

TUSLA REGULATORY INSPECTION REPORT



TUSLA Identifier: TU2018KE510

Name of Service: Helping Hands Pre-school & After School Care

Address of Service: Scoil Mhuire
Ballymore Eustace
Naas
Co. Kildare

Email Address: nicolabyrne1975@gmail.com

Date Service Registered: 1 2 0 7 2 0 1 8

Name of Registered Service Provider: Nicola Byrne & Caroline Gallagher

Type of Service Registered: **Sessional**

Date of Inspection: 1 1 0 3 1 9

No of Pre-School Children present during Inspection: **AM** 9 **PM** N/A

Address of the Early Years Inspectorate: Early Years Inspectorate
Child & Family Agency,
Suite 7
Vista Primary Care
Ballymore Eustace road
Naas, Co. Kildare

Inspection undertaken by : **F. Maher**
Title: **Early Years Inspector**

Areas which were the subject of this Inspection	
Governance	Health Welfare and Development of Child

Authority to Inspect

The Tusla Early Years Inspectorate carries out inspections of Early Years Services under Section 58(J) of the Child Care Act 1991 (as inserted by Section 92 of the Child and Family Agency Act 2013).

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Registration Status (completed by the Registration Office):	Registered
Conditions If Applicable	Not Applicable
Date of Registration	3 rd May 2019

Description of Service	<p>Helping Hands Pre-school is a private service registered in 2018 and commenced offering sessional care and education including the Early Childhood Care and Education (ECCE) scheme to children aged 2 years 8 months -6 years in September 2018. The service opens from 09:10-12:10hrs, Monday-Friday. A school aged service is also offered. Learning is facilitated through a play based curriculum and activities are based on the emergent interests of the children.</p>
Premises	<p>The service is located in a large class room in the local primary school, Scoil Mhuire, in Ballymore Eustace. A secure outdoor play area is located to the rear of the pre-school and parking is available outside the service for drop off and pick up.</p>
Staffing	<p>Both Registered Providers were present in the service on March 11th 2019. Both Registered Providers work directly with the children and hold qualifications at Level 6 in Early Childhood Care and Education as recognised on the National Framework of Qualifications.</p>
Methodology	<p>The inspection was an announced Initial Focused Inspection to assess compliance with the Childcare Act 1991 (Early Years Services) Regulations 2016 and Childcare Act 1991 (Early Years Services) (Amendment) Regulations 2016. The Inspection focused on regulations under two themes; Governance and the Health, Welfare and Development of the Child.</p> <p>The findings on inspection based on information obtained through examination of documentation, direct observation, and discussion with relevant staff are documented in the Inspection report and presented to the Registration Panel for consideration of a decision in relation to the service receiving continued registration. The Inspectorate reserves the right to edit responses received for reasons including: clarity; completeness; and, compliance with administrative and legal purposes. The contents of the report are compiled by the inspectorate body.</p>
Acknowledgements	<p>The Inspector wishes to acknowledge the cooperation of both Registered Providers and the children who were present on the day of the inspection.</p>

GOVERNANCE

	<p>Child Care Act 1991 (Early Years Services) Regulations 2016 and Childcare Act 1991 (Early Years Services) (Amendment) Regulations 2016. REF: EYIRIRSESS03-2017: RN9: 11.09.2018</p>	<p>2 of 6</p>
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Part III - Management and Staff

Regulation 9 - Management and Recruitment

- (1) A registered provider shall ensure that—
- (a) the service has a designated person in charge and a named person who is able to deputise as required,
 - (b) at all times during the period when the pre-school service is being carried on, the designated person in charge or the named person referred to in subparagraph (a) is on the premises, and
- (2) A registered provider shall ensure that each employee, unpaid worker and contractor is suitable and competent taking into consideration the nature of the needs of children, including by—
- (a) consideration of references from the person’s past employers, if any, and in particular the most recent employer, if any,
 - (b) consideration of references from reputable sources in the case of a person who has no past employers,
 - (c) consideration of the vetting disclosure received from the National Vetting Bureau of the Garda Síochána in accordance with the Act of 2012 in respect of the person, and
 - (d) ensuring, insofar as is practicable, that where a person has lived in a state other than the State for a period of longer than 6 consecutive months, he or she provides police vetting from the police authorities in that state.
- (4) A registered provider shall ensure that, without prejudice to the generality of paragraph (2) and subject to paragraphs (5) and (6), each employee working directly with children attending the service holds at least a major award in Early Childhood Care and Education at Level 5 on the National Qualifications Framework or a qualification deemed by the Minister to be equivalent.
- (6) Paragraph (4) shall not apply before 1 September 2021 to a person who—
- (a) has signed a declaration on or before 30 June 2016 to the effect that he or she intends to retire from employment in a pre-school service before 1 September 2021, and
 - (b) is in possession of a letter from the Minister confirming that paragraph (4) shall not apply to him or her before that date
- (6A is inserted by S.I. No.632 of 2016 CHILD CARE ACT 1991 (EARLY YEARS SERVICES) (AMENDMENT) REGULATIONS 2016 which states; Regulation 9 of the Child Care Act 1991 (Early Years Services) Regulations (S.I. No. 221 of 2016) is amended - in paragraph (4), by the substitution of “paragraphs (5), (6) and (6A)” for “paragraphs (5) and (6)”, and (b) by the insertion of the following paragraph after paragraph (6): “
- (6A) Paragraph (4) shall not apply to an employee of a registered provider where - (a) the registered provider receives funding for the employment of the employee pursuant to a scheme funded by the Minister and known as the Access and Inclusion Model, and (b) the employment of the employee is for the purpose of providing support, pursuant to the scheme referred to in subparagraph (a), for a child attending the service to enable the child to participate in the programme known as the Early Childhood Care and Education (ECCE) funding Programme.”

