An Roinn Oideachais
Department of Education

Cigireacht ar an Oideachas sna Luathbhlianta (COL)

Tuairisc Dheiridh Tuairisc Dheiridh

Ainm an tSuímh	Naíonra Béal an Mhuirthead
Seoladh an tSuímh	Sráid na Cé Béal an Mhuirthead Béal an Átha Contae Maigh Eo F26H993
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Cad é Cigireacht ar an Oideachas sna Luathbhlianta?

Déantar samhail na Cigireachta atá Dírithe ar an Oideachas sna Luathbhlianta (COL) chun eolas meastóireachta, comhairle agus tacaíocht a sholáthar maidir le soláthar oideachais i suíomh réamhscoile atá rannpháirteach i gClár Cúram agus Oideachas na Luathóige. Déanann na cigireachtaí seo dea-chleachtas a dhearbhú agus molann siad gníomhaíochtaí, nuair is cuí, le tacaíocht a thabhairt chun soláthar an oideachais sa suíomh a fhorbairt tuilleadh.

Conas an tuairisc seo a léamh

Le linn na cigireachta seo, rinne na cigirí meastóireacht agus tuairisc faoi na ceannteidil nó na réimsí fiosrúcháin seo a leanas:

- Cáilíocht an chomhthéacs chun tacú le foghlaim agus le forbairt leanaí
- Cáilíocht na bpróiseas chun tacú le foghlaim agus le forbairt leanaí
- Cáilíocht eispéiris foghlama agus éachtaí na leanaí
- Cáilíocht na bainistíochta agus na ceannaireachta don fhoghlaim

Déanann na cigirí cur síos ar an gcáilíocht a bhaineann le gach ceann de na réimsí sin agus feidhm á baint acu as contanam cáilíochta na Cigireachta a thaispeántar ar leathanach deiridh na tuairisce seo. Soláthraíonn an contanam cáilíochta samplaí den teanga a úsáideann cigirí agus iad ag déanamh meastóireachta agus ag cur síos ar cháilíocht soláthar an tsuímh i ngach réimse.

Tá an tuairisc seo scríofa i nGaeilge. Tá aistriúchán Béarla den tuairisc ar fáil ag deireadh na tuairisce.

This report is written in Irish. An English translation of the report is provided at the end of the report.

Cigireacht ar an Oideachas sna Luathbhlianta

Dáta na cigireachta	19-10-2022

Gníomhaíochtaí na cigireachta ar tugadh fúthu

- Cruinniú réamh chigireachta leis an mbainisteoir
- Cruinniú le hoideoirí luathbhlianta ábhartha
- Athbhreithniú ar cháipéisí an tsuímh agus ar na taifid foghlama agus forbartha leanaí
- Athbhreithniú ar na hacmhainní oideachais agus áiseanna
- Breathnóireacht ar chaidreamh le linn seisiúin amháin
- Caidreamh le leanaí
- Aiseolas don bhainisteoir agus d'oideoirí luathbhlianta an tsuímh

Comhthéacs an tsuímh

Is suíomh luathbhlianta é Naíonra Béal an Mhuirthead atá faoi úinéireacht phríobháideach agus é suite i gcóiríocht réamhdhéanta ar láithreán ina raibh iar-bhunscoil roimhe seo i mBéal an Mhuirthead, Contae Mhaigh Eo. Soláthraíonn an suíomh seisiún réamhscoile ar maidin do fiche dó leanbh atá rannpháirteach sa chlár um Chúram agus Oideachas na Luath-Óige (COLÓ). Ar lá na cigireachta, bhí seacht leanbh déag i láthair in éineacht leis an bpríomhoideoir agus triúr oideoirí cúnta. Tá tacaíocht á tabhairt do phost oideora amháin tríd an gclár um Rochtain agus Cuimsiú (SRC). Tugadh deis don suíomh ar a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce i scríbhinn; ba rogha leis an suíomh glacadh leis an tuairisc gan freagra a thabhairt.

