



An Roinn Oideachais
agus Óige
Department of
Education and Youth

Montessori ar Scoil an Spioraid Naoimh
Scoil an Spioraid Naoimh
Curraheen Rd.

TU2015CC274

DEARBHÚ FÍRICÍ / FACTUAL VERIFICATION

FREAGAIR LAISTIGH DE CHÚIG LÁ OIBRE / RESPOND WITHIN FIVE WORKING DAYS

DÁTA FILLTE / RETURN DATE: 09-09-2026

Chuig/To: Sinead Hennessy
Cc:

Dáta/Date: 22-06-2026

A chara,

Gheobhaidh tú faoi iamh an dréacht-tuairisc de EYEI - Pre-school a rinneadh i do shuíomh. Tá cóip den tuairisc á seoladh chuig an suíomh ar aon dul leis na forálacha atá sna *Treoirínte um Fhoilsiú Tuairiscí Cigireachta Scoile* (arna n-athbhreithniú in 2015) agus i *Rialacháin an Achta Oideachais, 1998 (Foilsiú Tuairiscí Cigireachta ar Scoileanna agus ar Lárionaid Oideachais), 2015*. D'fhéadfadh an tuairisc a bheith ar fáil i nGaeilge agus i mBéarla, de réir teanga teagaisc an tsuímh.

Tháinig na forálacha atá sna *Treoirínte* athbhreithnithe thuas i bhfeidhm ón 01 Meán Fómhair 2015. Dírítear d'aird go háirithe ar Chaibidil 3 de na *Treoirínte*, áit a bhfuil na frámaí ama le haghaidh foilsithe leagtha amach. Ceadaítear **cúig lá oibre chun an Fhoirm um Dearbhú Fíricí a chur ar ais**, atá leis an litir seo.

Dearbhú fíricí

Mar atá leagtha amach i gCuid 3 de na *Treoirínte* (a bhfuil cóip de ar fáil ar láithreán gréasáin na Roinne Oideachais, www.education.ie), tugtar cuireadh don suíomh luathbhlianta cruinneas na bhfíricí sa tuarascáil a sheiceáil.

A chara,

Please find attached the draft report of a EYEI - Pre-school undertaken in your early years setting. This copy of the report is being sent to the setting, in line with the *Guidelines for the Publication of School Inspection Reports* (Revised 2015) and *Education Act 1998 (Publication of Inspection Reports on Schools and Centres for Education) Regulations 2015*. Depending on the language of instruction in your setting, the inspection report may be available in both Irish and English.

The provisions contained in the revised *Guidelines* above came into effect from 01 September 2015. Your attention is drawn in particular to Chapter 3 of the *Guidelines*, where the timeframes for publication are set out. These allow **five working days for the return of the Factual Verification Form** which is attached to this letter.

Factual verification

As outlined in Section 3 of the *Guidelines* (a copy of which is available on the website of the Department of Education, www.education.ie), the early years setting is invited to check the accuracy of facts in the report.

Más mian leat aon earráidí fíriciúla a chur in iúl don Chigireacht, ba chóir duit **Foirm um Dearbhú Fíricí ar Thuairisc Cigireachta** a chomhlánú agus í a sheoladh ar ais trí ríomhphost nó sa phost chuig an seoladh thíos **laistigh de CÚIG lá oibre** ó dháta na litreach seo.¹

Tá cruachóip den fhoirm ceangailte agus tá cóip leictreonach ar fáil sa chuid Foirmeacha Scoile ar leathanach Tuairiscí agus Foilseacháin na Cigireachta ar láithreán gréasáin na Roinne Oideachais <https://www.gov.ie/ga/foirm/foirmeacha/>

Leis an dréacht-tuairisc seo tá leathanach cumhdaigh le hainm agus seoladh an tsuímh agus an uimhir aitheantais Tusla, ionas gur féidir leat cruinneas na faisnéise a sheiceáil. Mura bhfaightear aon fhreagra maidir le dearbhú fíricí laistigh de **chúig lá oibre** ó dháta eisiúna na litreach seo, glacfar leis go bhfuil tú sásta go bhfuil an tuairisc cruinn. Ullmhófar an tuairisc ansin lena heisiúint, **trí r-phost amháin**, chuig do shuíomh luathbhlianta do fhreagairt an tsuímh. Toisc nach n-eiseofar cruachóip, bí cinnte le do thoil go gcoimeádann tú súil ar ríomhphoist a bhíonn ag teacht isteach don tuairisc ionas gur féidir freagairt an tsuímh a sholáthar.

