



Core Funding Quality Action Plan

Option Examples



OPTION EXAMPLES

KEY PERSON APPROACH

Little Ones Crèche has been considering developing a Key Person approach in their setting to ensure that the babies and young children they care for can form the secure, positive and responsive relationships that they need. They have decided to make this a key part of their Core Funding Quality Action Plan for the coming year.

At a team meeting, they agree that they will need to find out more information about the benefits of the Key Person system and how it will work in their setting. They also decide it would be helpful to get some support to implement the approach and to evaluate how it is working throughout the year. The manager, Paula, decides that the team will research the information and guidance available and seek to avail of some workshops on the topic. She also decides to make contact with a Síolta Aistear mentor from Early Childhood Ireland to get support to ensure that their new system will be set up well.

When completing their Action Plan Template for the coming year, Paula selects *Option 5 - Participate in Quality Improvement Activities* and states that the team will attend workshops and seek mentoring and support. As this is such an important aspect of practice, Paula decides that as manager, she will be the one to ensure that the identified Quality Action is progressed and achieved.

CHILDMINDER

Monica is a childminder who cares for three young children. She has been thinking about her Core Funding Quality Action Plan and determines that what she most needs to do is to evaluate the toys and equipment she has and the areas in her house where the children play, with a view to making some improvements.

Monica decides that she will make contact with her local County Childcare Committee and Childminding Ireland to find out where is the best place for her to go for information to ensure that she provides the best quality play resources and play space for the children.

When completing her Action Plan Template for the coming year, the option open to her as a childminder is *Option 5 - Participate in Quality Improvement Activities*. Monica states that she will seek support from her local Childminding Development Officer by making contact with her local City/County Childcare Committee and Childminding Ireland from the dropdown options given.

INSPECTION REPORT

The team at Seashells Preschool has been having some difficulties in ensuring that all team members take a consistent and problem-solving approach to dealing with conflict in the group. This came up in a recent Department of Education Inspection report. As a team, they resolve to follow up on the feedback from the Inspection Report and decide to focus on this in their Core Funding Action Plan. The team want to prioritise a review of their policy and procedures in this area of practice and to ensure that it is research-informed, up to date and



clearly written. Some of the team members have previously attended CPD workshops that they found helpful so they decide that the whole team should train together and arrange to have follow up mentoring.

As *Option 1 Inspection Reports* best describes their overall action, they choose this option on the Action Plan template. They will seek support from Barnardos in identifying appropriate training and for follow up mentoring.

INSPECTION REPORTS, SAMPLE TWO

The Early Years team in Strong Foundations received an Early Years Education Inspection (EYEI) and this report was published. As a team, they carefully considered the findings and actions advised in the EYEI report and agreed a plan for the implementation of those actions. An action advised included in the report under Area 4 of the EYEI Quality Framework for Early Years Education; Quality in management and leadership for learning was prioritised by the team for implementation.

They chose option 1 on the Core Funding Action Planning template to reflect the steps taken to implement this action.

The action in the EYEI report under Area 4 centres on developing a system for on-going internal evaluation to inform review and quality improvement initiatives. This was a new area of practice for the setting. To build capacity and shared understanding of internal evaluation, management and early years educators reviewed the three-part Insights webinar series development by the Department of Education Inspectorate. This series provided an introduction to self-evaluation and described practical ways in which early years settings can use reflective practice to support collaboration and improvement practices. Using the suggested cycle of reflection, evaluation, action planning and implementation, the team organised bi-monthly meetings to begin to progress self-evaluation actions. The materials of the Aistear, Síolta Practice Guide proved useful to progress this action. A record of this action was maintained by management and the team and information was shared with parents.

SCHOOL AGE CHILDCARE

The staff and children at Colinstown school age childcare service have decided this year to focus on environmental issues, carrying out sustainable activities and raising awareness in their local community. The team have been discussing their Core Funding Action Plan and have decided to prioritise Component 3.4 Environmentalism of the National Quality Guidelines for School Age Childcare Services, developing their knowledge and planning and implementing environmentalism in their programme of activities.

When completing their Core Funding Action Plan Template, the manager chooses Option 5 - Participate in Quality Improvement Activities. The service will seek support from National Childhood Network when working on their action plan.



NATIONAL SÍOLTA AISTEAR INITIATIVE (NSAI)

Sycamore Park full-day setting has a large open outdoor play area. The team are very interested in outdoor play and think that the outdoor space has potential to be more interesting and engaging for the children with a wider range of opportunities for children to experience nature and natural materials. They want to carry out a self-evaluation as a team, to gather information from all of the resources available to them online and to develop a quality design for their outdoor space. They also want to include the children in designing their space.

The team have already researched the tools and resources available online including the Aistear Síolta Practice Guide, the Department of Education ‘Insights’ series of webinars and e-learning resources and publications from Barnardos and Early Childhood Ireland.

When completing their Core Funding Action Plan template they choose *Option 3 - National Síolta Aistear Initiative (NSAI)* and select the option to ‘Start or continue the process of self-evaluation and quality improvement, building on learning from NSAI Síolta Aistear CPD we have previously attended’, stating they intend to work independently.