An Roinn Oideachais
Department of Education

Cigireacht ar an Oideachas sna Luathbhlianta (COL)

Tuairisc Dheiridh

Ainm an tSuímh	Radharc na Coille Preschool
Seoladh an tSuímh	Dromore Kildimo County Limerick V94D258
Uimhir Tusla	TU2015LK145
Uimhir RLCMLÓ	09LK0079
Dáta na Cigireachta	08-05-2023
Dáta éisiúna na tuairisce	27-11-2023

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	08-05-2023
Gníomhaíochtaí na cigireachta ar tugadh fúthu • Cruinniú le húinéir/bainisteoir an tsuímh • Athbhreithniú ar cháipéisí an tsuímh agus ar na taifid foghlama agus forbartha leanaí • Athbhreithniú ar na hacmhainní oideachais agus áiseanna • Breathnóireacht ar chaidrimh le linn roinnt seisiún • Caidreamh le leanaí • Aiseolas don bhainisteoir agus d'oideoirí luathbhlianta an tsuímh	

Comhthéacs an tsuímh

Bunaíodh Naíonra Radharc na Coille sa bhliain 1996. Is suíomh príobháideach é atá suite i gcroílár na tuaithe gar do Chill Díoma, Contae Luimnigh. Bhí caoga a haon leanbh cláraithe don Chlár um Chúram agus Oideachas na Luath-Óige (COLÓ); bhí seisiún amháin ar fáil ar maidin agus seisiún amháin um thráthnóna. Thacaigh an t-úinéir/bainisteoir agus beirt oideoirí leis na leanaí. Ba trí Ghaeilge a bhí go leor d'idirghníomhaíochtaí na n-oideoirí leis na leanaí, 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.
- Bhí atmaisféar an tsuímh dearfach agus seascair. Chuir na hoideoirí fáilte chroíúil roimh na leanaí. Tar éis dóibh teacht isteach, roghnaigh siad go gníomhach agus ar feadh tréimhse shubstaintiúil d'eagraigh siad a ngníomhaíochtaí foghlama agus forbartha.
- Bhí an gnáthamh laethúil ar taispeáint ag airde na leanaí. Bhí seichimh shocraithe, intuartha mar chuid de. Rinneadh dea-bhainistiú ar amanna aistrithe agus bhí leanúnachas in eispéiris na leanaí. Ócáid shóisialta a bhí in am sneaice.
- Bhí cumas ag na leanaí maidir lena riachtanais chúraim féin a bhainistiú. Chroch siad suas a málaí agus iad ag teacht isteach agus bhain siad úsáid as na háiseanna leithris go neamhspleách. Ba iad na hoideoirí a rinne na tascanna ullmhúcháin agus slachtaithe ar an iomlán, agus ba bheag bainte a bhí ag na leanaí leo seo.
- Cothaíodh braistint féiniúlachta agus muintearais na leanaí go héifeachtach. Bhí iliomad léirithe grianghrafacha díobh ar fud an tsuímh agus i ndialann an ghrúpa.
- Bhí naisc fhadbhunaithe ag an suíomh leis an bpobal áitiúil. Ghlac tuismitheoirí páirt i roinnt gníomhaíochtaí, agus thug roinnt tuismitheoirí cuairt ar an suíomh, mar shampla le hotharcharr, agus chun ióga a chleachtadh leis na leanaí. Thacaigh fear áitiúil, a d'fhreastail ar an suíomh agus é ina leanbh, le hócáid speisialta aimsir na Nollag, trí é féin a ghléasadh mar lucharachán Dhaidí na Nollag.

Gníomhartha a mholtar

- Chun scileanna féinchabhrach agus braistint freagrachta na leanaí a chothú tuilleadh, moltar do na hoideoirí iad a ghríosadh chun páirt a ghlacadh i dtascanna níos praiticiúla. Roimh am sneaice, d'fhéadfaidís na boird agus na cathaoireacha a shocrú, agus d'fhéadfaidís an t-urlár a scuabadh agus na boird a ghlanadh ina dhiaidh sin. I gcaitheamh an tseisiúin, agus a ngníomhaíochtaí á gcríochnú acu, d'fhéadfaidís na hábhair a shórtáil, a eagrú agus a stóráil san áit atá leagtha amach dóibh.

