An Roinn Oideachais agus Scileanna

Department of Education and Skills

EARLY YEARS EDUCATION INSPECTION

REPORT

Setting Name	Naíonra Grian na nÓg
Setting Address	Grian Óg, Rathcoole, Co. Dublin
DCYA number	09DS0202

Date of Inspection: 02-10-2018

An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

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:

1. Quality of the context to support children's learning and development
2. Quality of processes to support children's learning and development
3. Quality of children's learning experiences and achievements
4. 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

Date of inspection	04-10-2008
Inspection activities undertaken • Meeting with owner and deputy manager of the setting • Meeting with pre-school teachers • Observation of interaction during morning session	• Interaction with children • Review of relevant documents • Feedback to the setting's owner, deputy manager and pre-school teachers

CONTEXT OF SETTING

Naíonra Grian na nÓg was established in 2007 and it is an Irish medium nursery. The approach in the nursery in relation to learning is based on play, keyworkers, and on bilingualism. In this private service, there are seven learning rooms which participate in the Early Childhood Care and Education Programme and one session is operated as a nursery. On the day of the inspection, a morning session was visited in the nursery and the owner, deputy manager and two pre-school practitioners attended the feedback session.The setting was given an opportunity to comment in writing on the findings and actions advised in this report, and the response submitted on behalf of the setting can be found in the appendix of this report.

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 is excellent.
- Lunchtime is considered a social occasion and as an opportunity to foster a healthy lifestyle. Children and pre-school practitioners sit down together; rich, respectful, bilingual interactions prevail and positive social skills are effectively promoted.
- The managers and pre-school practitioners indicate a positive attitude towards children and their families and it is evident that there is a caring ethos and a mellow, gentle and encouraging atmosphere in the nursery.
- The children understand the feelings which they have during learning activities and there is a self-registration system in the nursery to support them to name the feelings which they have.
- Children are active in choosing their learning activities. A respectful relationship is encouraged among children while they enjoy a range of varied play in small groups.
- Children's independence is developed and they are supported to effectively manage their personal responsibilities. For example, children were observed washing and recycling yogurt pots without being prompted.
- On the day of the inspection, Irish was strongly heard in the learning environments and the practitioners encouraged the broad use of Irish vocabulary during interactions to a high standard.

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 is excellent.
- Indoor and outdoor environments are used very effectively to develop physical exercise in various contexts during the day. On the day of the inspection, a multi-sensory learning experience was provided to children when they were baking banana bread in the kitchen and again when they were observed digging in the sensory garden.
- The self-controlled ability of the children is developed through creating opportunities to take appropriate risks cycling, swinging and climbing in the playground.

- Planning is organised on a long-term, medium-term and short-term basis and is informed by *Aistear: The Framework for Early Years.* Practitioners display knowledge and confidence in relation to the implementation of these plans and they are shared with parents by displaying them in the hall outside the learning room.
- Play is central to the learning and development of children and there is easy access to appropriate resources. On the day of the inspection, the children particularly enjoyed playing in small groups in the hospital; at the sand tray and with the small cars on the play mat.
- To support the provision of an integrated, holistic learning experience for the children, parents are informed of the children's learning of Irish by sending song vocabulary, phrases and poems used in the nursery home regularly.
- Regular monitoring is carried out on the children's learning experiences and assessment for learning is used to ensure consistency in their learning.
- Practitioners encourage the children to broadly use words in Irish, including mathematical language. During cooking time, children were observed in the kitchen measuring flour and milk, counting eggs and sorting chairs according to size and colour.

AREA 3

QUALITY OF CHILDREN'S LEARNING EXPERIENCES AND ACHIEVEMENTS

- The quality of the children's learning experiences and achievements is excellent.
- The children illustrate that they are happy in their learning and engaged in their play activities. It is evident that the children's voices are heard and that children make decisions in relation to their learning experiences.
- On the day of the inspection, children were observed developing their ability in joint play, in pairs and in small groups such as when they were making marks with chalk outside in the playground or role playing at the Reception Desk with the phone and diary.
- The nursery has a strong link with the local community in Rathcoole and Newcastle. For example, the children visit the library, play park and the butcher in the village. Also, visitors are welcomed to the nursery and residents from the local nursing home come to plant plants and seeds with the children.
- Photographs of families, children and staff are displayed in the nursery, which helps children to develop a positive understanding of their own identity as members of a family and of groups.
- As developing bilingual learners, children examine sound and pattern in Irish. Many of them were encouraged to use phrases such as 'Dia dhuit', 'Go raibh maith agat' and 'Is liomsa é' automatically.
- The children demonstrate understanding regarding rhythm and repetition in Irish. The children's learning experience is enhanced through the sharing of songs and various jingles in Irish.

Actions advised

- To support children's learning experience and to extend transitions inside the setting, it is advised that more use is made of rhyme repertoire and songs during transition periods.

AREA 4

QUALITY OF MANAGEMENT AND LEADERSHIP FOR LEARNING

- The quality of management and leadership for learning is excellent.
- Information about policies, procedures and about the implemented curriculum in the setting is proactively shared with families through the provision of information booklets; a description of Aistear and bilingual newsletters. Induction visits are visited for parents and children before the academic year commences.
- To ensure progression in children's learning, policies and procedures are developed to support positive and understanding transitions for them inside the setting and between settings. There is a playgroup in the same setting and most of the children who are registered in the nursery transfer from that playgroup. The doors of the learning rooms are often left open and children are permitted to visit friends in the other learning rooms, if they desire.

- Information on children's prior experience from parents and from other learning rooms, including the playgroup, is gathered and used to ensure continuity of experiences and learning progression for the children.
- Effective strategies are implemented for professional reflection and monitoring. Staff members complete self-assessment and regular revision of their practice and there are opportunities for continual professional development.
- Managers promote high standards. They have a clear vision for the work of the setting and respect is demonstrated for the voice of the child. That positive vision is evident in the nursey in the comprehensive practice of the entire staff.

CAPACITY TO IMPLEMENT THE ACTIONS ADVISED ABOVE

The capacity of the setting to implement the actions advised above is excellent.

Summary of Overall Inspection

Area	Quality Level
Quality of context to support children's learning and development	**Excellent**
Quality of processes to support children's learning and development	**Excellent**
Quality of children's learning experiences and achievements	**Excellent**
Quality of management and leadership for learning	**Excellent**

Language used in Early-Years Education-focused Inspection reports

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.

Published March 2019

APPENDIX

SETTING RESPONSE TO THE REPORT SUBMITTED ON BEHALF OF THE SETTING

Area 1 Observations on the content of the inspection report.

We were very happy to have had the opportunity to present our hard work. The visit was a very positive experience for us from start to finish.

***Area 2 Follow-up actions planned or undertaken since the completion of the inspection* activity to implement the findings and recommendations of the inspection.**

In response to the recommendations that more poems and songs should be used as we transfer from one thing to another, we have a CD player which plays traditional music during these intervals.