An Roinn Oideachais
Department of Education

Follow-Through Inspection
Final Report

Setting name	Trinity College Day Nursery
Setting address	House 49-50 Trinity College Day Nursery Trinity College, Dublin 2 D02AY89
TUSLA registration number	TU2015DY273
DCEDIY number	09DY0129
Date of inspection	29-05-2024
Date of issue of report	23-09-2024

What is a Follow-Through Inspection?

Follow-through inspections evaluate the progress a setting has made on implementing actions advised in an earlier inspection rather than the overall quality of education provision in a setting. Inspectors also advise the setting on strategies and actions to enable them to fully address actions advised in the earlier inspection report.

How to read this report

During this inspection, the inspector evaluated the progress the setting has made in implementing actions advised in an earlier inspection under the following headings:

1. Progress achieved to date
2. Summary of findings
3. Actions advised

Inspectors describe the quality of the progress made in each of these areas using the Inspectorate's follow-through quality continuum which is shown on the final page of this report. The follow-through quality continuum explains the terms used by inspectors when evaluating the setting's progress in implementing actions advised.

The change in the title used to refer to staff in ELC settings, from 'practitioner' to 'educator', reflects the change in title outlined in 'Nurturing Skills: The Workforce Plan for Early Learning and Care and School-Age Childcare, 2022-2028'.

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
Type: EYEI-ECCE	**Date of Inspection: 29-05-2024**
Date of inspection: 06-10-2021	
Report published? YES	

Follow-through inspection activities

Activities conducted during the Inspection

- Pre-inspection meeting with the setting manager
- Review of setting documentation and records relating to the children's learning and development
- Review of the education resources and facilities
- Observations of interactions during a number of Early Childhood Care and Education Programme sessions
- Interaction with children
- Interaction with early years educators
- Feedback meeting with the manager, supervisor and early years educators

Context of Setting

Trinity College Day Nursery is a private early years setting, located on the grounds of Trinity College Dublin. Established in 1969, the setting provides full-day care and a morning pre-school session for children, whose parents work in or attend the college as students. On the morning of the inspection, fifteen children accessing the Early Childhood Care and Education (ECCE) programme and six educators (two of whom provided cover during break times) were present in the two ECCE rooms inspected. The manager and three of the educators were new to the setting since the initial inspection. 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.

Action/s advised in Area 1 in the original inspection report	Progress achieved to date on implementation of actions advised
The practitioners are advised to further enhance the children's awareness and predictability of daily events. In so doing, they are advised to be consistent in providing the children with advance notification, and to use visual and audio cues to inform the children that activities are coming to an end. It is further advised that the waiting times between activities be reduced.	**Good progress** During the inspection, the educators demonstrated good progress in their consistent use of a five-minute countdown to inform the children that tidy-up was about to begin. The educators reported that timers were normally used to support transitions; however, on the day of the inspection, this was not observed. In one of the learning rooms, a clean-up song was used to support children with the clean-up process. It was also noted that waiting times at the beginning of the day and between activities were significantly reduced.
The practitioners are advised to embrace the diversity of all the children attending the setting. This can be achieved by reflecting the different cultures and languages in the learning environment.	**Good progress** The educators have made notable progress in embracing the cultural diversity of all the children in the setting. Activities representing the children's cultural backgrounds were planned throughout the year. National flags were exhibited, and some cultural items were accessible to the children in one of the learning rooms. Parents were invited to share 'Fun Facts' about their home countries with the children. The educators reported that the children often brought in books written in their home language to share with the other children.

It is advised that the practitioners display information and photographs of the children's engagement in activities within the college campus in the learning environment.	**Good progress** Throughout the hallways, a variety of framed photographs were displayed, highlighting the children's active participation in activities linked to the college and the wider community. These included, for example, snapshots of the children's visits to the college theatre, the Book of Kells, and the local fire station. In the learning rooms representation of the activities was limited.
Action/s advised in Area 2 in the original inspection report	**Progress achieved to date on implementation of actions advised:**
To further support the implementation of an emergent-based curriculum, it is advised that the information gathered through children's observations be used to inform short-term plans and children's next steps in learning.	**Partial progress** At the time of the inspection, the educators reported that the children's interests and next steps in learning were used to inform planning. They demonstrated some evidence of this in the monthly plans. Short term plans were not recorded.
It is advised that a whole-setting approach to documenting the children's learning and development in individual learning journal and group learning journals be adopted. The practitioners are also advised to record the children's emergent interests and dispositions in observation records.	**Good progress** Individual and group learning journals were available for all the children in the pre-school groups. During the inspection, half of the journals were freely accessible to the children. Additionally, observational learning records were introduced to document the children's interests and their next steps in learning.
The practitioners are advised to encourage the children's deeper level engagement in playful pretend play activities. This can be achieved by practitioners developing interaction strategies such as sitting at the children's level during pretend play activities, becoming play partners and using more open-ended questions to support the children's higher order thinking skills.	**Partial progress** The educators have made partial progress in this area. During the inspection, the educators joined the children at the tables and used some open-ended questions to promote conversations and the children's thinking skills. However, it was noted that there were very few occasions where educators engaged as play partners to support the children's pretend play activities.
Practitioners are advised to ensure that all children have access to an ample supply of sensory resources.	**Good progress** During the inspection, a variety of multi-sensory learning activities were available to the children. Good efforts were made by the educators to provide these resources; however, it was noted that not all were readily accessible. Furthermore, during the planned sensory activity, there were some limitations when the children's choices were confined to either water or sand.
Action/s advised in Area 3 in the original inspection report	**Progress achieved to date on implementation of actions advised:**
The practitioners are advised to provide regular opportunities for the children to plan activities and share their learning and achievements with the group. This could be facilitated through small group discussions and opportunities for children to review their individual learning journals and the group learning journals.	**Partial progress** The manager and the educators reported that children engage in spontaneous reflective learning. For example, this often occurs when the children sit alongside the educators as they update the learning journals, prompting the children to think back on their learning experiences.
To further support the children's sense of identity and belonging to the group, the practitioners are advised to display the children's creative and mark	**Good progress** During the inspection, it was clear that the educators made good progress in this area. The children's

