



**An Roinn Oideachais**  
Department of Education

# Follow-Through Inspection

## Final Report

Setting name	Clever Cats Childcare Centre
Setting address	2 Trinity Crescent Derrinturn Carbury Kildare W91DD88
TUSLA registration number	TU2015KE072
DCEDIY number	09KE0091
Date of inspection	06-12-2023
Date of issue of report	08-04-2024

## **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 change in the title used to refer to staff in ELC settings, from 'practitioner' to 'educator', reflects the change in title outlined in 'Nurturing Skills: The Workforce Plan for Early Learning and Care and School-Age Childcare, 2022-2028'.

<b>ORIGINAL INSPECTION DETAILS</b>	<b>FOLLOW-THROUGH INSPECTION DETAILS</b>
Type: EYEI-ECCE	Date of Inspection: 06-12-2023
Date of inspection: 08-10-2019	
Report published?	

**Follow-through inspection activities**

The following activities took place in the course of the follow-through inspection

- Pre-inspection meeting with the setting owner/manager
- Review of setting documentation and records of children’s learning and development
- Review of the education resources and facilities
- Observations of interactions during a number of sessions
- Interaction with the children
- Feedback meeting with the setting owner/manager and early years educators

**Context of Setting**

- Clever Cats is a private early learning and care setting. The setting provides two morning pre-school sessions for children participating in the Early Childhood Care and Education Programme. On the day of the inspection, thirty-six children, eight educators and the owner were present. 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.

<b>Action/s advised in Area 1 in the original inspection report</b>	<b>Progress achieved to date on implementation of actions advised</b>
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<p>The practitioners are advised to review their transition practices to ensure that transition times are clearly and consistently signposted across all rooms, and that these times are utilised more effectively as learning opportunities.</p>	<p><b>Good progress</b> The educators very effectively used verbal notifications to give children prior notification of changes to the routine. Some auditory and visual cues were also used to support the identification of the transitions throughout the session. There was some use of strategies to optimise the transition periods of purposeful learning. On the day of the inspection visual schedules of the daily routine were not on display.</p>
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<p>Building on the current supportive practices, the practitioners are advised to embrace the children’s identity and belonging through more visible representation of the connections with the local community and enhanced engagement with cultural diversity.</p>	<p><b>Good progress</b> It was evident that good progress had been made in this area. The educators provided opportunities for the children to gain a deeper sense of identity and belonging as individuals, and as members of a group, and their wider community. Numerous displays represented the children’s individuality, such as birthday and family displays, and photographs of individual childrens’ play experiences. Activities were provided which explored the roles of community members. There were some resources in the interest areas such as, books and dolls to reflect cultural diversity and some displays of words in other languages.</p>
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Action/s advised in Area 2 in the original inspection report	Progress achieved to date on implementation of actions advised:
<p>The practitioners are advised to review their current assessment processes, with a view to building a richer picture of the children's learning; and to use this information to inform planning for meaningful learning experiences. This approach will support the development of a curriculum that reflects the new and emerging interests of the children and the practitioners.</p>	<p><b>Good progress</b> The educators had made good progress in developing their assessment and planning practices. There was evidence that planning for some of the learning experiences was in response to the children's learning needs and interests. At times the observations identified next steps which were specific to the child and were used to inform the short-term curriculum plan.</p>
<p>The practitioners are encouraged to enhance interactions with the children through the increased use of open-ended questions, and by developing shared thinking approaches which will scaffold and extend independent problem-solving.</p>	<p><b>Good progress</b> The educators used a number of different interaction strategies to support the children's learning and development. They often tailored their interactions to meet the needs of each child by listening, commenting, questioning, and supporting when needed. At times there were missed opportunities to support and extend the children thinking and reasoning skills.</p>
Action/s advised in Area 3 in the original inspection report	Progress achieved to date on implementation of actions advised:
<p>The practitioners are advised to provide the children with additional materials and opportunities which promote investigation, curiosity, creativity and problem solving.</p>	<p><b>Very good progress</b> The interest areas had been developed to include a variety of materials that promoted creativity, exploration and investigation through child-led play. The environment contained many sensorial, natural, open-ended, and loose parts resources that encouraged hands-on exploration, mathematical thinking, creative expression and exploration of different textures and items from the natural outdoor environment.</p>
<p>The practitioners are advised to provide the children with increased opportunities to reflect on and discuss their learning. The children's learning journals could be further developed using the information gathered and annotations of the children's reflections could be included.</p>	<p><b>Good progress</b> The children's learning journals contained observations, - making and anecdotal notes were used to include the voice of the children. Some of the learning journals were available and accessible to the children.</p>
Action/s advised in Area 4 in the original inspection report	Progress achieved to date on implementation of actions advised:
<p>The management and practitioners are advised to formalise their current team meeting and self-evaluative and reflective practices through their engagement with the Aistear, Síolta Practice Guide. This will enrich the current review practices and will support the practitioners as they identify</p>	<p><b>Partial progress</b> The educators engaged with formal full team meetings regularly with individual room meetings held weekly. One of the educators engaged in self-reflection using the <i>Aistear Síolta Practice Guide</i> on an individual basis to review particular elements of practice, for example communication. A consistent structure to support all educators to engage with the <i>Aistear Síolta Practice Guide</i> was not in place. A more robust and cyclical approach was required</p>

<p>which improvements are required and set out plans for improvement.</p>	
<p>The practitioners are advised to further develop a shared leadership approach. This will ensure that the skills of all practitioners are utilised and will enable the practitioners to develop a collaborative approach through the sharing of practice across both rooms.</p>	<p><b>Good progress</b> The setting had established room leaders in each room who held the responsibility to lead the room meetings and support the educators to reflect on curriculum, the learning environment and the resources. This was on an informal basis.</p>
<p><b>Summary of findings</b></p>	
<ul style="list-style-type: none"> <li>• The changes implemented to practice and provision by the educators to address the actions advised that were outlined in the original EYEl report were recognised and affirmed. Of the eight actions advised, very good progress was made in one, good progress was made in six, and partial progress was made in one.</li> </ul>	
<p><b>Actions advised</b></p>	
<ul style="list-style-type: none"> <li>• The educators are advised to develop visual schedules in each learning environment for the children to follow the sequence of the day.</li> <li>• The educators are advised to review their planning and assessment practices to support the implementation of an emergent, inquiry curriculum approach. They are encouraged to identify ways to record each child's interests, needs and dispositions, to then use this information to support the identification of the next steps in their learning journey and to develop their emergent, inquiry curriculum plans.</li> <li>• The educators are advised to ensure consistency in their approach in supporting and extending children's learning through their interactions. The educators are advised to consider ways in which the children can access their learning folders independently and to enhance the voice of the child within these journals.</li> <li>• To develop the overall quality of management and leadership for learning, the educators and management are advised to engage in a process of review where opportunities are provided for self-evaluation using the <i>Aistear Síolta Practice Guide</i>.</li> </ul>	

## 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
<b>Very good progress</b>	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.
<b>Good progress</b>	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.
<b>Partial progress</b>	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.
<b>No progress</b>	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](#)

[Department of Education Insights – Quality in Early Years Education webinars](#)