Réimse 1: Cáilíocht an chomhthéacs chun tacú le foghlaim agus forbairt na leanaí

- Bhí cáilíocht an chomhthéacs chun tacú le foghlaim agus forbairt na leanaí go maith.
- Bhí atmaisféar suaimhneach, cairdiúil sa suíomh agus cuireadh fáilte chroíúil roimh na leanaí nuair a tháinig siad go dtí an doras.
- Bhí na leanaí an-socraithe, compordach agus iad ar a suaimhneas leis na hoideoirí. Bhí cur chuige an phríomhtheagmhálaí in úsáid agus bhí an-aithne ag an hoideoirí ar na leanaí. Bhí atmaisféar maith spraíúil sa chaidreamh cineálta, measúil a breathnaíodh idir na leanaí agus na daoine fásta.
- Bhí gnáthamh laethúil i bhfeidhm a thug rogha agus ionchur do na leanaí maidir lena gcuid súgartha agus lena gcuid gníomhaíochtaí foghlama. Bhí tréimhse shuntasach de shúgradh faoi threoir na leanaí sa chéad chuid den seisiún go háirithe.
- Baineadh úsáid as foláirimh ó bhéal, amhráin agus amadóirí chun tacú le haistriú na leanaí ó ghníomhaíocht amháin go gníomhaíocht eile. Bhí taispeántas amhairc den ghnáthamh laethúil ar taispeáint i seomra amháin ach níor baineadh úsáid as le linn na cigireachta.
- Léirigh na leanaí iompar dearfach agus bhí caidreamh maith lena bpiaraí le tabhairt faoi deara. Bhain an hoideoirí úsáid éifeachtach as amadóirí chun tacú le roinnt na n-ábhar súgartha i measc na leanaí.
- Bhain na leanaí taitneamh as lón sóisialta ar a suaimhneas agus bhí dóthain ama acu chun a gcuid bia a ithe.
- Chuir na hoideoirí forbairt scileanna féinchabhrach agus neamhspleáchas na leanaí chun cinn go pointe áirithe. Chuir siad i gcuimhne do na leanaí a lámha a ní agus a sróna a ghlanadh. Anois is arís, rinne na hoideoirí tascanna do na leanaí amhail deochanna agus cótaí na leanaí a chur i leataobh agus a gcuid cótaí agus hataí a chur ar na leanaí nuair a bhí sé in am dul abhaile.

- Bhí roinnt taispeántas sa suíomh chun tacú le tuiscint na leanaí ar a bhféiniúlacht agus ar mhuintearas. Ina measc sin bhí crann ginealaigh a bhí á fhorbairt sa halla, roinnt taispeántas *'Mé Féin'* de na leanaí agus dá gcuid ealaíne a bhí suite go han-ard sa chéad seomra foghlama. Bhí taispeántas lae breithe sa dara seomra foghlama.

Gníomhartha a mholtar

- Moltar do na hoideoirí tuilleadh forbartha a dhéanamh ar scileanna féinchabhrach na leanaí trí thacú leo chun a gcótaí, a mbuidéil uisce agus a málaí lóin a chur i leataobh go neamhspleách nuair a thagann siad i láthair. Ina theannta sin, d'fhéadfaí na leanaí a spreagadh chun a hataí agus a gcótaí a chur orthu go neamhspleách nuair atá sé in am dul abhaile. Tabharfar tacaíocht freisin do thuiscint na leanaí ar neamhspleáchas agus ar inniúlacht agus an tuiscint sin ag fás, ach stáisiún féinchlárúcháin a úsáid ina ndéanfadh gach leanbh a g(h)rianghraf agus a (h)ainm féin a aimsiú ar theacht i láthair dó/di agus é a chur ar an gclár clárúcháin.
- Moltar go gcuirfí ord an ghnáthaimh laethúil ar taispeáint mar phictiúr ar leibhéal airde an linbh sa dá sheomra agus go n-úsáidfí go seasta é chun tacú le tuiscint na leanaí ar ghníomhaíochtaí na maidine agus ar na pointí aistrithe laistigh de.
- Moltar go ndéanfaí taispeántais, obair ealaíne na leanaí san áireamh, a shocrú ar leibhéal súl na leanaí agus go gcuirfí guth, ainm agus cur síos anótáilte an linbh leis na saothair dá gcuid atá ar taispeáint chun tacú le comhráite faoin saothar cruthaitheach agus faoin smaointeoireacht atá taobh thiar den saothar sin tús leis an chéad ghníomh a mholtar anseo.

