An Roinn Oideachais agus Óige
Department of Education and Youth

Follow-Through Inspection
Final Report

Setting name	Brí Beag
Setting address	Bree Enniscorthy County Wexford Y21Y447
TUSLA registration number	TU2015WX015
DCEDIY number	09WX0120
Date of inspection	19-03-2026
Date of issue of report	25-05-2026

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: 19-03-2026**
Date of inspection: 05-12-2024	
Report published – Yes	

Follow-through inspection activities

Activities conducted during the Inspection

- Pre-inspection meeting with the setting assistant 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 (ECCE) Programme sessions
- Interaction with young children
- Interaction with early years educators
- Feedback meeting with the setting manager, assistant manager and room leads

Context of Setting

Brí Beag Childcare is a community-run Early Learning and Care (ELC) setting located in Bree, County Wexford. It provides full day, part-time and sessional care to babies, toddlers and young children from the surrounding areas. It offers two concurrent morning pre-school sessions for children participating in the Early Childhood Care and Education (ECCE) Programme. On the morning of the inspection, thirty-three children were present across the learning rooms along with six early years educators and a student on work placement. Many of the staff team were present on the day of the initial ECCE inspection, with additional educators who had transitioned across from the younger aged rooms.

Actions advised in Area 1 in the original inspection report	Progress achieved to date on implementation of actions advised
The educators are advised to plan for and extend their transition strategies for consistency across both learning rooms. The inclusion of advance signals and visual prompts such as sand timers and 'now and then' visuals will provide the children with time to finish their activity engagements and ease their movement from one activity to another and will reduce the children's waiting periods.	**Very good progress** In supporting children's transitions between activities, the educators developed child-friendly visual daily routines, along with their access to a wide range of 'first and then' visuals, which were used effectively throughout the morning by the children. They also provided them with verbal signals in preparation for tidying up, in addition to using bells and sand timers.
The management and educators are advised to introduce and develop a key person approach and engage in regular small group activities with their key group of children. This will support them to plan for and extend upon the children's interests, cultures and learning dispositions. This would provide the children with choices and opportunities to engage in learning experiences in smaller groups, for example; outdoors or circle time activities.	**Partial progress** The educators implemented a key person role across the learning rooms and in some instances key groups were rotated amongst the educators on a termly basis. This approach was used mainly to complete the children's learning and development observations. They did not use the approach to plan for children's inquiry-based and emergent interests or to facilitate small group activities with their key children.
In order to strengthen the children's ability to express their emotions and discuss their feelings, the educators are advised to develop strategies which will extend the children's problem-solving language, so	**Very good progress** The educators made very good progress in supporting children to recognise their emotions, discuss their feelings and engage in problem-solving and self-regulating techniques. They created calming corners which included soft furnishings and cushions with many child-friendly visual displays, which depicted emotions and

