An Roinn Oideachais agus Óige
Department of Education and Youth

Follow-Through Inspection
Final Report

Setting name	Little Treasures Creche, ECCE & Afterschool
Setting address	143 Bridgemeadows Milehouse Road Enniscorthy County Wexford Y21E2T9
TUSLA registration number	TU2015WX085
DCEDIY number	13WX0186
Date of inspection	13-01-2026
Date of issue of report	04-03-2026

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 setting was given an opportunity to comment in writing on the findings and actions advised in this report, and the response submitted on behalf of the setting can be found in the appendix of this report.

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
Type: EYEI - Pre-school	**Date of Inspection: 13-01-2026**
Date of inspection: 13-06-2024	
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 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

Little Treasures Creche is a privately-owned Early Learning and Care (ELC) setting located on the outskirts of Enniscorthy town, County Wexford. It is one of two sister settings which are located adjacent to one another. The setting provides full day and sessional care for children and families from the surrounding areas. It offers two concurrent morning sessions for children who are participating in the Early Childhood Care and Education (ECCE) Programme. On the morning of the inspection, thirty-four children and six educators were present across both learning rooms. Since the last inspection, a new manager was in place, in addition to five educators, who had moved across from the sister setting, as part of the parent organisation's policy to provide educators with experience to work with different age ranges, across all learning rooms. In meeting the growing demand for full day care, the setting no longer provides school aged childcare.

Action/s advised in Area 1 in the original inspection report	Progress achieved to date on implementation of actions advised
In order to strengthen the children's independence in the daily routine, the educators are advised to provide more visual prompts across both learning environments. The creation of child-friendly daily routines and 'helper' schedules will support this.	**Good progress** The educators had developed child-friendly visual daily routines, which were displayed prominently at the entrances to the learning rooms. These documented the sequence of the daily programme of activities. The children were independent in their self-help and self-care needs across both learning rooms. In one learning room, they independently got their own lunches from the fridge, and drinks from the water station, in preparation for snack. In the other learning room, the educators had established clearly defined 'helper' roles for drinks and lunch helpers, for cleaning tables after snack and for lining up to go out and come in from outdoors. They had created a child-friendly visual schedule, which displayed children's photographs beside each role.
The educators are advised to utilise the key person system in place, to engage the children more in small group activities with their key educators. This will support the educators to plan for and extend the children's 'thinking and reasoning' language and skills.	**Very good progress** The educators effectively used the key person approach to plan for and extend the children's 'thinking and reasoning' language and skills. They achieved this by organising small group activities and engaging in pod systems with their key children, regularly throughout the day. This supported the educators to plan for and extend the children's inquiry-based and emergent interests.

The management and educators are advised to re-introduce the practice of parents' dropping off and collecting their children to and from the learning rooms. They are further advised to invite parents into the setting to discuss their roles and careers and share their cultural traditions and events with the children.	**Good progress** The parents were welcomed into the learning rooms during arrival and collection times and these times were used effectively to share information on the children's learning and development progress. The educators invited parents and extended family members to the children's Christmas concert and had organised for grandparents to visit the setting to celebrate '*Grandparents Day'*. They had yet to invite parents into the setting to discuss their roles and careers and to share their cultural traditions and events with the children.
Action/s advised in Area 2 in the original inspection report	**Progress achieved to date on implementation of actions advised:**
The management and educators are advised to review their curriculum plans and extend the long-term plan to include more detailed overview of children's learning and development outcomes and alignment of curriculum activities to *Aistear*. They are further advised to document and include planning for children's inquiry based and emergent interests into short-term plans. The resources in the '*Planning and Assessing'* pillar of practice in the *Aistear, Síolta Practice Guide* will support this development.	**Good progress** The educators documented the children's inquiry-based and emergent interests into the short-term plans and used these effectively to plan for and extend the children's learning and development. They recorded the children's emergent interests onto whiteboards and then documented these into weekly plans and activities. The long-term plan documented monthly themes over the academic year and did not include learning and development outcomes for children, or alignment to *Aistear: the Early Childhood Curriculum Framework*.
The educators are advised to consistently document next steps in learning for all children, as this will provide a rich portrait of children's learning progression. The Department of Education and Youth's *Insights to Quality - Assessments* will be useful in this regard.	**Very good progress** Next steps in learning progression were very well documented for all children, across both learning rooms. The educators recorded the children's learning progression in great detail, using the *Aistear* learning record templates. Information documented was used effectively to plan for and extend learning.
The educators are advised to redefine the interest areas across both learning environments and present similar resources together for the children's ease of access. They are further advised to include more real and open-ended materials as this will further enrich the children's learning experiences. The self-evaluation tool in the '*Creating and Using the Learning Environment*' pillar of practice in the *Aistear, Síolta Practice Guide* will be useful in this regard.	**Very good progress** The educators worked together as a whole team to redefine the interest areas and group similar materials together, across both learning rooms. They completed the '*Creating and Using the Learning Environment'* self-evaluation tool in the *Aistear, Síolta Practice Guide* and this supported them greatly to reflect on, and document necessary changes. The children had access to a greater range of open-ended real and natural materials across the indoor and outdoor environments. These included real pots, pans, teapots and whisks, pine cones, seeds, and wooden scoops, circles, hammers, tweezers and brushes.
Action/s advised in Area 3 in the original inspection report	**Progress achieved to date on implementation of actions advised:**
The educators are advised to discontinue their use of template art and colouring-in pages for adult-planned activities. They are advised to plan for more opportunities for the children to engage in open-ended	**Very good progress** There were many opportunities for the children to engage in free-drawing and painting experiences. They had access to art areas and tables, and freely frequented shelves which included a wide variety of open-ended creative resources, such as, white and coloured paper, paints, colouring pencils, scissors, glue sticks,