Réimse 2: Cáilíocht na bpróiseas a thacaíonn le foghlaim agus forbairt na leanaí

- Bhí cáilíocht an chomhthéacs chun tacú le foghlaim agus forbairt na leanaí go maith.
- Bhí an phleanáil do chur i bhfeidhm an churaclaim ag teacht le *Aistear: Creatchuraclam na Luath-Óige* agus rinneadh é a eagrú ar bhonn fadtéarmach, meántéarmach agus gearrthéarmach. Bhí roinnt fianaise ann gur thug na hoideoirí aird ar ábhair spéise na leanaí chun bonn eolais a chur faoina n-eispéiris súgartha agus foghlama.
- Baineadh úsáid as feidhmchlár leictreonach chun breathnóireacht foghlama mhíosúil a thiomsú agus chun scéalta foghlama do leanaí aonair a chur le chéile. Bhí na samplaí a breathnaíodh bunaithe ar ghrianghraif de ghníomhaíochtaí na leanaí agus bhí siad nasctha le téamaí *Aistear* agus thug siad míniú ar eispéiris foghlama na leanaí.
- Bhí an caidreamh idir oideoirí agus leanaí go maith. Ghníomhaigh na hoideoirí mar pháirtithe súgartha éifeachtacha. Shuigh siad agus rinne siad súgradh le hais na leanaí agus thacaigh siad le cásanna de shúgradh samhlaíoch. D'úsáid na hoideoirí roinnt ceisteanna maithe, spreag siad na leanaí chun a bheith ag súgradh ina mbeirteanna agus ina ngrúpaí agus thacaigh siad le forbairt a dhéanamh ar a gcuid fiosrachta agus ar a gcuid eolais.
- Chuimsigh an timpeallacht foghlama laistigh dhá sheomra a bhí geal agus compordach. Bhí roinnt mhaith acmhainní foghlama spraíúla sa dá sheomra agus ina measc sin bhí ábhair shúgartha chéadfacha, míreanna súgartha an domhain bhig, ábhair thógála, cúinne baile ina raibh ábhair shúgartha adhmaid agus acmhainní chun tacú le scileanna mínluaile. Bhí áit bheag do leabhair sa chéad seomra agus bhí leabharlann níos cuimsithí sa dara seomra chomh maith le roinnt míreanna mearaí taitneamhacha agus ábhair uimhearthachta.
- Bhí áit súgartha lasmuigh ar fáil ina raibh roinnt trealaimh shúgartha chuí chun tacú le forbairt scileanna coirp agus chun taiscéalaíocht sa timpeallacht nádúrtha a chur chun cinn. Níor baineadh úsáid as an áit sin ná as na hacmhainní a bhí ar fáil ar lá na cigireachta de bhrí go raibh an aimsir fliuch.
- Úsáideann na hoideoirí an Ghaeilge i roinnt comhthéacsanna fónta leis na leanaí. Cuireadh an Ghaeilge chun cinn trí mhórán amhrán agus rann simplí in eispéireas spraíúil in am

ciorcail. Thacaigh na hoideoirí leis na leanaí chun laethanta na seachtaine agus páirteanna den chorp a ainmniú. Thacaigh siad freisin le comhaireamh na leanaí trí úsáid a bhaint as rainn uimhreacha.
- Rinne na hoideoirí iarracht mhaith tacú le cuimsiú na leanaí go léir i ngníomhaíochtaí na maidine. Chuaigh an suíomh i muinín tacaíochtaí ón tSamhail um Rochtain agus Cuimsiú ar leibhéil iomadúla, i gcomhair comhairle agus tacaíochta maidir le foireann bhreise a fhostú agus chun pleanáil do riachtanais shonracha leanaí.

Gníomhartha a mholtar

- Moltar do na hoideoirí athbhreithniú a dhéanamh ar an leagan amach atá ar an timpeallacht foghlama laistigh chun an úsáid is fearr is féidir a bhaint as an spás atá ar fáil agus chun tuilleadh tacaíochta a thabhairt do thaiscéalaíocht, do chruthaitheacht agus do smaointeoireacht chriticiúil na leanaí. Cuirfidh soláthar acmhainní níos oscailte agus fíoracmhainní chomh maith le breis ábhar súgartha don uimhearthacht leis an soláthar. Cuirfidh roinn na Timpeallachta Foghlama in *Treoir Chleachtais Aistear, Síolta* tacaíocht ar fáil do mhachnamh foirne maidir leis na timpeallachtaí foghlama agus an bealach ar féidir tuilleadh forbartha a dhéanamh orthu.
- Ag am ciorcail, moltar do na hoideoirí leas a bhaint as an deis i gcomhair machnaimh agus plé chun páirt a thabhairt do leanaí sa chinnteoireacht maidir le hábhar ghnáthamh na maidine, gníomhaíochtaí an ghrúpa iomláin agus an ghrúpa bhig agus na téamaí súgartha atá le taiscéaladh. Tacóidh sé sin le cur chuige an tsuímh i dtaca le curaclam éiritheach agus déanfaidh sé tionchar na leanaí ar a n-eispéiris foghlama níos soiléire dóibh.
- Moltar do na hoideoirí an méid Gaeilge a úsáidtear sa seisiún a mhéadú agus úsáid líofa na Gaeilge ina gcaidreamh spraíúil leis na leanaí a shamhaltú ar fud ghnáthamh na maidine. Tacóidh sé sin leis na leanaí chun an teanga a shealbhú agus spreagfaidh sé iad chun úsáid a bhaint as na leaganacha cainte agus as na focail Ghaeilge a d'fhoghlaim siad agus iad ag súgradh.

