An Roinn Oideachais agus Scileanna

Department of Education and Skills

EARLY YEARS EDUCATION - FOCUSED INSPECTION

REPORT

Service Name	Naíonra na Ríthe
Service Address	Fch/ Gaelscoil na Ríthe Dunshaughlin County Meath
DCYA number	09MH0010

Date of Inspection: 15-06-2018

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agus Scileanna
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WHAT IS AN EARLY YEARS FOCUSED INSPECTION?

The Early Years Education-focused Inspection (EYEI) model is used to provide evaluative information, advice and support in relation to education provision in a pre-school service 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 service.

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 service's provision in each area.

Early-Years Education-focused Inspection

Date of inspection	15-06-2018
Inspection activities undertaken • Meeting with service manager • Meeting with practitioners • Observation of interactions during one session	• Interaction with children • Review of relevant documents • Feedback to service manager and practitioners

CONTEXT OF SERVICE

Naíonra na Ríthe is located on the site of Gaelscoil na Ríthe in Dunshaughlin, County Meath. There is one pre-school learning room and it provides a morning and an afternoon pre-school programme through the medium of Irish for young children taking part in the Early Childhood Care and Education Programme (ECCE). A manager/practitioner and a practitioner were in attendance on the day of the inspection. The majority of the children who attend the naíonra transfer to the Gaelscoil for their primary education. 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 is excellent.
- A link has been forged between the naíonra and the local community. A range of visitors from that community come to the nursery.
- The children display emerging independence when they actively choose and organise their learning activities.
- Meal times are regarded as a social occasion and on the day of the inspection the children and the practitioners had a picnic together in the garden.
- Children are given opportunities to foster self-esteem as members of a group by using expressions such as *'We are helping each other.... We are a team'.*
- The practitioners give guidance to children and encourage positive behaviour from them.
- To support positive learning experience in the naíonra, the children are given prior notice of transition times.
- A strong relationship between children, families and practitioners is fostered in the naíonra. Families are welcome to stay and play with their children for a short while if they so wish.

AREA 2

QUALITY OF PROCESSES TO SUPPORT CHILDREN'S LEARNING AND DEVELOPMENT

- The quality of the to support the children's learning and development is very good.
- Practitioners in the setting are involved in developing a curriculum which is based on *Aistear: The Early Childhood Curriculum Framework* and the children's interests and pre-learning experiences are taken into consideration during planning.
- Information and observation notes are gathered regarding the interests and learning experiences of the children to create a rich insight into the children's development.
- The practitioners succeed in fostering relationships by promoting peer interactions in pairs and in small groups.
- Children have access on a daily basis to attractive learning environments and these spaces are used to develop children's curiosity and imagination. For example, on the day of the inspection, the children were engaged in role play in *Siopa na Liathróidí* (*Ball Shop)*

- Children are given the opportunity to plan, speak and think about their play experiences.
- Opportunities are provided for a range of types of play outdoors such as cycling and running in the playground of the gaelscoil.
- Practitioners use appropriate language and the mathematical language the children know is to be commended. A wealth of language is heard in the naíonra and the practitioners encourage the use of a wide range of Irish-medium vocabularly during interactions.
- The children have regular access to high quality books, stories, songs, poems and rhymes in Irish.

Actions advised

- It is advised that information is recorded more regularly on the children's learning in a range of learning experiences appropriate to the early learning context and not to use learning templates.

AREA 3

QUALITY OF CHILDREN'S LEARNING EXPERIENCES AND ACHIEVEMENTS

- The quality of the children's learning experiences and achievements is very good.
- The children participate in their natural environment and display curiosity when engaged in play with sand, pebbles, clay and water.
- The children take turns, cooperate with each other and take responsibility in the naíonra in terms of managing their lunch and small chores.
- The children use language which is developing in order to ask bilingual questions and clarify thoughts such as when one child said, '*The bándearg isn't dried up like the gorm'* when he was talking about playdough.
- The children understand the rules and the boundaries involved in acceptable behaviour and they play together in pairs and in small groups, in various contexts during the day.
- On the day of the inspection, the children showed increasing confidence, ability and coordination in their primary motor skills while cycling together in the school playground.

Actions advised

- It is advised that an *Emotions Wall* be used to help the children better understand their feelings, as well as the rules and boundaries involved in acceptable behaviour.
- To support the emerging independence of the children, it is advised that more visual cues are provided in the indoor and outdoor learning environments, including a visual schedule for the daily routines and procedures of the naíonra.

AREA 4

QUALITY OF MANAGEMENT AND LEADERSHIP FOR LEARNING

- The quality of management and leadership for learning is excellent.
- The setting has established a link with external agencies. Practitioners avail of early years care and education advice by participating in the Access and Inclusion Model (AIM) programme of supports.
- The parents are informed of the policies, procedures and curriculum in operation in the naíonra and the setting shares information on the children's learning through various social media platforms and a scrapbook for parents.
- Leaders provide an exemplar for the staff and promote high standards. For instance, a leader is currently attending the *Leadership for INClusion (LINC) course.*
- Information is gathered from parents, families and other settings regarding the children's previous experiences and is used to ensure progress in learning for children
- To ensure continuity of experience in the children's learning, information is shared between the naíonra and the primary school. A number of primary school teachers come to visit the naíonra.
- There is clarity within the naíonra in terms of roles and responsibilities regarding educational activities.

Actions advised

- To further enhance the learning experiences for children, it is advised that practitioners formally reflect upon and review the practice, policies and procedures being implemented in the naíonra by using the self-assessment tool in the *Aistear Síolta Practice Guide.*

CAPACITY TO IMPLEMENT THE ACTIONS ADVISED ABOVE

The capacity of the service to continue to implement the actions advised above is very good.

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	**Very Good**
Quality of children's learning experiences and achievements	**Very Good**
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.

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