Compliance Information:

- (1)(a)
The service had a designated person in charge and a named person to deputise as required.
- (b)

Part III - Management and Staff

Regulation 9 - Management and Recruitment

Both Registered providers were present during the inspection.

(2)(a),(b)
Two written validated references from a reputable source other than a past employer were available in respect of both adults.

(c)
Completed Garda vetting was available for both adults.

(d)
Police vetting was not required, no adult had lived outside the state for a period longer than six consecutive months.

(4)
Adults working directly with children attending the service held at least a major award in Early Childhood Care and Education at Level 5 or higher on the National Framework of Qualifications.

(6)(a),(b)
Not applicable as no adult had signed a declaration on or before 30th June 2016 to the effect that they intend to retire from employment in a pre-school service before 1st September 2021 or was in possession of a letter from the Minister confirming that paragraph (4) shall not apply to him or her before that date.

(6A)
Not applicable as no adult was employed pursuant to the scheme known as the Access and Inclusion Model.

Part III - Management and Staff

Regulation 11 -Staffing Levels

- (1) *Subject to this Regulation, a registered provider shall ensure that there is at all times an adequate number of adults working directly with the children attending the pre-school service.*
- (3) *Subject to paragraph (5), a registered provider of a sessional pre-school service shall ensure that at all times the minimum ratio of adults to children specified in column (3) of Part 2 of Schedule 6 opposite a particular reference number specified in column (1) of that Part in respect of the age range of the children specified in column (2) thereof at that reference number is satisfied.*
- (8) *Without prejudice to paragraphs (2) to (7)—*
(c) a registered provider of a sessional pre-school service shall ensure that, where the person in charge operates the service single-handedly, a second person familiar with the operation of the service and in a position to provide assistance to the person in charge in operating the service is, at all times, within close distance of the service and available to attend the service to assist the person in charge in the event of an emergency.

Compliance Information:

- (1)
On the day of inspection there were two adults working directly with nine pre-school children present.
- (2)
The minimum ratio of adults to children was maintained during the inspection as specified in column (3) of Part 1 of Schedule 6.

Part III - Management and Staff

Regulation 11 - Staffing Levels

(8)(c)

Not applicable, as the service is not operated single handedly.

HEALTH WELFARE & DEVELOPMENT OF CHILD

Part V - Care of Child in Pre-school Service

Regulation 19 - Health, Welfare and Development of Child

(1) A registered provider shall, in providing a pre-school service, ensure that—

(a) each child's learning, development and well-being is facilitated within the daily life of the pre-school service through the provision of the appropriate activities, interaction, materials and equipment, having regard to the age and stage of development of the child

Compliance Information:

Basic Needs of Children

The morning snack provided by parents consisted of healthy options of sandwiches, rice cakes, yoghurt and fresh fruit pieces with water to drink. Drinking water was also freely available to the children in the pre-school room to self serve as required. The children were given plenty of time to eat and were not rushed and both staff members sat with the children which encouraged conversations and peer socialisation. The children were supported to be self-caring, suitable to their age and stage of development including: self-feeding, hand washing, toileting, dressing for outdoor play and caring for their belongings.

Aprons were available in the pre-school room for painting and messy play and suitable outdoor clothing was donned including wellington boots for outside play. All children enjoyed freedom of movement within the pre-school room and in the outdoor play area.

Supporting Relationships Around Children

Adults were observed to be warm, kind and respectful towards the children in their care as evidenced by soft language tones, positive praise and encouragement and use of children's individual names during activities.

Each child had a personal learning record with art work and photographs taken during the pre-school year and will be presented to parents at the end of the pre-school year.

The service operated an 'open door' policy where parents/guardians were provided with the opportunity to exchange information about their children's experience in the service informally on a daily basis. Newsletters were distributed monthly to inform parents/guardians on upcoming events and activities. An open evening is held for prospective children and their parents so they may familiarise themselves with the pre-school and its ethos.

Links within the primary school are maintained as the primary school tin whistle band will play for the pre-school children during Seachtain na Gaeilge and links with the local community were maintained with visits from the local Garda, a musician and a local farmer.

Physical and Material Environment

The pre-school room was bright, colourful and interesting, designed to engage and offer the children choice for imaginative and explorative play and was equipped with

Part V - Care of Child in Pre-school Service

Regulation 19 - Health, Welfare and Development of Child

low level child sized tables and chairs; open shelving was at a suitable height to allow children access the toys and play equipment displayed. Materials included, paint, play dough, sand, crayons, paper, books, dolls, buggies puzzles, blocks, trucks, animals and fine motor skill toys including jigsaws and shape sorters.

Defined interest areas in the pre-school room included nature area, dress up, home corner with kitchen and utensils, office, and shop, dress up, construction area, art and craft area, sand play and rest area with library. Children's art work was noted displayed in the pre-school room.

The secure outdoor play area to the rear of the pre-school was equipped with sand and water play, mud kitchen, water wall, planting area, bird house and bug hotel. A covered area was equipped with benches, black board and painting area. There were ample seating areas and a storage unit was provided to store balls, hoola hoops, various play equipment and push pull toys.