An Roinn Oideachais agus Óige
Department of Education and Youth

Follow-Through Inspection
Final Report

Setting name	Hazelhatch Preschool and Afterschool
Setting address	Celbridge GAA Hazelhatch Road Celbridge County Kildare W23YY29
TUSLA registration number	TU2022KE005
DCEDIY number	22KE0480
Date of inspection	20-03-2026
Date of issue of report	03-09-2026

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: 30-05-2023** **Report published: Yes**	**Date of Inspection: 20-03-2026**

Follow-through inspection activities

Activities conducted during the Inspection

- Pre-inspection meeting with the setting owner/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 an Early Childhood Care and Education Programme session
- Interaction with young children
- Interaction with early years educators
- Feedback meeting with the deputy manager

Context of Setting

Hazelhatch Preschool and Afterschool was established in 2022. It is one of two privately owned and operated settings under the same ownership. It provides a breakfast club, sessional, part-time and school-aged childcare services. Located on the grounds of Celbridge GAA, the setting delivers a morning session, offering the Early Childhood Care and Education (ECCE) Programme. On the day of the inspection, there were fifteen children and four educators present.

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 implement the key-person approach in order to foster a deeper partnership with parents and families. This will facilitate the development of opportunities to enhance the engagement of the parents in the setting.	**Good progress** The key person approach had been introduced where educators oversaw the learning and development of an assigned small number of children. The key person was also the main point of contact between the setting and the home. At the time of the inspection, parents were not aware of who their child's key person was.
Action/s advised in Area 2 in the original inspection report	**Progress achieved to date on implementation of actions advised:**
The educators are advised to review their current assessment practices in order to develop a cohesive team approach and a shared understanding. This will ensure that assessment practices inform the short-term plans in respect of the individual children's interests, needs and dispositions.	**Partial progress** Assessment approaches included the compiling of anecdotal notes, some observations and individual learning journals. The observations consisted mostly of checklists, with a small number of narrative style observations. These approaches did not provide a rich picture of each child's learning and development.
The educators are advised to conduct a review of the outdoor learning environment with a view to developing interest areas. Extending the range of resources through the provision of additional creative,	**Very good progress** Educators reviewed the outdoor learning environment and made changes made to the space. At the time of the inspection, the environment consisted of a long narrow space that was clearly defined. It was furnished with a mud kitchen and sand and water table. It was reported that the shed housed a variety of resources

explorative, natural and open-ended materials would be beneficial.	including blocks, hoops and kitchen utensils. On the day of the inspection, due to construction ongoing in the neighbouring school, this outdoor learning environment was not accessible.
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 provide additional opportunities for the children to engage in activities which prompt self-expression, creativity, exploration and investigation.	**Very good progress** Many opportunities for processed art experiences were available to the children. These included playdough, paint, sensory materials and a selection of mark-making materials including paper, blackboards, pencils and crayons. These were clearly visible and easily accessible to the children.
The educators are advised to strengthen the opportunities for children to reflect on and experience success and progression in their learning. This can be developed through the incorporation of the child's voice and reflections on their learning to the visual imagery of their achievements in the learning environment and in their individual learning journals.	**Good progress** The children's voices were regularly recorded throughout the learning environment. This was evident in the documentation, on the children's artwork and within their individual learning journals. During the inspection, an educator was observed initiating a high five hand gesture with a child who had independently opened their lunchbox. Such practices supported the children to experience success and progression in their learning. On occasion, there were some missed opportunities for the children to reflect and recall on their learning.
Action/s advised in Area 4 in the original inspection report	**Progress achieved to date on implementation of actions advised:**
The educators are advised to develop a formal self-reflection process through their engagement with the *Aistear, Síolta Practice Guide*. These reflections can be used to inform team meetings and will assist the educators to identify goals for quality improvement. It is recommended this practice is recorded, monitored and reviewed systematically.	**Good progress** At the time of the inspection, educators were reflecting on inclusive practice within the setting. The educators informally discussed their practice on a regular basis. Formal team meetings were facilitated each term. A systematic approach to self-evaluation practices had yet to be established.
The educators are advised to share the children's learning journals throughout the year and to encourage the parents to contribute their feedback on their child's learning and progression.	**Very good progress** Educators had begun to exchange the children's individual learning journals throughout the year. In addition, annual parent-educator meetings were facilitated each February providing a formal opportunity for educators and parents to discuss their child's learning and development. More regularly, messages, photographs and videos were shared with parents on a weekly basis.
Summary of findings	
Overall, the educators made positive progress on all actions advised stemming from the original Early Years Education Inspection report. From the seven actions advised, there was one with partial progress, three with good progress and three with very good progress.	

Actions advised

- The educators are advised to explicitly inform each parent who their child's key person is. In doing so, educators could share resources from the *Aistear, Síolta Practice Guide* to explain this approach, and the benefits, to parents.
- The educators are advised to regularly document narrative observations that provide a rich picture of each child, their learning and development. Consideration could be given to capturing and recording children's dispositions, skills and interests. Using this information to inform a short-term plan would support the consistent implementation of an emergent curriculum.
- Educators are advised to use mealtimes and times of transitions to facilitate informal opportunities where children can reflect and recall on their learning. Use of open-ended questions about the children's engagement in their learning experiences would support this practice.

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