



QIPP Submission 2024 / 2025

QIPP Submission Status: Submitted | QIPP Report Submission Status: Report Not Submitted

09LY0013 Family Tree Creche (Early Learning and Care Service (ELC))

3. Creating and Using the Learning Environment

3-1. We will undertake the following Quality and Inclusion Actions:

1. In Preschool Room 1 we will create clearly defined interest areas, including comfortable seating for children to relax and take time away from the busy play areas in the room. More soft furnishings will be incorporated to create a clearly defined relaxation space. Art and craft materials will be made readily accessible within easy reach of the children. Sensorial play materials and messy play opportunities will be made freely available in the room.

2. In Preschool Room 2 we will develop clearly defined interest areas. Toys and equipment will be made readily accessible to the children on ground level. The art easel will be resourced with paint, brushes and paper close by. More clearly defined spaces will be incorporated within the room to facilitate children participating in a variety of different activities at the same time.

3-2. The Quality and Inclusion Actions we have chosen to focus on have been identified in a recent inspection report?

Yes

3-2-1. The Quality and Inclusion Actions we have chosen to focus on have been identified within the following inspection reports:

Tusla Inspection Report

3-3. The Quality and Inclusion Actions we have identified will require the review and development of certain policies, procedures and statements?

No

3-4. We have identified possible challenges or risks to achieving our identified Quality and Inclusion Actions?

Yes

3-4-1. Please list possible challenges or risks.

Financial resources required; however this will be incorporated into our annual company budgetary cycle for 2025.

3-5. We have identified who within our service will be responsible for ensuring our identified Quality and Inclusion Actions are progressed and achieved?

Yes

3-6. In achieving our identified Quality and Inclusion Actions we will avail of the National Siolta Aistear Initiative (NSAI) supports and resources?

No

3-7. As an Equal Start Service the Quality and Inclusion Action(s) we have identified will assist us in meeting the needs of children experiencing disadvantage to access and meaningfully participate in our service?

Yes

3-7-1. The Quality and Inclusion Actions we have identified will assist us in meeting the needs of children experiencing disadvantage to access and meaningfully participate in our service in the following ways:

Clearly defining interest areas in Preschool 1 and 2, to support children experiencing disadvantage requires thoughtful planning to ensure inclusivity, engagement, and accessibility. Here are key actions we will consider:

1. Inclusive Design:

Variety of Play Equipment: Include equipment suitable for different ages, abilities, and sensory needs (e.g., tactile surfaces, sound elements).

Quiet Zones: Create calm areas for children who may need space to self-regulate or take breaks.

2. Sensory Play Opportunities

Natural Elements: Include sand, water, plants, and sensory gardens to engage different senses.

Tactile and Interactive Features: Use textures, sound-making structures, and interactive art to enhance sensory exploration.

3. Safety and Security

Soft Surfaces: Ensure impact-absorbing materials like rubber matting or grass are used under climbing equipment.

Visibility: Design with open sightlines so staff can easily supervise children.

4. Flexible and Adaptive Spaces

Movable Equipment: Include equipment that can be reconfigured for different activities and developmental needs.

Multi-Purpose Areas: Design areas that can be used for various types of play (active, imaginative, or group play).

3-8. In progressing our identified Quality and Inclusion Actions we will:

Work independently

3-8-2. We are:

Currently working with the Better Start Quality Development Service (QDS)

3-8-3. We wish to receive the following level of support:

Quality Practice Query: We have a specific query about practice, and wish to contact Better Start for information and advice.

Creating and Using the Learning Environment Feedback is outlined below:

1. Assessment and Planning

We conducted an environmental audit to evaluate how inclusive, accessible, and engaging the current learning environment was for all children. We consulted with our practitioners, families, and children to gather feedback on the current learning spaces and identify any barriers to inclusion or engagement. We reviewed regulatory requirements (e.g., NQS, EYLF, Disability Standards for Education) to ensure compliance and best practice.

2. Setting Goals and Objectives

We developed clear, measurable goals aimed at improving the physical and emotional inclusiveness of the learning environment (e.g., creating sensory-friendly spaces). We identified priorities based on assessment outcomes (e.g., updating our outdoor areas, incorporating more culturally responsive materials).