Réimse 3: Cáilíocht eispéiris foghlama agus éachtaí na leanaí

- Bhí cáilíocht eispéiris foghlama agus éachtaí na leanaí go maith.
- Bhí na leanaí an-sásta, muiníneach agus iad ar a suaimhneas sa timpeallacht. Bhí an-spraoi acu sa ghrúpa agus le linn dóibh a bheith ag súgradh i mbeirteanna. Tugadh ardleibhéil rannpháirtíochta agus suilt faoi deara go háirithe sna cásanna ina raibh saorshúgradh i gceist. Bhain na leanaí taitneamh as comhluadar na n-oideoirí agus as a gcomhráite leo.
- Léirigh na leanaí go raibh an-spéis acu ina n-eispéiris súgartha chéadfacha le gaineamh, uisce agus taos súgartha. Rinneadh súgradh maith leanúnach leis na hábhair thógála ina raibh taiscéaladh agus plé i measc na leanaí san áireamh. Bhain leanaí eile taitneamh as forbairt scileanna mínluaile agus iad ag obair le pionnachláir agus ag déanamh míreanna mearaí.
- Thacaigh an cúinne baile le súgradh leanúnach agus bhí deis ann cur leis sin ach breis ábhar réadúil atá cosúil leis an mbaile a sholáthar chomh maith le hearraí bia chun samhlaíocht na leanaí a spreagadh.
- Bhain mórán de na leanaí taitneamh as bheith ag láimhseáil leabhar agus as na hoideoirí a bheith ag léamh dóibh i ngrúpaí beaga. Ag deireadh an lae, ghlac na leanaí páirt in eispéireas ina raibh scéalta á léamh sa ghrúpa iomlán. Cé gur chuir siad an-suim sa scéal *Scuabtha Chun Siúil / Room on the Broom,* cuireadh isteach ar an eispéireas mar go raibh na hoideoirí ag cur a gcuid cótaí agus a gcuid hataí ar na leanaí ag an am bailithe.
- Bhí scileanna sóisialta na leanaí ag forbairt go han-mhaith. Bhí na leanaí feasach ar a bhféiniúlacht agus ar a n-indibhidiúlacht féin agus bhí siad ábalta aird a dhíriú ar shamplaí dá gcuid saothair a bhí ar taispeáint sa timpeallacht.

- Níor soláthraíodh deiseanna ar bith chun forbairt a dhéanamh ar scileanna oll-luaile na leanaí le linn an tseisiúin. De bhrí go raibh roinnt báistí ann maidin na cigireachta, ní raibh deis ag na leanaí úsáid a bhaint as an timpeallacht lasmuigh agus chaill siad an deis rith, dreapadh, fanacht ar a gcothrom agus léim go fisiciúil.
- Bhain na leanaí an-taithneamh go deo as a bheith ag amhránaíocht agus ag canadh rann i nGaeilge agus i mBéarla in éispéireas an ama ciorcail. Ba bhreá le formhór na leanaí a bheith ag comhaireamh agus ag ainmniú na ndathanna sa dá theanga.
- Ghlac na leanaí páirt i mórán gníomhaíochtaí ealaíne a bhí bunaithe ar thopaicí téamacha agus séasúracha den chuid ba mhó. Bhí péint ar fáil do na leanaí chun a bheith rannpháirteach i saorléiriú agus ghlac na leanaí go léir páirt i ngníomhaíocht ealaíne don ghrúpa uile. De bhrí go raibh na leanaí go léir páirteach sa ghníomhaíocht ealaíne ar bharr boird, bhí deis ann cur le roghanna na leanaí ach cead a thabhairt dóibh cinneadh a dhéanamh cé acu an raibh nach raibh siad ag iarraidh a bheith páirteach sa ghníomhaíocht ealaíne nó arbh fhearr leo leanúint ar aghaidh le cineálacha eile súgartha a raibh suim acu iontu.
- Cuireadh samplaí de shaothar cruthaitheach na leanaí i dtaisce i bhfillteáin aonair. Ní raibh teacht ag na leanaí orthu sin gan tacaíocht an oideora. Ní raibh doiciméadú ar ghuthanna na leanaí chun an scéal a bhí taobh thiar den saothar cruthaitheach a léiriú san áireamh sna samplaí a athbhreithníodh. Bhí mórán fianaise ar ghníomhaíochtaí ealaíne de chineál teimpléid sna fillteáin agus sna saothair a bhí ar taispeáint.

