An Roinn Oideachais
Department of Education

Cigireacht ar an Oideachas sna Luathbhlianta (COL)

Tuairisc Dheiridh

Ainm an tSuímh	Naíonra Cháit
Seoladh an tSuímh	An Bhuaile Bheag Bearna Co. na Gailimhe H91WY28
Uimhir Tusla	TU2015GY173
Uimhir RLCMLÓ	12GY0341
Dáta na Cigireachta	10-03-2023
Dáta éisiúna na tuairisce	06-10-2023

Cad é Cigireacht ar an Oideachas sna Luathbhlianta?

Déantar samhail na Cigireachta 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 an cigire 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	10-03-2023

Gníomhaíochtaí na cigireachta ar tugadh fúthu

- Cruinniú le húinéir/bainisteoir an tsuímh
- Cruinniú réamh chigireachta leis an bhfoireann bainistíochta
- Cruinniú le hoideoirí luathbhlianta ábhartha/baill eile den fhoireann
- 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 roinnt seisiún
- Caidreamh le leanaí
- Aiseolas do bhainisteoir an tsuímh

Comhthéacs an tsuímh

Is suíomh luathbhlianta lán-Ghaeilge é Naíonra Cháit, atá suite ar shuíomh na bunscoile, Scoil Iósef Naofa, An Bhuaile Bheag, Bearna, Contae na Gaillimhe. Cuirtear seisiún maidine ar fáil do leanaí atá ag glacadh páirt sa scéim Cúraim agus Oideachais Luath-Óige (COLÓ). Tá an naíonra bunaithe i bhfoirgneamh réamhdhéanta, le príomhsheomra amháin, maraon le spás iontrála, spás stórais agus leithris. Tá spás lasmuigh ar fáil don naíonra i bhfearann na scoile freisin. Bhí príomhoideoir agus oideoir cúnta amháin i láthair ar lá na cigireachta. Tugadh deis don suíomh luathbhlianta a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce i scríbhinn; ní bhfuarthas freagra ón suíomh.

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 an-mhaith.
- Cruthaíodh atmaisféar an-chroíúil agus an-fháilteach sa suíomh; bhí na leanaí an-sásta agus iad ag teacht isteach ar maidin.
- Níor tháinig tuismitheoirí isteach sa suíomh agus iad ag fágáil na leanaí. D'fhéadfaí polasaí iontrála oscailte do thuismitheoirí a chur i bhfeidhm agus an deis seo a úsáid chun comhrá leis na tuismitheoirí faoi fhoghlaim a leanaí.
- Tar éis teacht isteach ar maidin, bhain na leanaí a gcótaí díobh, chroch suas iad, agus chuir siad a mboscaí lóin sa chuisneoir iad féin. Chuir siad lipéidí leis a n-ainmneacha féin orthu ar fhógra balla chun a léiriú go raibh siad i láthair. Sa chaoi seo, bhí sé éasca a fheiceáil cé a bhí i láthair agus cé nach raibh. D'fhorbair na gníomhartha seo scileanna féinchúraim agus feasachta na leanaí go héifeachtach, chomh maith lena scileanna réamhléitheoireachta.
- Bhí na leanaí mar ghníomairí gníomhacha agus iad ag roghnú agus ag eagrú a ngníomhaíochtaí. Thosaigh siad ag spraoi agus ag glacadh páirt sna gníomhaíochtaí éagsúla go sciobhtha tar éis teacht isteach. Bhí raon na ngníomhaíochtaí an-mhaith, le péinteáil agus súgradh le gaineamh san áireamh.
- Breathnaíodh idirghníomhaíochtaí comhbhácha agus measúla i rith an tseisiúin. Bhí caidreamh an-chompordach ag na leanaí leis na hoideoirí agus bhí aithne an-mhaith ag na hoideoirí ar na leanaí faoin a gcúram.
- Bhí am sneaice mar ocáid shóisialta, maraon le hócáid foghlama foclóra i mbealach neamhfhoirmiúil. Tugadh tacaíocht do na leanaí a sláinteachas féin a bhainistiú agus leagadh an bhéim cheart ar lámha a ní agus ar iad féin a choinneáil glan.
- Léiríodh meas d'uathúlacht gach leanbh. Bhí teaghlaigh na leanaí céiliúrtha ar thaispeántais sa suíomh.

- Cé nár tháinig ach líon beag de na leanaí as teaghlaigh ina labhraítear Gaeilge go rialta, chothaigh na hoideoirí dearcadh dearfach sna leanaí. Labhair siad Gaeilge leis na leanaí an t-am ar fad i rith an tseisiúin. Bhí na leanaí in ann frásaí bunúsacha a úsáid agus thuig siad gach rud a dúirt na hoideoirí leo as Gaeilge.