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 soláthar bunaithe ar *Aistear: Creatchuraclam na Luath-Óige* agus Modh Montessori agus, toisc gur Naíonra a bhí ann, cuireadh an Ghaeilge chun cinn sa suíomh.
- Chuimsigh plean fadtéarmach an tsuímh ráiteas misin, agus leagadh amach pleananna míosúla agus seachtainiúla. Rinne na hoideoirí faisnéis mheasúnaithe a dhoiciméadú ag baint úsáid as teimpléad thaifead foghlama *Aistear* agus chuir siad nótaí le roinnt samplaí den obair a bhí críochnaithe ag na leanaí. Dhírigh na sonraí aird go pointe áirithe ar mheonta agus ar spéiseanna na leanaí. Bhí scóip ann chun na naisc idir an t-eolas measúnaithe agus na próisis phleanála a threisiú.
- Bhí idirghníomhaíocht na n-oideoirí leis na leanaí aireach agus spraíúil. Le linn roinnt de na gníomhaíochtaí a bhí á dtreorú ag daoine fásta, go háirithe na gníomhaíochtaí gluaiseachta laistigh, chaill na leanaí suim agus d'éirigh siad as na gníomhaíochtaí.
- Ba é an súgradh croílár na foghlama agus na forbartha do na leanaí, agus cuireadh ar chumas na leanaí a spéiseanna a iniúchadh trí mheáin éagsúla. Bhí an dá thimpeallacht nasctha laistigh geal agus mealltach. Bhí iliomad puzal, bréagán, ábhair ealaíne oscailte, agus ábhair chlóite ar fáil. Bhí an timpeallacht mhór lasmuigh dea-fheistithe. Bhí sleamhnán, luascáin, limistéir phlandála agus phicnice, céimeanna, limistéar creagach, agus balla íseal mar chuid den timpeallacht.
- Cothaíodh scileanna luathlitearthachta agus luathuimhearthachta na leanaí. Bhí leabhair agus ábhair déanta marcanna ar fáil, agus léigh na hoideoirí scéalta dóibh ar bhealach an-bhríomhar. D'ainmnigh na leanaí agus na hoideoirí cruthanna agus rinne siad comhaireamh i nGaeilge i dteannta a chéile.
- D'fhoghlaim na leanaí i dtimpeallacht ionchuimsitheach. Do roinnt leanaí, úsáideadh straitéisí breise breathnóireachta chun monatóireacht a dhéanamh ar a gcuid riachtanas agus a ndul chun cinn. Cuireadh tacaíocht ar fáil tríd an tSamhail um Rochtain agus Ionchuimsiú.

Gníomhartha a mholtar

- Ní mór do na hoideoirí a chinntiú go ndíríonn an t-eolas measúnaithe aird go seasta ar mheonta agus ar réimsí spéise na leanaí. Caithfidh na pleananna gearrthéarmacha a bheith bunaithe ar bhealach níos diongbháilte ar an eolas seo. Tá comhairle ar fáil sa cholún Pleanála agus Measúnaithe den *Treoir Chleachtais Aistear Síolta*.
- Moltar do na hoideoirí athbhreithniú a dhéanamh ar chuspóir roinnt de na gníomhaíochtaí atá faoi stiúir daoine fásta agus a chinntiú go bhfuil eispéiris na leanaí sa suíomh ag teacht go seasta lena spéiseanna agus lena gcumas. D'fhéadfadh gníomhaíochtaí faoi stiúir daoine fásta a bheith roghnach, ionas gur féidir leis na leanaí a bheith páirteach iontu, nó dul ar aghaidh lena ngníomhaíochtaí féin roghnaithe.

Réimse 3: Cáilíocht eispéiris foghlama agus éachtaí na leanaí

- Bhí cáilíocht eispéiris foghlama agus éachtaí na leanaí go maith.
- Léirigh na leanaí braistint dhearfach folláine. Bhí siad sásta agus iad ag súgradh i ngrúpaí, agus anois is arís bhain siad taitneamh as a bheith ag súgradh leo féin.
- Phléigh na leanaí a spéiseanna leis na hoideoirí agus d'fhreagair siad go maith do roinnt ceisteanna oscailte. Bheadh sé níos tairbhí dóibh dá gcuirfí ceisteanna níos dúshlánaí, ardoird orthu.
- D'éirigh go geal leis na leanaí trína ngníomhaíochtaí. De réir mar a rinne siad an t-iliomad grianghraf dá ngníomhaíochtaí foghlama a athbhreithniú, bhí ar a gcumas a n-inniúlachtaí agus a ngnóthachtálacha a bhí ag dul i méid a aithint. Roghnaigh siad na nithe a bhí le cur san áireamh ina ndialann aonair agus, ó am go ham, thug siad a ndialann abhaile leo.

