An Roinn Oideachais
Department of Education

Early Years Education Inspection (EYEI)
Final Report

Setting name	Tiggerz Den
Setting address	Sawalya Old Grange Monasterevin Kildare
TUSLA registration number	TU2015KE146
DCEDIY number	09KE0203
Date of inspection	02-02-2022
Date of issue of report	11-05-2022

This inspection took place in the context of public health restrictions necessary to limit the spread of Covid-19

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

Dates of inspection	02-02-2022
Inspection activities undertaken • Pre-Inspection meeting with the setting owner/manager • Interaction with relevant Early Years Educators • Review of setting documentation and records of children's learning and development • Review of education resources and facilities • Observations of interactions during a number of sessions • Interaction with children • Feedback meeting with setting manager/owner	

Context of setting

Tiggerz Den Pre-school is a private early learning and care setting based in Monasterevin, Co. Kildare. The setting has been in operation since 2006. The early years educators provide care and education for local children availing of the Early Childhood Care and Education (ECCE) Programme. There is one main ECCE room in the setting catering for the children in year one and year two of the ECCE programme. The ECCE room is divided into two spaces to facilitate pods in the setting. On the day of the inspection the owner and three early years educators were present with seventeen children over the morning and afternoon sessions. 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 is good.
- A welcoming atmosphere is evident in the setting.
- Parents and children are greeted warmly and with respect at arrival and departure times. The early years educators are excited to see the children and the children eagerly await their friends arrival.
- A key-person system is in place in the setting. This supports the development of meaningful and supportive relationships with children. It is also used to support the completion of children's observations and individual learning journals.
- There is an extended period of free play offered to the children both indoors and outdoors. One pod has free flow access between the indoor and outdoor environments.
- Most transitions that take place during the day are instant with verbal notification given to the children that an activity is over. The early years educators set up the next activity and complete most cleaning duties for the children.
- The early years educators are kind and respectful to the children. This has created safe and secure relationships for the children.
- There are a range of displays which support the children's sense of individual identity including photographs on coat hooks and family walls. They celebrate a range of annual events including 'Beep Beep Day' and 'Pyjamas Day'. There is opportunity to further enhance children's sense of identity and belonging.

Actions advised

- The early years educators are advised to review the transition periods that take place during the day to ensure children are fully prepared for the changes taking place. Involving the children in clean up time will create a learning experience during this transition period also.
- The children would benefit from further exposure to visual aids and experiences which explore their identity and belonging. These experiences can include inviting visitors to the setting, exploring the local community and further exploration of culture and diversity.

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 good.
- The curriculum in place is play-based and is based on the principles of *Aistear: the Early Childhood Curriculum Framework.* Some daily activities taking place are based on children's interests.
- The daily plan and short-term plan are focused on Aistear themes and listing the activities that take place each day.
- The lead educator keeps a record of the daily activities each individual child explores. All observations document activities that children are involved in. All early years educators complete narrative observations which link to *Aistear* and include next steps for development. They create individual learning journals with a collection of photographs and captions detailing the skills and disposition children are developing. The journals also include art work and are sent home at various stages of the year.
- There are some defined areas in the indoor learning environment including a home corner and book area. Most of the equipment is stored on open shelving. The equipment is currently rotated due to public health guidelines. Real life numeracy and literacy resources are not yet included in the interest areas.
- The outdoor learning environment offers all children the opportunity to develop their gross-motor skills and explore sensory play. The children enjoy the opportunity to care for the environment as they learn about growing vegetables and observing animals.
- The early years educators play with the children at times during the morning routine and supervise their play. They organise the daily activities and provide structure to the daily routine.
- The early years educators are aware of children with additional needs. The setting has support from the Access and Inclusion Model (AIM) to support children and their parents. The owner maintains low ratios to support all children. They use visual aids and language resources to support children's individual needs.

Actions advised

- It is advised that the early years educators review their current planning system, both daily experiences and short-term plans. Introducing the Aistear short-term planning record will support educators to record and implement a child-led, emergent-interest curriculum.
- The early years educators are advised to review their interest areas to ensure they support exploration of numeracy and literacy concepts. The early years educators can introduce real life resources to support children to explore numeracy and literacy throughout their environment.

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

- The quality of children's learning experiences and achievements is good.
- The children enjoy access to an open and spacious outdoor environment with natural materials, a range of sensory resources and a covered area for all weather use. On the day of the inspection the children enjoyed playing with water and sand in the outdoor area.
- The children enjoy playing in small groups where they are learning to co-operate and find their role in the group. These opportunities support social development and help children develop friendships.
- The children have extended periods of free choice play. At times the children get over excited and require support to regulate and understand what is happening.
- The children are developing their communication and language skills. Some children use gestures and sounds to express themselves. Most children are at different stages of language development. All children will benefit from additional support with language development.
- At the end of the pre-school session the children are given a short period in which to reflect on their day and their learning. The children enjoy this time and talking about their day.
- The children hear praise when they complete a task or achieve something new. On the day of the inspection one child demonstrated intrinsic motivation when she celebrated how well she cleaned up the mud kitchen. She was proud to show the early years educator her work and commented how clean the area looked.
- There is a small room at the front of the setting which the early years educators use for small group activities. Activities that take place there include music, circle time and sensory play.

Actions advised

- The children would benefit from ongoing support and guidance throughout the child-led play periods. Supporting children to self-regulate, understand their choices and have empathy for others are key skills and dispositions for child development.
- It is advised that early years educators further support children's language development. The early years educators are advised to use a range of interaction strategies to enhance the children's language development including open-ended questions, commenting, repetition and imitation.

Area 4: Quality of management and leadership for learning

- The quality of management and leadership for learning is good.
- There is a strong sense of teamwork and professionalism among early years educators. They have daily informal chats in the setting before the pre-school session begins.
- The owner/manager manages the day-to-day running of the setting. All early years educators complete mandatory training and one early years educator is currently completing her Level 7 Degree. In recent years they completed the Healthy Ireland Smart Start programme and found the content useful and applicable to their work.
- The early years educators are aware of *Aistear* and *Síolta, the National Quality Framework* and aim to link these principles to their work. Over the last number of years, the early years educators made a number of changes to the curriculum focusing on

moving to a play-based curriculum. The *Aistear Síolta Practice Guide* is not yet utilised to support setting developments.

- The owner uses notice boards throughout the setting and emails to communicate with parents. The early years educators have daily conversations with parents at drop off and collection times. They send home the children's individual learning journals throughout the year for parents to view. Parents do not comment in their child's journals.
- To support the children to settle in this year, and to establish relationships with parents, the owner organised group visits to the setting before the start of the ECCE year.
- The transition to school is supported using photographic displays of the local schools and real uniforms for children to try on. The owner receives information regarding school open-days and shares these with parents. They have a graduation party each year for the children and their families. There is potential to enhance this practice further.

Actions advised

- It is advised that the early years educators begin using the *Aistear, Síolta Practice Guide* to record setting changes and to support future developmental work in the setting.
- To extend partnership practices with parents regarding their child's learning and development, it is advised that early years educators encourage parents to input their reflections and feedback into the children's individual learning journals at numerous times throughout the pre-school year.
- To support the transition to school, the early years educators are advised to introduce the use of the 'Mo Scéal' resources made available by the National Council for Curriculum and Assessment.

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 school 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 ot 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.*