback to the early years educators

Context of setting

Mulrankin Preschool and Montessori is a privately owner sessional service. The setting provides a morning preschool session through its participation in the Early Childhood Care and Education programme (ECCE). On the day of the inspection twelve children were present in the pre-school room along with two Early Years Educators. The owner was also on the premises. The owner attended the post-inspection feedback meeting. The early years setting was given an opportunity to comment in writing on the findings and actions advised of the report; the setting chose to accept the report without response.

Area 1: Quality of context to support children's learning and development

- The quality of the context to support the children's learning and development was very good.
- There was a kind and affirming atmosphere in the setting. The children and parents were greeted warmly on arrival which created a welcoming atmosphere.
- The key person approach was in place. This practice supported the children to develop strong emotional bonds with the educators. Parents were informed of their child's key-person at the beginning of the year and a list was on display in entrance lobby.
- A daily routine was in place and was visually displayed for the children to follow the sequence of the day. The routine provided ample opportunity for the children to be autonomous in their learning.
- Snack time was enjoyed outdoors in the covered area of the garden. The occasion was a lovely relaxed shared mealtime between both the children and the educators. The mealtime provided opportunity for the children to be independent in their self-care; with some children displaying care for their peers in helping them to open their lunches.
- Transitions between activities were signposted verbally with advance notice of the upcoming change. There was some effective use of music strategies to support the children in the transition.
- The educators demonstrated their care through the warmth and affection provided to the children in their actions and words and often provided emotional guidance and affirmation towards positive behaviour.
- Children's identity and belonging were promoted to some degree through the family displays, children's names on coat hooks, and the effective use of a sign-in board. There was some representation of diversity in the resources provided, and some words of

alternative languages were displayed. Previously the setting had invited community visitors and parents into the setting and the educators plan to re-engage with this practice.

Actions advised

- The educators are advised to enhance their engagement of supporting children's sense of identity and belonging through the provision of additional resources and activities that reflect the child's family, culture and wider community.

Area 2: Quality of processes to support children's learning and development

- The quality of the processes to support the children's learning and development was very good.
- A play-based curriculum was in place. It was informed by *Aistear: the Early Childhood Curriculum Framework.* The current short-term plan was on display in the entrance hallway for parents to review.
- Planning was organised on long-term and short-term bases, and included thematic adult ideas with some emergent interests noted.
- Assessment for children's learning was documented through the completion of *Aistear* learner record observations, which are carried out each term. The regular recording of additional anecdotal notes supported the assessment for learning for each child. A folder for each child was available for the collection of each child's artwork. At the end of the year the educators compile the art and crafts and photographs of the activities each child engaged with to develop a memory book. This assessment information could be used more consistently to further support the development of the curriculum in response to the individual needs and interests of the child.
- Many high quality interactions took place. The educators frequently engaged in authentic conversations; they engaged as play partners with an approporiate balance of adult led and child iniatied activities. There was positive use of open-ended questions and the use of 'I wonder' questions to extend the children's learning and prompt them to problem solve and engage with the topic at a deeper level.
- The indoor and outdoor environments were attractive and laid out in defined interest areas. There was some use of visual imagery and labelling which supported the children's literacy development. The outdoor environment provided ample opportunity for the children to engage with explorative, open-ended and investigative play.
- The educators provided story telling, nursery rhymes and engagement with music and movement which promoted language and literacy development while supporting self-expression and autonomy.

Actions advised

- The educators are advised to enhance their current assessment and planning practices; to clearly define the next steps for individual children's learning and to use this information consistently to develop their enquiry and emergent short-term plans.

Area 3: Quality of children's learning experiences and achievements

- The quality of children's learning experiences and achievements was very good.
- The children presented as confident and interested; they displayed eagerness and enjoyment on arrival and throughout the day.
- The children had autonomy and made many decisions about their play. They made requests and offered their opinions and ideas which the educator's valued and incorporated into the day. This effective practice suported the inclusion of the child's voice.

- The children enjoyed sharing their experiences and their success with the educators and each other. They engaged in discussions about their activities and creations and there were some opportunities for the children to reflect on their learning.
- The children played together co-operatively in pairs and in small group play.
- Some children displayed great skill in problem solving; they were observed displaying significant levels of resilience, persistence and resourcefulness when assisting others in completing tasks, finding items, and working collaboartively to achieve a goal.
- The children were beginning to understand the use of print and early math. They were observed counting items, referencing money and the cost of items, and comparing the size of objects and exploring letters to identify their name on the sign-in chart.
- The children displayed skills in both fine and gross motor skills and expressed themselves creatively through junk art, paint, playdough and construction materials.
- The children engaged with nature and explored worms and beetles, and discussed and compared the attributes and needs of both insects.

Actions advised

- Building on current practices that support children to see and reflect on their learning and progression, the educators are advised to develop individual learning journals with all children throughout the year. The documentation of the child's voice and reflections within these journals would be beneficial.

Area 4: Quality of management and leadership for learning

- The quality of management and leadership for learning was good.
- There was a professional ethos in the setting.
- There was some evidence of review of the curriculum and day-to-day practice through the daily informal discussions and formal monthly meetings. The team have yet to embed a culture of engagement and evaluation using *Síolta, the National Quality Framework* and *Aistear: the Early Childhood Curriculum framework.*
- There was clarity around the different roles and responsibilities, and effective teamwork was evident on the day of the inspection.
- The owner was committed to continuous professional development and recently completed the Leadership for InClusion (LINC) training and the Hannen training which provided guidance for practice in relation to speech and language development.
- The setting has developed supportive practices and links with parents. The documentation reviewed showed that parents were kept infomed through monthly newsletters, an online messaging service,and various parents notes. The owner provided numerous additional parenting information leaflets throuout the year. Previously parent/educator meetings were conducted during the March/April period; the owner stated it is their plan to re-engage with this practice this year.
- Prior to Covid-19 parents were actively involved in the setting; they were invited to share their occupations and cultures in the setting with the children. The owner advised that they plan to re-engage with this practice.
- The owner advised that the children's transition from pre-school to primary school was supported through the relationship established with the school. However, she stated that this is primarily in place for children requiring additional supports. The educators advised that they provide engagement with the topic through displays, activities and discussions.

Actions advised

- The educators are advised to engage with the *Aistear, Siolta Practice Guide* to develop their current self-evaluation and reflective practices. This will support them to identify areas for quality improvement which can be addressed in a purposeful, consistant manner.

- The educators are advised to strengthen the relations with the primary schools to share information and provide continuity in learning for all children. The Mo Scéal' template and resources made available by the National Council for Curriculum and Assessment may be helpful in this regard.
- Summary of overall inspection

Area	Quality level
Quality of context to support children's learning and development	Very good
Quality of processes to support children's learning and development	Very good
Quality of children's learning experiences and achievements	Very good
Quality of management and leadership for learning	Good

Language used in Early Years Education Inspection Reports

Inspectors describe the quality of provision in the setting using the language which is shown below.

Level	Description
Excellent	*Provision that is excellent is exemplary in meeting the needs of children.*
Very good	*Provision that is very good is highly effective in meeting the needs of children.*
Good	*Provision that is good is effective in meeting the needs of children but with some aspects to be developed.*
Fair	*Provision that is fair requires practice to be improved to meet the needs of children.*
Poor	*Provision that is poor is inadequate and requires significant improvement to meet the needs of children.*