- Bhí ar chumas na leanaí idirbheartú a dhéanamh agus sealaíocht a ghlacadh. Nuair a bhí siad lasmuigh léirigh leanbh amháin an-mhuinín nuair a ghlac sí ról an mac tíre i gcluiche spleodrach.
- D'aithris na leanaí go leor amhrán agus rann, lena n-áirítear *Froganna Beaga Deasa*. Chun Lá Fhéile Pádraig a cheiliúradh chan siad gníomhamhrán dar teideal *An Dreoilín*.
- Chaith na leanaí tréimhse sách gearr lasmuigh lá na cigireachta. Bhí siad ag rith gan srian, ag súgradh le gaineamh, agus ag baint úsáid as cailc ar an limistéar ar a raibh dromchla tarmac. Bhain na leanaí taitneamh as lá spóirt agus turais asail ag am cheana, agus ba mhinic a chuaigh siad ar shiúlóidí sna páirceanna oscailte máguaird. Bhí prátaí agus lusanna na gréine curtha acu agus thug siad aire dóibh agus iad ag fás. Bhí deis cur tuilleadh lena n-eispéireas iomlána lasmuigh ó lá go lá.

Gníomhartha a mholtar

- Moltar d'oideoirí ceisteanna níos dúshlánaí, ardoird a úsáid a spreagann smaointeoireacht agus réasúnaíocht níos doimhne, agus a chothaíonn a bhfiosracht tuilleadh agus iad ag idirghníomhú leis na leanaí.
- Spreagtar na hoideoirí chun síneadh a chur leis an am lasmuigh do na leanaí; b'fhiú breathnú maidir le córas saorghluaiseachta a bhunú idir na limistéir laistigh agus lasmuigh. Tá gá acu, ar bhonn leanúnach, le níos mó deiseanna taiscéalaíochta ina mbíonn siad gafa go teagmhálach le codanna scaoilte. Ní mór súgradh smeadráilte agus súgradh a bhfuil riosca cuí ag baint leis a chur chun cinn tuilleadh. Tá comhairle ar fáil in Timpeallachtaí Foghlama Éifeachtacha Amuigh Faoin Aer sa tsraith *Léargais – Cáilíocht san Oideachas Luathbhlianta*.

Réimse 4: Cáilíocht na bainistíochta agus na ceannaireachta don fhoghlaim

- Bhí cáilíocht na bainistíochta agus na ceannaireachta don fhoghlaim an-mhaith.
- D'oibrigh an t-úinéir/bainisteoir agus an bheirt oideoirí mar fhoireann dea-bhunaithe. Chun tacú le teaghlaigh i gcúinsí éagsúla, bhí na hamanna teachta agus imeachta solúbtha. D'oibrigh na hoideoirí go comhoibritheach agus, ar a seal, stiúir siad roinnt de ghníomhaíochtaí na leanaí.
- Bhí comhráite laethúla ag an úinéir/bainisteoir agus na hoideoirí chun cleachtas a athbhreithniú, agus tionóladh cruinniú foirne go míosúil. Pléadh ceisteanna a bhain leis an bhfoireann agus leis an gcuraclam agus rinneadh na torthaí a dhoiciméadú. Bhí roinnt féidearthachta ann chun cuir chuige an tsuímh i leith na féinmheastóireachta a leathnú.
- Tá an clár Ceannaireacht do Chuimsiú sna Luathbhlianta (LINC) agus an clár LINC+ críochnaithe ag an úinéir/bainisteoir. Roinn sí a cuid foghlama leis na hoideoirí agus spreag sí iad chun na hábhair ábhartha ar líne a rochtain. Bhí deiseanna breise d'fhorbairt ghairmiúil leanúnach (FGL) á lorg, a bheadh ag teacht le tosaíochtaí an tsuímh.
- Cothaíodh bealaí cumarsáide éifeachtacha dhá threo le tuismitheoirí. Ina measc bhí cruinnithe neamhfhoirmiúla laethúla agus glaonna gutháin go minic. Roinn na hoideoirí grianghraif agus nuashonruithe le tuismitheoirí agus iad ag baint úsáid as aip.
- Ag tús na bliana, tugadh cuireadh do gach teaghlach cruinniú ar leith a bheith acu leis na hoideoirí. Ag an gcruinniú sin, bhí deis ag an leanbh taithí a fháil ar an suíomh, agus malartaíodh faisnéis ábhartha. Éascaíodh tréimhse socraithe isteach de réir a chéile, agus bhí tuismitheoirí ábalta dul isteach sa suíomh in éineacht lena leanbh.
- Thacaigh úsáid na dteimpléad *Mo Scéal* le haistriú na leanaí chun na scoile. Bhí plé ag an úinéir/bainisteoir leis na príomhoidí agus na múinteoirí áitiúla agus thug cuid acu cuairt ar an suíomh.