making work in the learning environment. It is also advised that the practitioners include the children's voice on their artwork and in their individual and group journals.	individuality was fostered within the setting by displaying their art and creative projects, and for many of the children, their voice was captured in comments on their artwork and in their learning journals.
It is advised that the practitioners begin to use conflict resolution and problem-solving strategies to support the children to solve minor disagreements and to develop their sharing and turn-taking skills.	**Partial progress** Partial progress has been made in relation to the educator's use of problem-solving strategies to support the children's positive behaviour. For instance, during the inspection, the educators were observed acknowledging the children's positive behaviour. However, it was also noted that a timer was utilised by the educators to facilitate the children's sharing and turn-taking abilities.
Action/s advised in Area 4 in the original inspection report	**Progress achieved to date on implementation of actions advised:**
It is advised that the manager reintroduce staff meetings and individual supervision sessions to support staff in their day-to-day practices.	**Good progress** Following the last inspection; team meetings and individual room meetings were initiated. Plans were made to hold these meetings twice yearly. The manager mentioned that the frequency of these meetings increases when required. Supervisory meetings were also reintroduced, with the manager scheduling sessions with the staff every eight weeks.
It is advised that the manager and practitioners develop a systematic approach to the review and self-evaluation of practice. Engagement with the Better Start Quality Development Support Team and the use of the *Aistear, Síolta Practice Guide* will provide a focus to implement the actions advised in this report.	**Good progress** The manager reported that the *Aistear, Síolta Practice Guide* was used for curriculum and policy development. For instance, it supported the enhancement of parent involvement and the implementation of inspection actions advised. At the time of the inspection, this information was not documented. Additionally, some educators used the Access and Inclusion Model (AIM) check list to support inclusion, equality, and diversity practices within the learning environment. A record of this was kept. The manager reported that the setting did not engage with Better Start, as they felt they were making good progress by themselves.
The management team are advised to review their curriculum statement with a view to aligning it to the play-based curriculum they implement in the setting. It is also advised that the links between the curriculum and *Aistear: the Early Childhood Curriculum Framework* be identified in the statement.	**Partial progress** At the time of the inspection, while the curriculum statement referred to a play-based curriculum. Information on *Aistear; the Early Childhood Curriculum Framework* was not included.
The manager and practitioners are advised to develop a transitions policy to support the children and their parents in the move to primary school. To support this action, they are also advised to consult the 'Transitions' pillar in the Aistear, Síolta Practice Guide and the 'Mo Scéal' resources provided by the National Council for Curriculum and Assessment (NCCA).	**Good progress** The manager has made good progress in relation to this action. A policy for transitioning to school was formulated and shared with parents. Communication was established with the schools that the children will be attending, and the National Council for Curriculum and Assessment (NCCA) *Mo Scéal* resources were used to share information upon the schools' requests.

Summary of findings

The manager and the educators demonstrated a commitment to implementing the actions advised outlined in the initial report. Out of the fourteen suggested actions, good progress was made in many of them, while partial advancement was observed in five. The manager conveyed that the implementation of the actions advised was ongoing. The manager along with the supervisor and the educators, were receptive to implementing the actions advised identified during the Follow- through inspection.

Actions advised

- To further support the children's predictability of daily events, the educators are advised to be more consistent in their use of audio and visual aids during times of transitions.
- To further strengthen the children's sense of identity and belonging, the educators are advised to represent the children's cultures, language, and community activities in the learning rooms. Additionally, it is also advised that a more consistent approach across the learning rooms in documenting the voices of the children be implemented.
- To build on planning practices already established, the educators are advised to develop a short-term planning system that is informed by the children's emergent interests and next steps in learning.
- The educators are advised to actively engage with the children as play partners during pretend play activities to a greater degree.
- The educators are advised to create defined spaces for sensory play activities. It is also advised that resources such as sand, water and playdough be made freely available to the children daily.
- The educators are advised to provide regular opportunities for the children to plan activities and share their learning and achievements with the group. It is also advised that the children's individual and group learning journals be made freely available to all children.
- The management team are advised to introduce more regular team meetings. It is also advised that reflections and decisions made to support policy and curriculum development be documented.
- The management team are advised to review the curriculum statement, to ensure that it accurately represents the implemented curriculum and establishes a connection with *Aistear: the Early Childhood Curriculum Framework.*
- The manager is advised to enhance the initiatives aimed at facilitating the smooth transition from the setting to primary school. This can be achieved by sharing information about each child's progress and accomplishments with all schools and the parents.

Language used in Early Years Education Follow-through inspection reports

Inspectors describe the quality of provision in the setting using the language which is shown below.

Level	Description
Very good progress	Very good progress indicates that appropriate action has been taken to address the action advised, and that the action has fully achieved or will achieve the required outcome.
Good progress	Good progress indicates that appropriate action has been taken to address the action advised, and that substantial improvement has occurred, although further progress is necessary.
Partial progress	Partial progress indicates that some appropriate action has been taken to address the action advised, and some improvement has occurred, but considerable further progress is necessary.
No progress	No progress indicates that no action has been taken, and that the original action advised remains to be addressed.

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