Gníomhartha a mholtar

- Moltar do na hoideoirí an timpeallacht lasmuigh a úsáid ar bhonn laethúil chun forbairt scileanna fisiciúla na leanaí a chur chun cinn. Moltar dóibh freisin oibriú i gcomhpháirtíocht leis na tuismitheoirí lena chinntiú go bhfuil éadach oiriúnach ag na leanaí chun tacú le húsáid uile-aimseartha an spáis lasmuigh.
- Moltar do na hoideoirí cruthaitheacht agus cumas cinnteoireachta na leanaí a fhorbairt tuilleadh trína n-eispéiris chruthaitheacha a leathnú ar bhonn rialta thar ghníomhaíochtaí ealaíne de chineál teimpléid i suíomhanna ina bhfuil an grúpa iomlán páirteach. Tacófar lena gcruthaíocht agus lena scileanna samhlaíochta má thugtar réimse níos leithne d'ábhair agus d'acmhainní cruthaitheacha do na leanaí agus saorshúgradh á dhéanamh acu, deiseanna gan choinne chun dramhealaín a chruthú san áireamh.
- Moltar go gcuirfeadh na hoideoirí fillteáin ealaíne na leanaí ar fáil dóibh sa timpeallacht foghlama ionas go bhféadfaidh siad na samplaí doiciméadaithe a athbhreithniú ar bhonn leanúnach lena bpríomhtheagmhálaithe agus a gcuid saothair a phlé chomh maith lena scileanna cruthaitheacha agus na scileanna sin ag forbairt.

Réimse 4: Cáilíocht na bainistíochta agus na ceannaireachta don fhoghlaim

- Bhí cáilíocht na bainistíochta agus na ceannaireachta don fhoghlaim go maith.
- Bhí éiteas na hoibre foirne, an chomhoibrithe agus na comhpháirtíochta i measc na n-oideoirí inmholta agus bhí róil agus freagrachtaí soiléire leithdháilte ar fud na foirne.
- Tionóladh cruinnithe foirne go míosúil chun athbhreithniú a dhéanamh ar phleanáil cé nach raibh aon taifead orthu sin. Níor baineadh úsáid as *Treoir Chleachtais Aistear, Síolta* go fóill chun tacú le machnamh ar chleachtas ar mhaithe le feabhas a chur ar cháilíocht.
- Bhí réimse maith polasaithe agus nósanna imeachta forbartha ag an mbainisteoir chun tacú le heagrú éifeachtach an tsuímh, cé go raibh gá fealsúnacht shonraithe an tsuímh a uasdátú chun comhthéacs an tsuímh a léiriú.
- Ghlac na hoideoirí páirt i gcúrsaí rialála san fhorbairt ghairmiúil leanúnach (FGL) chomh maith le cúrsaí gairmiúla FGL, lena n-áirítear Hanen. Thug an bainisteoir faoin gcúrsa Ceannaireacht don Chuimsiú (LINC) chun tacú le cleachtas cuimsitheach sa suíomh. Bhain

na hoideoirí leas as FGL a sholáthair Cúram Leanaí Chontae Mhaigh Eo aon uair a bhí sé sin ar fáil.

- Cuireadh dhá chuairt tosaigh ar fáil do na leanaí agus dá gcuid tuismitheoirí, ar bhonn aonair, chun eolas a chur ar an suíomh sular cuireadh tús leis an téarma réamhscoile. Tugadh eolas do na tuismitheoirí faoi na nósanna imeachta agus na treoirlínte ginearálta a bhaineann leis an suíomh. Úsáideadh foirm rollaithe agus chlárúcháin chun faisnéis a bhailiú faoi gach leanbh, chun tacú le haistriú an linbh chuig an suíomh.
- Roinn na hoideoirí faisnéis faoi fhoghlaim agus faoi éachtaí na leanaí leis na tuismitheoirí i gcomhráite neamhfhoirmiúla agus trí úsáid a bhaint as feidhmchlár leictreonach. Ag am na cigireachta, bhí roinnt breathnóireacht ar fhoghlaim agus ar fhorbairt na leanaí curtha i gcrích ar an bhfeidhmchlár.
- D'aistrigh na leanaí chuig mórán bunscoileanna éagsúla agus reáchtáil na scoileanna ar leith laethanta oscailte chun tacú le heolas na leanaí ar thimpeallacht na bunscoile. Chomhlánaigh na hoideoirí teimpléid tuairiscithe aistrithe *Mo Scéal* i gcomhar leis na tuismitheoirí agus leis an leanbh agus roinneadh iad sin leis na scoileanna ábhartha. Ní raibh aon chuairteanna eagraithe ó mhúinteoirí bunscoile chuig an suíomh agus cé gur shiúil na leanaí thar an mbunscoil ba ghaire don suíomh ar bhonn rialta, ní dheachaigh siad ar aon chuairteanna réamhaistrithe ansin leis na hoideoirí.