Gníomhartha a mholtar

- Moltar misneach a thabhairt do thuismitheoirí teacht isteach sa suíomh agus iad ag fágáil na leanaí ar maidin.

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

- Bhí cáilíocht na bpróiseas a thacaíonn le foghlaim agus forbairt na leanaí an-mhaith.
- Baineadh úsáid éifeachtach as *Aistear: an Creat Curaclam Luathóige* chun curaclam a raibh bonn leathan aige a chur i bhfeidhm.
- Bhí an phleanáil do chur i bhfeidhm an churaclaim eagraithe ar bhonn fadtéarmach, meántéarmach agus gearrthéarmach. Leagadh béim chuí sa phleanáil ar am na bliana agus ar spéiseanna na leanaí.
- , Thóg na hoideoirí gach féidearthacht foclóir Gaeilge na leanaí a leathnú sa suíomh lán-Ghaeilge seo, i mbealach éasca praiticiúil, mar shampla ainmneacha torthaí a úsáid go soiléir ag am lóin.
- Bhí an timpeallacht laistigh leagtha amach go han-tarraingteach chun fiosracht, cruthaitheacht, samhlaíocht agus fonn taiscéalaíochta na leanaí a fhorbairt. Bhí go leor acmhainní spreagúla oideachasúla ar fáil, le héagsúlacht na n-ábhar ealaíne agus an raon leathan leabhar láidir go háirithe.
- Ní raibh deis dhul amach ach le haghaidh tréimhse ghearr mar gheall ar dhrochaimsir lá na cigireachta. Bhí sneachta ar an dtalamh agus bhain na leanaí an-taitneamh as súgradh sa pháirc taobh thiar den naíonra, i bhfearann na scoile. Bhí sé soiléir ansin, áfach, go raibh srianta ar imeachtaí lasmuigh, mar ní raibh trealamh súgartha ar bith ar fáil do na leanaí. Moltar do bhainistíocht an naíonra dul i gcomhairle le húdaráis na scoile chun plé a bhunú ar bhealaí gur bhféadfaí imeachtaí lasmuigh a mhéadú.

Gníomhartha a mholtar

- Moltar smaoineamh ar bhealaí chun imeachtaí lasmuigh a shaibhriú.

Réimse 3: Cáilíocht eispéiris foghlama agus éachtaí na leanaí

- Bhí cáilíocht eispéiris foghlama agus éachtaí na leanaí an-mhaith.
- Léirigh na leanaí an-taitneamh ina gcuid foghlama agus as a bheith rannpháirteach go gníomhach sna himeachtaí éagsúla i rith an tseisiúin.
- Bhí neart samplaí ardchaighdeánacha de shaothar ealaíne agus saothar réamh-scríbhneoireachta na leanaí ar taispeáint sa suíomh. Bhí an bhéim ar ghníomhaíochtaí ealaíne a thug saoirse do na leanaí a gcruthaitheacht féin a chleachtadh, le raon leathan ábhair úsáidte.
- Leag na hoideoirí béim chuí ar fhorbairt scileanna pearsanta agus sóisialta na leanaí. Cuireadh ar chumas na leanaí freagairt go hiomchuí do chúinsí éagsúla, mar shampla idirbheartaíocht a dhéanamh, freagracht a ghlacadh agus caidrimh a fhorbairt. Léirigh siad na scileanna seo nuair a bhí siad ag ag súgradh le chéile.
- Bhain na leanaí ciall as a ndomhan trí idirghníomhú le daoine eile agus leis an dtimpeallacht trí fhiosrú agus ceisteanna a chur. Chomhoibrigh siad go han-mhaith le chéile sna gníomhaíochtaí agus sna cluichí uile. Fuair siad tacaíocht agus spreagadh ó na hoideoirí i mbealach cabhrach nár chuir as do roghanna na leanaí. Bhain na leanaí taitneamh as roinnt rainn agus amhráin Gaeilge a chanadh le chéile.

- Bhí cúinne léitheoireachta tarraingteach sa seomra, áit a ndeachaigh na leanaí go rialta i rith an tseisiúin chun a scíth a ligean leis na leabhair a roghnaigh siad. Bhain siad taitneamh as am scéalaíochta freisin, le scileanna éisteachta agus tuisceana cothaithe go héifeachtach.
- Bhí roinnt mhaith ábhair matamaitice ar fáil sa suíomh. B'fhiú níos mó úsáide a bhaint astu siúd chun tús a chur le cothú scileanna luath-mhatamaitice na leanaí.