creative expression and process art experiences.	lolly sticks, google eyes, toothbrushes and markers. Whilst outdoors, the children engaged in a spray painting activity. The children demonstrated well-developed drawing skills, and had great ownership over their artwork.
The educators are advised to include more freely available multi-sensory materials and opportunities for the children to engage with these materials across the indoor learning environments. The inclusion of children's daily access to sand, water, playdough and sensory tuff trays will support their engagement in sensory rich experiences.	**Very good progress** The children had access to a wide variety of multi-sensory materials throughout the morning. They had access to sensory shelves, which included baskets of open-ended found resources, fidget toys and textured materials. Playdough, sand, water, pasta, beans and rice were freely available to the children on a daily basis, across both learning rooms.
Action/s advised in Area 4 in the original inspection report	**Progress achieved to date on implementation of actions advised:**
The management and educators are advised to engage in more formal team meetings, to support curriculum planning and review of programme activities and to share learning from continuing professional development (CPD) engagement. They are further advised to use the action planning templates in the *Aistear, Síolta Practice Guide* to document decisions and shared responsibilities amongst the team.	**Good progress** The manager and educators engaged in formal whole team meetings each term, to plan curriculum activities. Agenda items and minutes were detailed and noted agreed outcomes. There were some opportunities for the educators to share their learning informally through a staff messaging application. The educators used the action planning templates to document agreed decisions and staff responsibilities, pertaining to their learning environments review. Quality developments was not a noted agenda item.
The management and educators are advised to formally engage in internal review and self-evaluation processes to support quality improvements. The resources and self-evaluation tools in the *Aistear, Síolta Practice Guid*e will be useful in this regard.	**Very good progress** The educators in the pre-school rooms had engaged with the resources in the *Aistear, Síolta Practice Guide,* and used the self-evaluation tools to drive quality improvement developments in their indoor learning environments. These tools were well documented and included detailed reflections and expansions on each element. They completed action planning templates to identify areas for development and resources needed, and to outline staff responsibilities.

Summary of findings

Very good progress had been made in relation to six of the actions advised in the original inspection, and good progress had been made in regards to progressing the remaining four actions advised. The manager and educators demonstrated significant commitment to progressing the original actions advised, and used this advice to guide quality improvement developments.

Actions advised

- In order to strengthen children's' independence in the daily routine, the educators are advised to consistently define and implement 'helper' roles, across both learning rooms.
- Building on the good practice made, the educators are advised to invite parents into the learning rooms throughout the year, to participate in daily activities, such as, to read a book, share their cultural traditions, and to discuss their roles and careers.
- In order to strengthen curriculum planning, the management and educators are advised to develop a long-term plan which is aligned to *Aistear* and which documents children's learning and development outcomes.
- In order to strengthen formal team meetings, the management and educators are advised to include quality improvement developments as an agenda item. This will support whole team review discussions and guide agreed decision outcomes, pertaining to quality improvements.

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

APPENDIX

SETTING RESPONSE TO THE REPORT

SUBMITTED ON BEHALF OF THE SETTING

Area 1 Observations on the content of the inspection report

Thank you for our recent inspection; we are extremely happy with the findings and really appreciated the Inspectorates support and advised actions.

We also very much appreciate the positive feedback we received.

Area 2 Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.

- Both ECCE classrooms have re-implemented helper schedules that are visually displayed within the room, for example; sweeper, lunch helper and table cleaner.
- We have implemented more opportunities for parents to get involved within the classroom; to share their knowledge including cultures, careers, and community roles such as, a post man, a hairdresser and to discuss Chinese New Year.
- We are collectively developing our long-term plan ensuring alignment with *Aistear*, to ensure best practice.
- We have added a section to our staff meeting agenda called Quality Improvement development where staff and management review and discuss issues / improvements, and make decisions relating to quality improvement together.