Gníomhartha a mholtar

- Moltar don bhainisteoir cur chuige foirmiúil, córasach a bhunú maidir le hathbhreithniú agus meastóireacht inmheánach, lena n-áirítear taifid de chruinnithe athbhreithnithe foirne agus an chaoi a raibh tuismitheoirí rannpháirteach sa phróiseas athbhreithnithe. Má bhaineann na hoideoirí úsáid as *Treoir Chleachtais Aistear, Síolta* tacóidh sé leo chun machnamh a dhéanamh ar chleachtas, cabhróidh sé leo chun tosaíochtaí i gcomhair forbartha a shainaithint agus chun gníomhartha a thacóidh le feabhas leanúnach ar cháilíocht a phleanáil.
- Moltar go dtapódh an fhoireann oideoirí deiseanna chun úsáid níos mó a bhaint as an nGaeilge in oibriú an tsuímh ó lá go lá chun fealsúnacht shonraithe agus fís an tsuímh mar shuíomh a sholáthraíonn seirbhís luathbhlianta trí mheán na Gaeilge a fhíorú.
- Moltar go ndéanfadh príomhtheagmhálaí ainmnithe na leanaí breathnóireacht ar fhoghlaim agus ar fhorbairt na leanaí a fhorbairt agus go ndéanfaí é sin a roinnt leis na tuismitheoirí ar bhonn níos rialta. Moltar freisin go dtabharfaí cuireadh do na tuismitheoirí teacht isteach sa timpeallacht foghlama ar bhonn leanúnach chun iad a chur ar a suaimhneas maidir le dul chun cinn a gcuid leanaí agus chun féachaint ar a ngníomhaíochtaí leanúnacha foghlama.
- Moltar polasaí aistrithe a fhorbairt chun féachaint go sonrach ar an mbealach a bhféadfaí tuilleadh forbartha a dhéanamh ar an aistriú ón réamhscoil go dtí an bhunscoil. Má úsáidtear na gníomhaíochtaí breise ó na hábhair thacaíochta don aistriú atá ar shuíomh gréasáin na Comhairle Náisiúnta Curaclaim agus Measúnachta cinnteofar go mbeidh réimse de ghníomhaíochtaí aistrithe á ndéanamh ag na leanaí sa téarma deiridh sa réamhscoil agus cuideoidh siad sin leo a bheith níos ullmhaithe fós agus iad ag athrú chuig an mbunscoil.

Achoimre ar an gCigireacht Fhoriomlán

Réimse	Leibhéal cáilíochta
Cáilíocht an chomhthéacs chun tacú le foghlaim agus forbairt na leanaí	Go maith
Cáilíocht na bpróiseas chun tacú le foghlaim agus forbairt na leanaí	Go maith
Cáilíocht eispéiris foghlama agus éachtaí na leanaí	Go maith
Cáilíocht na bainistíochta agus na ceannaireachta don fhoghlaim	Go maith

Teanga a úsáidtear i dtuairiscí Cigireachta ar an Oideachas sna Luathbhlianta

Deánann cigirí cur síos ar cháilíocht an tsoláthair sa suíomh ag úsáid na teanga atá leagtha amach thíos

Leibhéal	Tuairisc
Ar fheabhas	Is ionann soláthar ar fheabhas agus soláthar atá thar barr maidir le freastal ar riachtanais na leanaí.
An-mhaith	Is ionann soláthar an-mhaith agus soláthar atá an-éifeachtach maidir le freastal ar riachtanais na leanaí.
Go maith	Soláthar atá éifeachtach maidir le freastal ar riachtanais na leanaí ach a bhfuil gnéithe áirithe ann atá le forbairt.
Measartha	Is ionann soláthar atá measartha agus soláthar ina bhfuil gá le feabhas a dhéanamh chun freastal ar riachtanais na leanaí.
Ar fheabhas	Is ionann soláthar ar fheabhas agus soláthar atá thar barr maidir le freastal ar riachtanais na leanaí.

An Roinn Oideachais
Department of Education

Early Years Education Inspection (EYEI)
Final Report

Setting name	Naíonra Béal an Mhuirthead
Setting address	Quay Street Belmullet Ballina County Mayo F26H993
TUSLA registration number	TU2016MO011
DCEDIY number	17MO0210
Date of inspection	19-10-2022
Date of issue of report	16-12-2022

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 inspectors 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	19-10-2022
Inspection activities undertaken • Pre-inspection meeting with the setting management • 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 one session • Interaction with the children • Feedback meeting with the setting manager and early years educators	

Context of setting

Naíonra Béal an Mhuirthead is a privately-owned, early years setting located in prefabricated accommodation on the site of a former post-primary school building in Belmullet, County Mayo. The setting offers a morning pre-school session for twenty-two children participating in the Early Childhood Care and Education (ECCE) programme. On the day of inspection, there were seventeen children present along with the lead educator and three assistant educators. One educator post is supported through the Access and Inclusion (AIM) programme. 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.

