An Roinn Oideachais agus Óige
Department of Education and Youth

Follow-Through Inspection
Final Report

Setting name	Eco Kidz Sportsco
Setting address	Sportsco South Lotts Road Ringsend Dublin 4 D04R6C2
TUSLA registration number	TU2015DY255
DCEDIY number	09DY0055
Date of inspection	11-05-2026
Date of issue of report	21-09-2026

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 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.

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
Type: EYEI - Pre-school	**Date of Inspection: 11-05-2026**
Date of inspection: 26-04-2024	
Report published: Yes	

Follow-through inspection activities

Activities conducted during the Inspection

- Pre-inspection meeting with 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 two Early Childhood Care and Education Programme sessions
- Interaction with young children
- Interaction with early years educators
- Feedback meeting with the setting manager

Context of Setting

Eco Kids Sportsco is one of four privately-owned and managed settings. The setting was opened in 2019 and is located in the Sportsco Club Ringsend. Twenty children enrolled in the Early Childhood Care and Education (ECCE) Programme, the manager, five educators and two students were present during the evaluation. Since the previous inspection many of the educators were new to the setting.

Action/s advised in Area 1 in the original inspection report	Progress achieved to date on implementation of actions advised
The educators are advised to review the daily routine. In doing so they are advised to increase the duration of indoor free play and reduce the amount of time children spend sitting at tables for circle time and adult-led activities. It is also advised that advance notice with the use of visual signals and alerts be used consistently during transition times.	**Good progress** The manager and educators reviewed the timing of activities within the daily routine and increased the duration of indoor free play. During times of transitions, the educators used songs and a timer to encourage the children to tidy up. On the day of inspection, there were still some extended periods of time where children were seated for activities. In addition, advanced notice was not consistently provided to inform the children when activities were ending.
The educators are encouraged to use snack time as an opportunity to enhance the children's social skills. They are advised to sit and eat with the children and engage in conversations.	**Partial progress** During snack time, some educators sat with the children and engaged in short conversations and a small number of educators were also observed eating at the same time as the children. It was noted that there were many missed opportunities to extend the conversations into more sustained, shared social discussions.
To further strengthen the children's sense of identity and belonging, the educators are advised to build on the parental connections within the setting. This can be achieved by inviting them to share their interests, hobbies, and professional expertise with the children. It is also advised that the children's cultural backgrounds and the local community be represented in the environment.	**Partial progress** While some progress was evident in the implementation of this action, developments were at a very early stage. In one group, the educators displayed local community photographs and introduced a 'Teddy bear' activity, where children took the teddy home, and with support from their parents, documented its weekend experiences. Country flags and a 'Welcome' sign in a variety of languages were also displayed in the hallway.

Action/s advised in Area 2 in the original inspection report	Progress achieved to date on implementation of actions advised:
To build on observation and planning practices already established and to further support the emergent curriculum, 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. It is also important that the plans are tailored to each group of children.	**Good progress** Since the last inspection, the educators in both the learning rooms made good progress in developing and tailoring their short-term plans for their individual groups. Observations for each child were also completed. While the educators verbally demonstrated how the plans incorporated the children's emergent interests, the link between children's observations, next steps in learning and the short-term plans were not made obvious.
The educators across the learning rooms are advised to be more consistent in their approach to interacting with the children. In so doing they are advised to be more present and attentive to hearing, following, and playfully engaging in the child-led activities and interests. They are also advised to sit with the children during all activities, comment on learning and participate in sustained shared thinking conversations.	**Partial progress** A mixed approach to how the educators interacted with the children was observed throughout the inspection. In some instances, the educators sat with the children at their level, and followed their emergent interest, and a small number were observed to playfully engage in the children's play. The use of sustained shared conversations to support thinking and learning was very limited.
The educators are advised to review the indoor learning environment. In so doing, it is advised that defined areas of interest for sensory, creative, and mark-making activities be introduced. It is also advised that the high volume of plastic resources be replaced with more freely available real and natural material.	**Partial progress** At the time of the inspection, while a sensory table and some mark making and art resources had been introduced into the learning rooms, the development of areas for sensory, creative and mark making activities still required improvement. There continued to be a high volume of plastic resources used in both learning rooms, with a limited supply of real and natural materials added. It was also noted that the sensory tables did not contain any sensory materials.
The management team and the educators are advised to reassess the role of the AIM support worker to ensure its function is more effectively utilised to promote inclusion and integration of all children.	**Good progress** Since the last inspection, the role of the Access and Inclusion Model (AIM) support worker was reviewed so as to promote the inclusion and integration of all children. Children accessing AIM were now integrated into key groups and all educators interacted with all children throughout the session.
Action/s advised in Area 3 in the original inspection report	**Progress achieved to date on implementation of actions advised:**
To encourage and support the children's self-regulation and problem-solving skills, the educators are advised to use behaviour management techniques, such as, positive reinforcement and conflict resolution strategies with the children.	**Partial progress** During the inspection, while some educators used conflict resolution techniques such as sitting with children and naming their actions to address minor disagreements, many took a directive role and tended to resolve issues without discussion or discussing feelings and emotions.
The educators are advised to provide more opportunities in the indoor environment for the children to express themselves using freely available mark-making, creative equipment, and sensory resources. They are also advised to offer the adult-led	**Partial progress** At the time of the inspection, the educators provided a minimal amount of freely accessible creative, sensory and mark making resources to the children. As a result, there were limited opportunities for the children to express themselves creatively using these resources. It was also observed that the large group