Gníomhartha a mholtar

- Moltar do na hoideoirí níos mó úsáide a bhaint as áiseanna uimhearthachta an tsuímh chun scileanna luathmhatamaitice na leanaí a chothú.

Réimse 4: Cáilíocht na bainistíochta agus na ceannaireachta don fhoghlaim

- Bhí cáilíocht na bainistíochta agus na ceannaireachta don fhoghlaim an-mhaith.
- Baineadh úsáid éifeachtach as Síolta: An Creat Náisiúnta Cáilíochta le haghaidh Oideachas na Luath-Óige chun cabhrú le pleanáil agus machnamh. Bhí tionchar an mhachnaimh seo le sonrú sna gnáthaimh agus gnásanna laethúla sa suíomh.
- Bhí córas éifeachtach i bhfeidhm chun plé agus machnamh ar chleachtaí agus nósanna imeachta an tsuímh a fhorbairt. Eagraíodh cruinnithe foirne foirmiúla míosúla, le miontuairiscí taifeadta ar phríomhphointí an phlé.
- D'éirigh le bainistíocht an tsuímh éispéiris foghlama agus forbartha ar ardchaighdeán a chur ar fáil do na leanaí. Bhí sé seo le sonrú sna himeachtaí uile, le héagsúlacht na n-imeachtaí laistigh go mór le moladh.
- Rinne na hoideoirí cumarsáid rialta le tuismitheoirí na leanaí. Roinneadh eolas faoi fhoghlaim agus éachtaí na leanaí trí chomhrá neamhfhoirmiúil agus trí shamplaí oibre a sheoladh abhaile. D'fhéadfadh áis cosúil le *M'Aistear Foghlama* le cuidiú le dul chun cinn na leanaí a thaifeadadh agus a cheiliúradh. Moltar cur chuige an phríomhdhuine a neartú freisin chun béim níos fearr fós a leagan ar riachtanais agus dul chun cinn leanaí aonair.
- D'aistrigh formhór na leanaí chuig an mbunscoil ar leataobh, Scoil Náisiúnta Iósef Naofa, An Bhuaile Bheag, le líon beag leanaí ag aistriú chuig bunscoileanna áitiúla eile. Bhí nasc déanta ag an naíonra leis na scoileanna seo. Chomhlíon na hoideoirí an tuairisc *Mo Scéal* ar gach leanbh agus roinneadh é seo leis an mbunscoil ábhartha le linn aistrithe ón naíonra chuig scoil.

Gníomhartha a mholtar

- Moltar do na hoideoirí cur chuige an phríomhdhuine a chur i bhfeidhm chun aire níos fearr fós a thabhairt do dhul chun cinn na leanaí aonair.

Achoimre ar an gCigireacht Fhoriomlán

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

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.
Lag	Is ionann soláthar atá lag agus soláthar ina bhfuil gá le feabhas suntasach chun freastal ar riachtanais na leanaí.

Is féidir le suíomhanna LFC na hacmhainní seo a leanas a úsáid chun a gcáilíochta a fheabhsú:

Treoir Chleachtais Aistear Síolta

Léargais na Roinne Oideachais-Cáilíocht san Oideachas Luathbhlianta seimineáir gréasán

An Roinn Oideachais
Department of Education

Early Years Education Inspection (EYEI)
Final Report

Setting name	Naíonra Cháit
Setting address	Boleybeg Barna Co. Galway H91WY28
TUSLA registration number	TU2015GY173
DCEDIY number	12GY0341
Date of inspection	10-03-2023
Date of issue of report	06-10-2023

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 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	10-03-2023

Inspection activities undertaken

- Pre-inspection meeting with the setting owner/manager
- Pre-inspection meeting with the management team
- 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 number of sessions
- Interaction with the children
- Feedback meeting with the setting owner/manager

Context of setting

Naíonra Cháit is an Irish-medium early years setting situated on the grounds of the primary school, Scoil Iósef Naofa, Buaile Bheag, Bearna, Co. Galway. A morning session is provided to children participating in the Early Childhood Care and Education Scheme (ECCE) scheme. The naíonra is situated in a prefabricated building, with one main room, as well as an entrance space, storage space and toilets. Outside space is also available to the naíonra in the school grounds. On the day of the inspection, the lead educator and one assistant educator 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.