that they can resolve minor disagreements independently.	breathing exercises, along with calming movements and problem-solving techniques.
Actions advised in Area 2 in the original inspection report	**Progress achieved to date on implementation of actions advised:**
The educators are advised to consistently document the children's inquiry-based and emergent interests into short-term plans. This will support them to extend upon children's individual observations, cultures, strengths and their specific knowledge. The *Aistear* short-term planning templates will be useful in this regard.	**Good progress** The educators incorporated children's interests into weekly plans and activities. The majority of the interests noted in the plans were based on group interests, as opposed to individual interests and documenting the interests of individual children in the short-term plans was not consistently implemented in practice.
The educators are advised to complete more regular assessments of individual children's learning and development. They are further advised to share these observations with parents on completion, for their comments and feedback.	**Good progress** The educators completed termly observations of the children's learning and development, using a variety of assessment templates, along with *Aistear* learning record templates. These included detailed learning descriptions, photographs, learning dispositions and next steps in learning progression. In a number of instances, the same observation descriptions and next steps in learning were used for many children. Observations were shared with parents on completion for their feedback.
The educators are advised to redefine their indoor learning environments to include more defined and inviting interest areas for example, construction and art areas. They are further advised to include more freely accessible real, natural and open-ended materials and to provide the children with access to the entire outdoor areas, as this will enrich the children's play engagements.	**Very good progress** The educators had redefined the interest areas across the learning rooms, which included more inviting; home areas, construction areas, socio-dramatic areas, small world areas, book areas, sensory areas and art areas. The children had access to more freely available real, sensory and natural materials, such as, food containers, kettles, purses and bags, water, sand, dried rice and pasta along with real vegetables.
Actions advised in Area 3 in the original inspection report	**Progress achieved to date on implementation of actions advised:**
The educators are advised to reduce the children's engagement with colouring-in pages and template art practices, during adult planned activities, and provide more opportunities for the children to engage in open-ended and process art experiences. They are advised to further develop their art and mark-making and messy play areas, to include more freely available multi-sensory resources such as paints, sand, water and sensory materials.	**Good progress** All children had daily access to sand, water, playdough and sensory tuff trays. The educators engaged the children more in creative process art experiences during adult-led activities. In one learning room, the use of colouring-in pages continued to support themed activities. The educators developed art trolleys and tables, equipped with paint, glue sticks, paper, stampers, colouring pencils and crayons.
The educators are advised to consistently record and make the children's voices more visible across the learning environments. Capturing the children's comments, quotes and thinking and reasoning, language and interests, on their art work, in their learning observations and during small group discussions with their key educators will support this process.	**Good progress** There were many recordings of the children's voices across the learning rooms. The educators captured their quotes and comments during large group discussions about their mothers' for *Mother's Day* and of their family experiences celebrating *St. Patrick's Day*. In some instances they recorded comments from children in their learning and development observations and on their artwork. This was not consistent practice across the learning rooms.

Actions 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 meetings as a whole team, to support curriculum planning and ongoing review of programme activities. They are further advised to use the action planning templates in the *Aistear, Síolta Practice Guide* to document agreed decisions and shared responsibilities amongst staff.	**Good progress** The management and educators held formal termly meetings, guided by a set agenda. Minutes from these meetings in the main, focused on operational procedures and did not address quality improvement developments. Room leader meetings with management had recently commenced and this provided effective opportunities for two-way communications to be discussed, with regards to emerging issues and identified staff supports. The manager reported planned commencement of formal one-to-one support and supervision meetings for all educators.
In further strengthening internal review and self-evaluation processes, the management and educators are advised to continue their formal engagement with the resources and self-evaluation tools of the *Aistear, Síolta Practice Guide*.	**No progress** The management and educators reflected on internal review and self-evaluation processes on an informal basis. There was no formal engagement in quality improvement developments. The manager reported that this was due to commence over the Easter period.

Summary of findings

Very good progress had been made in relation to four of the actions advised in the original inspection. Good progress had been attained for five of the original actions. Partial progress had been made in respect of one action, whilst no progress was made in another of the original actions advised.

The manager and lead educators demonstrated a commitment towards progressing all of the original and new actions advised, to further enhance and improve the children's learning experiences.

Actions advised

- The management and educators are advised to review the roles of the key persons in line with guidance in the updated *Aistear* and extend these roles to include planning for children's inquiry-based and emergent interests and facilitating small group activities. They are further advised to extend these roles for longer periods with their key groups, use them to communicate with parents during arrival and collection times and to support children transitioning across the learning rooms.
- The educators are advised to consistently document alignment of children's inquiry-based and emergent interests into the short-term plans and use this information to nurture and respond to children's strengths, learning dispositions and 'knowledge and understanding'.
- The educators are advised to consistently document children's learning and development which are individual to children using the *Aistear* as this will support documenting children's learning descriptions and dispositions and next steps in learning progression. To strengthen their understanding of observations, they are further advised to review the Department of Education's, *Insights to Quality* webinar on *Assessment.*
- The educators are advised to make the children's voices more visible across the learning environments. Consistently capturing children's comments, quotes, ideas and suggestions and 'thinking and reasoning' language and skills, on their artwork, in their learning observations and journals and during small group discussions will support this.
- The management and educators are advised to embed quality as an agenda item into team meetings. They are further advised to use the action planning templates in the *Aistear, Síolta Practice Guide* (ASPG) to document decision outcomes and shared staff responsibilities.
- The educators are advised to formally commence self-evaluation and internal review processes. The resources and self-evaluation tools in the ASPG will be useful in this regard.

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

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