creative activities as an optional activity during free playtime and place an emphasis on the process of the activity rather than its result.	adult-led playdough activity 'Making Bugs' was overly directed by the educators, and many children were observed to passively follow instructions and some showed little interest and became disengaged.
To support all children to develop an awareness of their own learning and achievements the educators are advised to provide opportunities for children to share experiences as a small group.	**No progress** At the time of the inspection the educators had yet to address this action; no small group activities were planned for.
Action/s advised in Area 4 in the original inspection report	**Progress achieved to date on implementation of actions advised:**
To facilitate curriculum planning, discussion, and review, and the sharing of information the management are advised to follow through with their plan and to organise regular team meetings for the educators. Additionally, providing more frequent supervision sessions, especially for new staff members, is advisable.	**Partial progress** Since the previous inspection, the manager began meeting with other managers within the organisation to support her reflection and the sharing of information. A planning meeting with the educators was held at the beginning of the year; and informal weekly chats with the educators took place weekly. The plan to hold team meetings more regularly did not materialise. Supervision meetings were introduced and while they were due to be conducted each term, the manager reported that these have not happened for a while.
The management team are advised to create a structured plan for educators' non-contact CPD time, to include a more collaborative approach to curriculum planning, implementation, and evaluation.	**No progress** At the time of the inspection the management team had yet to address this action. The educators were still individually planning their own non-contact time.
It is advised that the educators offer formal meetings to all parents, to share and receive information on the children's learning. It is also advised that parents be included in policy development.	**No progress** At the time of the inspection the educators had yet to address this action.
To promote positive transitions, the continuity of learning experiences for children and the sharing of information between the setting and primary schools, the educators are advised to establish connections with the local primary schools. Additionally, referring to The National Council for Curriculum Assessment (NCCA) *Mo Scéal* resources will assist in implementing this action.	**Partial progress** At the time of the inspection the manager reported that there were plans in place to use the *Mo Scéal* resources to share information for children moving to primary school this year.

Summary of findings

Good progress had been made in relation to three of the original actions advised; with partial progress being achieved in respect of eight actions advised. No progress had been made in the remaining actions advised. The manager reported that since the last inspection she no longer has a dual role as manager and educator and is now in a position to focus on progressing the actions advised in this report.

Actions advised

- The educators are advised to reduce the amount of time children spend seated for adult-led activities. It is also advised that a more consistent approach be adopted to providing the children with advance notice during transition times.

- To further enhance the children's social skills during snack time, all educators are advised to sit with their key groups of children and engage in more sustained, shared social discussions with them.
- The educators are advised to continue to develop their practice of supporting the children's sense of identity and belonging. It is advised that parents and community members be invited into the setting and to share their interests, and professional expertise with the children. It is also advised that the children's cultural backgrounds be represented in the environment to a greater degree.
- To build on the planning and observation practice already established, the educators are advised to make obvious the links between individual children's interests, their next steps in learning and the short-term planned activities.
- It is advised that the educators develop a more consistent approach to interacting with the children. Placing a particular focus on all educators sitting with the children, playful engagement and the use of more open-ended questions and sustained shared thinking conversations to scaffold learning and to stimulate the children's higher-order thinking skills is advised.
- The educators are advised to define areas of interest for sensory, creative, and mark-making activities, with a greater range of resources freely available to the children. It is also advised that plastic play equipment be reduced and replaced with more real and natural materials.
- The educators are advised to place a greater focus on the use of conflict resolution strategies to support the children's self-regulation and problem-solving skills.
- The educators are advised to offer the adult-led creative activities as an optional activity during free playtime and place an emphasis on the process of the activity rather than its result.
- To support all children to develop an awareness of their own learning and achievements the educators are advised to provide opportunities for the children to share experiences as a small group.
- The owner and the manager are advised to introduce regular team and individual supervision meetings to support the educators in their roles and the development of provision and practices.
- The management team are advised to create a structured plan for the educators' non-contact CPD time. Developing a more collaborative approach to self-evaluation practices and identified training needs to be addressed during this time is advised.
- It is advised that the educators offer formal meetings to all parents, to share and receive information on the children's learning.
- To promote positive transitions, the continuity of learning experiences for children and the sharing of information between the setting and primary schools, the educators are advised to establish connections with the local primary schools. Additionally, they are advised to progress their plan to use the *Mo Scéal* resources to share information with schools the children will transition to.

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

Aistear - Nurturing Skills website

Department of Education Insights – Quality in Early Years Education webinars