Gníomhartha a mholtar

- Moltar don úinéir/bainisteoir agus do na hoideoirí cur chuige níos fócasaithe, níos córasaí agus níos timthriallaí a fhorbairt maidir le féinmheastóireacht an tsuímh, ina roghnaíonn na hoideoirí gné ar leith den chleachtas le hathbhreithniú agus le feabhsú thar thréimhse soiléir ama. D'fhéadfaí úsáid a bhaint as na hábhair atá sa *Treoir Chleachtais Aistear Síolta* chun tacú leis an ngníomh seo.

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	Go maith
Cáilíocht eispéiris foghlama agus éachtaí na leanaí	Go maith
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	Radharc na Coille Preschool
Setting address	Dromore Kildimo County Limerick V94D258
TUSLA registration number	TU2015LK145
DCEDIY number	09LK0079
Date of inspection	08-05-2023
Date of issue of report	27-11-2023

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	08-05-2023

Inspection activities undertaken

- Pre-inspection meeting with the setting owner/manager
- 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 and early years educators

Context of setting

Radharc na Coille Naíonra was established in 1996. It is a private setting located in the heart of the countryside near Kildimo, County Limerick. Fifty-one children were registered for the Early Childhood Care and Education (ECCE) programme; there was one morning and one afternoon session. The owner/manager and two educators supported the children. On the day of the inspection, many of the educators' interactions with the children were through Irish. 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 the children's learning and development was very good.
- The setting's atmosphere was positive and homely. The children were warmly greeted by the educators. After arrival, they actively chose and organised their learning and development activities for a substantial period of time.
- The daily routine was displayed at the children's height. It included set, predictable sequences. Transition times were well managed and there was continuity in the children's experiences. Snack time was a social event.
- The children were self-reliant in managing their own care needs. They hung up their bags at arrival time and they independently used the toilet facilities. For the most part, the educators carried out the preparation and tidying-up tasks, with some minimal involvement from the children.
- The children's sense of identity and belonging was effectively nurtured. There were many photographic representations of them throughout the setting and in the group journal.
- The setting had long-standing connections with the local community. Parents participated in some activities, and some parents visited the setting, for example with an ambulance, and to practise yoga with the children. At Christmas time, a local man who had attended the setting as a child supported a special event by dressing as Santa's elf.

Action advised

- To further nurture the children's self-help skills and sense of responsibility, the educators are advised to prompt them to engage in more practical tasks. Before snack time, they could arrange the tables and chairs, and afterwards they could sweep the floor and clean the tables. Throughout the session as they conclude their activities, they could sort, organise and store the materials in their designated place.

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.
- Provision was informed by *Aistear: the Early Childhood Curriculum Framework* and the Montessori Method, and as a Naíonra, the setting promoted the Irish language.
- The setting's long-term plan incorporated a mission statement, and monthly and weekly plans were set out. The educators documented assessment information using the *Aistear* learning record template and they annotated some samples of the children's completed work. The data highlighted the children's dispositions and interests to some degree. There was scope to strengthen the links between the assessment information and the planning processes.
- The educators' interactions with the children were attentive and playful. During some of the adult-led activities especially the indoor movement activities, the children lost interest and became disengaged.
- Play was the central medium for the children's learning and development, and the children were enabled to explore their interests through various media. The two connected indoor environments were bright and inviting. Many puzzles, toys, open-ended artistic materials, and printed materials were available. The spacious outdoor environment was well equipped. It included a slide, swings, planting and picnic areas, steps, a rocky area, and a low wall.
- The children's early literacy and numeracy skills were nurtured. Books and mark-making materials were provided, and the educators read stories to them in a very animated manner. The children and the educators named shapes and counted in Irish together.
- The children learned in an inclusive environment. For some children, additional observation strategies were used, to monitor their needs and progress. Support was provided through the Access and Inclusion Model (AIM).