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

- The quality of the context to support children's learning and development was very good.
- A very warm and welcoming atmosphere had been created in the setting; the children were very happy as they arrived in the morning.
- Parents did not enter the setting as they left the children. Consideration should be given to implementing an open-door policy for parents; this could be used as an opportunity to talk to parents about their children's learning.
- After arriving in the morning, the children removed their coats, hung them up agus put their lunch boxes in the fridge themselves. They put labels with their own names on a wall notice to indicate that they were present. In this way, it was easy to see who was present and who was not. These activities developed the children's self-care and awareness skills in an effective manner, as well as their pre-reading skills.
- The children were active agents, choosing and organising their activities. They started playing and participating in the various activities soon after arriving. The range of activities was very good, including painting and playing with sand.
- Empathetic and respectful interactions were observed during the session. Children had a very comfortable relationship with the educators and the educators knew the children in their care very well.
- Snack time was a social occasion, as well as an occasion to learn vocabulary in an informal manner. Children were supported in managing their own hygiene, and appropriate emphasis was placed on hand-washing and keeping themselves clean.
- Each child's individuality was respected. Children's families were celebrated on displays in the setting.

- Even though only a small number of children came from families where Irish is spoken regularly, the educators fostered a positive attitude to the language in the children. They always spoke in Irish to the children during the session. The children were able to use basic phrases and understood everything the educators said to them in Irish.

Actions advised

- It is advised parents be encouraged to come into the setting when they are leaving the children in the morning.

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

- The quality of processes to support children's learning and development was very good.
- Effective use was made of *Aistear: the Early Childhood Curriculum Framework* to implement a broad based curriculum.
- Planning for the implementation of the curriculum was organised on a long-term, medium-term and short-term basis. In the planning, appropriate emphasis was placed on the time of year and the children's interests.
- In this all-Irish setting, the educators availed of every opportunity to broaden the children's vocabulary in a simple and practical manner, for example using the names of fruits in a clear manner at lunchtime.
- The inside environment was laid out very attractively to develop the children's curiosity, creativity, imagination and desire to explore. Many stimulating educational resources were available, with the variety of art materials and the wide range of books being particularly strong.
- Due to the inclement weather on the day of the inspection, it was only possible to go outside for a short period. There was snow on the ground and the children very much playing in the field behind the naíonra, in the school grounds. It was evident then, however, that outside activities were restricted as there was no play equipment available to the children. It is advised that the management of the naíonra engage with the school authorities to discuss how outdoor activities for the children could be enhanced.

Actions advised

- It is advised that ways be explored to enrich outside activities.

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

- The quality of children's learning experiences and achievements was very good.
- The children demonstrated great enjoyment in their learning and in their active participation in the various activities during the session.
- There were many examples of the children's high quality artwork and pre-reading work on display in the setting. There was an emphasis on artistic activities that gave the children the freedom to practise their own creativity, using a wide range of materials.
- The educators placed appropriate emphasis on the development of the children's personal and social skills. The children were enabled to respond appropriately to various situations, for example negotiating, accepting responsibility and developing relationships. They demonstrated these skills when they were playing together.
- The children made sense of their world by interacting with other people and with the environment, through enquiry and asking questions. They co-operated very well together in all activities and games. They were supported and encouraged by the educators in a helpful manner that did not affect the children's choices. The children enjoyed singing some Irish rhymes and songs together.

- There was an attractive reading corner in the room and the children went there on a regular basis during the session. to relax with the books they had chosen. They also enjoyed story time, where listening and comprehension skills were effectively nurtured.
- A good amount of mathematical materials was available in the setting. Making more use of these materials to begin to nurture the children's early mathematical skills would be worthwhile.

Actions advised

- It is advised that the educators make more use of the setting's resources for numeracy to nurture the children's early mathematical skills.

Area 4: Quality of management and leadership for learning

- The quality of management and leadership for learning was very good.
- Effective use was made of Síolta: The National Quality Framework for Early Childhood Education to assist with planning and reflection. The effect of this reflection could be seen in the setting's daily routines and procedures.
- An effective system was in place to develop discussion and reflection on the setting's practices and procedures. Formal staff meetings were organised on a monthly basis with minutes recorded of the main points discussed.
- The setting management succeeded in providing the children with high quality learning and development experiences. This could be seen in all activities, with the variety of indoor activities especially commendable.
- The educators communicated regularly with the children's parents. Information about the children's learning and achievements was shared regularly through informal conversations agus sending home examples of work. A resource such as *M'Aistear Foghlama (My Learning Journey)* could assist in recording and celebrating the children's progress. It is advised that the key person approach be strengthened, to place even more emphasis on the requirements and progress of individual children.
- Most children transferred to the adjacent primary school, Scoil Náisiúnta Iósef Naofa, An Bhuaile Bheag, with a small number of children transferring to other local primary schools. The naíonra had established links with these schools. The educators completed the *Mo Scéal (My Story)* report on each child and this was shared with the relevant primary school during the transition from the naíonra to school.

Actions advised

- It is advised the educators implement a key person approach to give even more attention individual children's progress.

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	Very 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.*

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