3. Design and Adaptation of the Environment

We redesigned learning areas to reflect children's diverse needs, interests, and cultural backgrounds. This included resources that support various learning styles and abilities (e.g., quiet spaces, tactile materials, play areas). We ensured universal access and safety through layout adjustments (e.g., ramps, non-slip mats, visual signage).

5. Implementation in Practice

Practitioners intentionally arranged and used spaces to promote interaction, independence, and collaboration among children. We adapted experiences and materials based on children's feedback, observed interests, and developmental needs. We promoted flexible and responsive environments that evolve with the children's learning.

6. Ongoing Monitoring and Reflection

We conducted regular reviews and observations to assess how effectively the environment supports inclusion and quality learning. We engaged families and children in evaluating the spaces and providing feedback. We documented changes and reflected as a team during staff meetings and in-service days.

8. Other Quality and Inclusion Improvement Actions

8-1. We will undertake the following Quality and Inclusion Actions:

The Outdoor play area to the rear of the building will be comprehensively redeveloped to be fitted out with new play materials in this space.

8-2. The Quality and Inclusion Actions we have chosen to focus on have been identified in a recent inspection report?

Yes

8-2-1. The Quality and Inclusion Actions we have chosen to focus on have been identified within the following inspection reports:

Tusla Inspection Report

8-3. The Quality and Inclusion Actions we have identified will require the review and development of certain policies, procedures and statements?

No

8-4. We have identified possible challenges or risks to achieving our identified Quality and Inclusion Actions?

Yes

8-4-1. Please list possible challenges or risks.

Financial resources required; however this will be incorporated into our annual company budgetary cycle for 2025.

8-5. We have identified who within our service will be responsible for ensuring our identified Quality and Inclusion Actions are progressed and achieved?

Yes

8-6. In achieving our identified Quality and Inclusion Actions we will avail of the National Síolta Aistear Initiative (NSAI) supports and resources?

No

8-7. As an Equal Start Service the Quality and Inclusion Action(s) we have identified will assist us in meeting the needs of children experiencing disadvantage to access and meaningfully participate in our service?

Yes

8-7-1. The Quality and Inclusion Actions we have identified will assist us in meeting the needs of children experiencing disadvantage to access and meaningfully participate in our service in the following ways:

Redeveloping our rear outdoor play area to support children experiencing disadvantage requires thoughtful planning to ensure inclusivity, engagement, and accessibility. Here are key actions we will consider:

1. Inclusive Design:

Variety of Play Equipment: Include equipment suitable for different ages, abilities, and sensory needs (e.g., tactile surfaces, sound elements).

Quiet Zones: Create calm areas for children who may need space to self-regulate or take breaks.

2. Sensory Play Opportunities

Natural Elements: Include sand, water, plants, and sensory gardens to engage different senses.

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8-8-2. We are:

Currently working with the Better Start Quality Development Service (QDS)

8-8-3. We wish to receive the following level of support:

Quality Practice Query: We have a specific query about practice, and wish to contact Better Start for information and advice.

Other Quality and Inclusion Improvement Actions Feedback is outlined below:

1. Initial Review and Planning

We conducted a comprehensive review of existing policies, practices, and data related to quality and inclusion. We consulted national and local regulatory frameworks (e.g., NQS, EYLF, Disability Discrimination Act). We identified key focus areas for improvement based on staff, family, and community feedback. We set clear, measurable goals for inclusive practice and quality improvement.

2. Stakeholder Engagement

We engaged staff, families and children in discussions about inclusion and quality.

3. Professional Development and Training

We delivered targeted professional learning sessions on inclusive education, cultural competence, and trauma-informed practice. We included reflective practices in staff meetings to encourage ongoing critical thinking about bias and equity. We supported educators with coaching and mentoring to implement new inclusive strategies.

4. Policy and Practice Adjustments

We updated inclusive policies (e.g., behaviour guidance, enrolment, accessibility).

5. Environment and Resource Changes

We modified physical environments to support accessibility (e.g., outdoor play area, quiet spaces, sensory tools). We purchased inclusive learning materials (e.g., diverse books, adaptive toys).

6. Monitoring and Reflection

We used observation and family feedback to track the impact of changes.

7. Documentation and Reporting

We maintained records of actions taken, including staff training, and changes to practice.