Action advised

- The educators need to ensure that the assessment information consistently highlights the children's dispositions and interests. This information needs to underpin the short-term plans more purposefully. Advice is provided in the Planning and Assessing pillar of the *Aistear Síolta Practice Guide*.
- The educators are advised to review the purpose of some of the adult-led activities and to ensure that the children's experiences in the setting are consistently aligned to their interests and capabilities. Adult-led activities could be optional, so that the children can join in, or proceed with their own self-chosen activities.

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

- The quality of children's learning experiences and achievements was good.
- The children demonstrated a positive sense of wellbeing. They were content as they played in groups, and from time-to-time they enjoyed playing alone.
- The children discussed their interests with the educators and they responded well to some open-ended questions. They would have benefited from more challenging, higher-order questions.
- The children achieved success through their activities. As they reviewed the many photographs of their learning activities, they could recognise their growing competencies and achievements. They selected what to include in their individual journal and, periodically, they brought their journal home.
- The children were able to negotiate and take turns. When they were outside one child demonstrated great confidence when she assumed the role of the wolf in an exciting game.
- The children recited many songs and rhymes, including *Froganna Beaga Deasa (Little Green Frogs)*. To celebrate St. Patrick's Day they sang an action song called *An Dreoilín (The Wren).*

- On the day of the inspection, the children spent a relatively short period of time outside. They ran freely, they played with sand, and they used chalk on the tarmac-surfaced area. The children had previously enjoyed sports day and donkey rides, and they often went on walks in the surrounding open fields. They had planted potatoes and sunflowers and cared for them as they grew. There was potential to further enhance their overall day-to-day experiences outside.

Actions advised

- As they interact with the children, the educators are advised to use more challenging, higher-order questions that prompt deeper thinking and reasoning, and further nurture their curiosity.
- The educators are encouraged to extend the children's outdoor time; a free-flow system between the indoor and outdoor areas could be considered. On an ongoing basis, they need more opportunities for hands-on exploration with loose parts. Messy play and appropriately risky play need to be further promoted. Advice is provided in the Effective Outdoor Learning Environments webinar series of *Insights – Quality in Early Years Education*.

Area 4: Quality of management and leadership for learning

- The quality of management and leadership for learning was very good.
- The owner/manager and the two educators worked as a well-established team. To support families in different circumstances, arrival and collection times were flexible. The educators worked cooperatively, and in turn, they led some of the children's activities.
- The owner/manager and the educators had daily conversations to review practice, and each month there was a team meeting. Staff and curriculum-related issues were discussed and the outcomes were documented. There was some potential to broaden the setting's approaches to self-evaluation.
- The owner/manager completed the Leadership for Inclusion in the Early Years (LINC) and the LINC+ programme. She shared her learning with the educators and encouraged them to access relevant online materials. Further opportunities for continuing professional development (CPD) were being sought, in line with the setting's priorities.
- Effective two-way channels of communication were fostered with parents. These included daily informal meetings and frequent phone calls. The educators shared photographs and updates with parents using a messaging application.
- At the start of the year, each family was offered a separate meeting with the educators. At this meeting the child could get to know the setting, and relevant information was exchanged. A gradual settling-in period was facilitated, and parents could accompany their child into the setting.
- The children's transition to school was supported using the *Mo Scéal* templates. The owner/manager had discussions with the local principals and teachers and some of them visited the setting.

Action advised

- The owner/manager and educators are advised to develop a more focussed, systematic and cyclical approach to setting self-evaluation, whereby the educators select a particular aspect of practice to review and improve over a defined period of time. The materials contained in the *Aistear Síolta Practice Guide* could be used to support this action.

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	Good
Quality of children's learning experiences and achievements	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