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 good.
- There was a friendly, calm atmosphere in the setting and the children were welcomed warmly on arrival at the door.
- The children were very well settled, comfortable and at ease with the educators. A key-person approach was in use and the educators knew the children very well. There was a good sense of fun in the caring, respectful adult-child interactions observed.
- There was a daily routine in place which afforded the children choice and agency over their play and learning activities. There was a substantial period of child-directed play in the first section of the session in particular.
- Verbal alerts, songs and timers were used to support the children's transitions from one activity to the next. A visual daily routine was on display in one room but was not used during the inspection.
- The children displayed positive behaviour and good peer relationships were in evidence. Timers were used effectively by the educators to support the sharing of play materials among the children.
- The children enjoyed a relaxed social lunch and they had adequate time to eat their food.
- The educators promoted the development of children's self-help skills and independence to some extent. They reminded the children to wash their hands and clean their noses. Occasionally, the educators did tasks for the children such as putting away the children's drinks and coats and putting on the children's coats and hats at home time.
- There were some displays in the setting to support the children's sense of identity and belonging. These included a family tree which was under development in the hallway, some very highly placed *'Mé Féin'* displays of the children and their art in the first learning room. There was a birthday display in the second learning room.

Actions advised

- The educators are advised to further develop the children's self-help skills by supporting them to put away their coats, water bottles and lunch bags independently on arrival. The children could also be encouraged to independently put on their hats and coats at home time. The use of a self-registration station whereby each child finds his/her photograph and name on arrival and places it on the registration board will also support a growing sense of independence and competency.
- It is advised that the sequence of the daily routine is displayed at child height level in picture format in both rooms and used consistently to support the children's understanding of the morning's activities and the transition points within it.
- It is advised that displays, including the children's art work, are positioned at the eye level of the child and that the child's voice, name and annotated descriptions be added to their displayed creations to support conversations about the creative work and the thinking behind that work.

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 good.
- Planning for curriculum implementation was aligned with *Aistear: the Early Childhood Curriculum Framework* and was organised on a long, medium and short-term basis. There was some evidence that the educators noted the interests of the children to inform their play and learning experiences.
- An electronic application was used for collating monthly learning observations and compiling learning stories for individual children. The samples observed were based around photographs of the children's activities that were linked to the themes of *Aistear* and explained the children's learning experiences.
- The interactions between the educators and the children were good. The educators acted as effective play-partners. They sat and played alongside the children and supported imaginative play scenarios. The educators used some good questions, prompted the children to play in pairs and in groups and supported their curiosity and knowledge development.
- The indoor learning environment consisted of two bright and comfortable rooms. Both rooms contained a good quantity of playful learning resources including sensory play materials, small world play items, construction materials, a home corner with some wooden play materials and resources to support fine motor skills. There was a small book area in the first room with a more comprehensive library in the second room along with some attractive jigsaws and numeracy materials.
- An outdoor play area was available with some appropriate play equipment to support the development of physical skills and to promote exploration in the natural environment. This area and the resources available were not used on the day of inspection due to wet weather.
- The educators used the Irish language in some meaningful contexts with the children. Irish was promoted through lots of songs and simple rhymes in a playful, circle-time experience. The educators supported the children to name the days of the week and their body parts. They also supported the children's counting through the use of number rhymes.
- The educators made a good effort to support the inclusion of all children in the morning's activities. The setting had engaged with Access and Inclusion Model supports at multiple levels; for advice and support and for employing additional staff and planning for the specific needs of children.

Actions advised

- The educators are advised to review the layout of the indoor learning environment to maximise the use of the space available and to further support the children's exploration, creativity and critical thinking. The provision of more open-ended and real resources as well as further numeracy play materials will enhance provision. The Learning Environment section of the *Aistear, Síolta Practice Guide* will support team reflection on the learning environments and how they can be developed further.
- At circle time, the educators are advised to use the opportunity for reflection and discussion to involve the children in decision making about the content of the morning routine, the whole group and small-group activities and the play themes to be explored. This will support the setting's emergent curriculum approach and make the influence of the children on their learning experiences clearer to them.
- The educators are advised to increase the amount of the Irish language used in the session by modelling the fluent use of the Irish in their playful interactions with the children throughout the morning routine. This will support the children's acquisition of the language and encourage them to use the Irish phrases and words they have learned as they play.

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

- The quality of children's learning experiences and achievements was good.
- The children were very happy, confident and at ease in the environment. They had great fun in the group and as they played in pairs. High levels of participation and enjoyment were noted in the free play scenarios, in particular. The children enjoyed the company and conversations with the educators.
- The children demonstrated high levels of interest in their sensory play experiences with sand, water and play dough. There was good sustained play with the construction materials that included exploration and discussion among the children. Other children enjoyed fine motor skill development in working with pegboards and in making jigsaws
- The home corner supported sustained play with scope to extend this through the provision of more real home-like materials and food items to capture the children's imagination.
- Many children enjoyed handling books and being read to by the educators in small groups. At the end of the day, the children engaged in a whole-group story reading experience. While they were very interested in the story *Room on the Broom,* the experience was interrupted by the educators putting on the children's coats and hats at collection time.
- The children's social skills were developing very well. The children were aware of their own identity and individuality and could point out samples of their work on display in the environment.
- There were no opportunities provided to develop the children's gross motor skills during the session. Due to some wet weather on the morning of the inspection, the children did not get to use the outdoor environment and missed the opportunity to physically run, climb, balance and jump.
- The children really enjoyed singing songs and chanting rhymes in Irish and in English in the circle time experience. Most children loved to count and name the colours in both languages.
- The children engaged in many art activities that were based on thematic and seasonal topics in the main. There was paint available for the children to engage in free expression and all children engaged in a whole-group art activity. As all the children were involved in the table-top art activity, there was scope to increase choice for the children by allowing them to decide whether to join in the art activity or not or to continue with other play interests.

- Samples of the children's creative work were stored in individual folders. These were not accessible to the children without the educator's support. The samples reviewed did not include the documentation of children's voices to indicate the story behind the creative work. There was much evidence of template-type art activities in the folders and in the displayed creations.

Actions advised

- The educators are advised to use the outdoor environment on a daily basis to promote the development of the children's physical skills. They are further advised to work in partnership with parents to ensure that the children have appropriate clothing to support the all-weather use of the outdoor space.
- The educators are advised to further develop the children's creativity and decision making capacities by extending their creative experiences regularly beyond template-type art activities in a whole-group scenarios. Offering the children a broader range of creative materials and resources as they freely play, and including spontaneous opportunities for them to create junk art, will support their creativity and imaginative skills.
- It is advised that the educators make the children's art folders available to them in the learning environment so that they can review the documented samples on an ongoing basis with their key-persons, discuss their work and their developing creative skills.

Area 4: Quality of management and leadership for learning

- The quality of management and leadership for learning was good.
- There was a commendable ethos of teamwork, collaboration and partnership among the educators with clear roles and responsibilities allocated across the team.
- Staff meetings were held monthly to review planning although these were not documented. The *Aistear Síolta Practice Guide* has not been used yet to support reflection on practice to support quality improvement.
- The manger had developed a good range of policies and procedures to support the effective organisation of the setting, although the stated philosophy of the setting, required updating to reflect the setting's context.
- The educators engaged with regulatory continuing professional development (CPD) courses along with professional CPD courses including Hanen. The manager undertook the Leadership for Inclusion (LINC) course to support inclusive practice in the setting. The educators availed of CPD provided by Mayo County Childcare whenever it was available.
- The children and their parents were provided with two introductory visits, on an individual basis, to familiarise themselves with the setting before the pre-school term commenced. The parents were informed about the general procedures and guidelines relating to the setting. An enrolment and registration form was used to gather information on each child, in order to support the child's transition into the setting.
- The educators shared information about the children's learning and achievements with the parents through informal conversations and through the use of an electronic application. At the time of inspection, observations on the children's learning and development had been completed on the application for some of the children.
- The children transitioned to many different primary schools and the individual schools held open days to support the children's familiarity with the primary school environment. The educators completed the *Mo Scéal* transition report templates in partnership with the parents and the child, and these were shared with the relevant schools. There have been no organised visits from primary school teachers to the setting and while the children walked by the nearest primary school on a regular basis, they had not gone on any pre-transition visits there with the educators.

Actions advised

- The manager is advised to establish a formal, systematic approach to review and internal evaluation which includes records of staff review meetings and how parents have been engaged in the review process. Use of the *Aistear Síolta Practice Guide* will support educators' reflection on practice, will help them to identify priorities for development and to plan actions which will support ongoing quality improvements.
- It is advised that the educator team exploits opportunities to use the Irish language more in the day-to day operation of the setting to realise the stated philosophy and vision of the setting as one which provides an early years service through the medium of Irish.
- It is advised that observations on the children's learning and development are developed by the children's assigned key person and shared more regularly with the parents. It is further advised that the parents be invited into the learning environment on an ongoing basis to reassure them of their children's progress and to view their ongoing learning activities.
- It is advised that a transition policy be developed to look specifically at how the transition from the preschool to the primary school might be further developed. The use of additional activities from the transition support materials on the National Council for Curriculum and Assessment's website will ensure that the children experience a range of transition activities in their last term in preschool which will help them to be even more prepared for the move to primary school.

Summary of overall inspection

Area	Quality level
Quality of context to support children's learning and development	Good
Quality of processes to support children's learning and development	Good
Quality of children's learning experiences and achievements	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.*