Seoladh fillte

Ba chóir foirmeacha a chur chuig:
Eyeireports_BU4_5@education.gov.ie

¹ Ba chóir an **Foirm um Dearbhú Fíricí ar Thuairisc Cigireachta** a chur ar ais faoin 09-09-2026

Is mise, le meas,
Ciara Heffernan
PP

Martin Lally
Príomh-Chigire Cúnta

If you wish to point out any errors of fact to the Inspectorate, you should complete an **Inspection Report Factual Verification Form** and return it by email or post to the address below **within FIVE working days** of the date of this letter.¹

A hard copy of the form is attached and an electronic copy is available in the School Forms section of the Inspectorate Reports and Publications page on the Department of Education website
<https://www.gov.ie/en/form/inspection-report-forms/>

This draft report includes a cover page with the setting's name, address and Tusla Identification number, so that you can check the accuracy of the information.

If no response is received in respect of factual verification within **five working days** of the date of issue of this letter, it will be assumed that you are satisfied that the report is accurate. The report will then be prepared for issue, **by email only**, to your early years setting for setting response. As a hard copy will not be issued, please ensure that you monitor incoming emails for receipt of the report for setting response.

Return Address

Forms should be sent to:
Eyeireports_BU4_5@education.gov.ie

¹The completed **Inspection Report Factual Verification Form** should be returned by 09-09-2026

Yours sincerely,
Ciara Heffernan
PP

Martin Lally
Assistant Chief Inspector

Foirm do Dhearbhu Fíricí ar Thuairisc Cigireachta

Ainm an tSuímh	Montessori ar Scoil an Spioraid Naoimh
Seoladh an tSuímh	Scoil an Spioraid Naoimh Curraheen Rd.
Uimhir Tusla	TU2015CC274
Uimhir RLGO	09CY0026
R-Phost an tSuímh	sineadhennessy@gmail.com
Cineál Cigireachta	EYEI - Pre-school
Dáta eisiúna na tuairisce cigireachta	22-06-2026

Míchruinnis fhórasacha sa tuairisc

Bain úsáid as an spás thíos le do thoil chun aird na Cigireachta a dhíriú ar aon mhíchruinneas fórasach a chreideann tú atá sa dréacht-thuairisc cigireachta a eisíodh chuig d'ionad. Mar rogha eile, cuir na sonraí ar fáil ar an mbileog a ghabhann leis seo.

Leathanach	Míchruinnis

Síniú

Úinéir	<i>Ainm i mbloclitreacha:</i>
	<i>Síniú:</i>
	<i>Dáta:</i>

Bainisteoir	<i>Ainm i mbloclitreacha:</i>
	<i>Síniú:</i>
	<i>Dáta:</i>

Caithfear an fhoirm seo a bheith sínithe ag úinéir nó ag bainisteoir an ionaid. Caithfear an fhoirm a sheoladh ar ais laistigh de chúig lá oibre (gan laethanta saoire/ laethanta dúnta an ionaid san áireamh) de dháta eisiúna na dréacht-thuairisce, i.e. 09-09-2026

Seoladh fillte:

Is féidir foirmeacha comhlánaithe a scanadh agus a sheoladh chuig:

Eyeireports_BU4_5@education.gov.ie

Inspection Report Factual Verification Form

Setting name	Montessori ar Scoil an Spioraid Naoimh
Setting address	Scoil an Spioraid Naoimh Curraheen Rd.
Setting DCEDIY No.	09CY0026
Tusla reg no.	TU2015CC274
Setting email address	sineadhennessy@gmail.com
Type of inspection	EYEI - Pre-school
Date of issue of inspection report	22-06-2026

Factual inaccuracies in the report

Please use the space below to draw the attention of the Inspectorate to any factual inaccuracy that you believe is included in the draft inspection report issued to your setting. Alternatively, please supply details on an attached sheet.

Page	Inaccuracies

Signature

Owner	<i>Print name:</i>
	<i>Signature:</i>
	<i>Date:</i>

Manager	<i>Print name:</i>
	<i>Signature:</i>
	<i>Date:</i>

This form must be signed by either the owner or the manager of the setting. The form must be returned within five working days (excluding holidays/ setting closure days) of the date of issue of the draft report, i.e. 09-09-2026

Return address:

Completed forms can be scanned and sent to: Eyeireports_BU4_5@education.gov.ie



An Roinn Oideachais
agus Óige
Department of Education
and Youth

Early Years Education Inspection (EYEI)

Draft report for factual verification

Setting name	Montessori ar Scoil an Spioraid Naoimh
Setting address	Scoil an Spioraid Naoimh Curraheen Rd. Bishopstown County Cork T12X030
TUSLA registration number	TU2015CC274
DCEDIY number	09CY0026
Date of inspection	22-05-2026
Date of issue of report	22-06-2026

What is an Early Years Education Inspection?

The Early Years Education Inspection model is used to provide evaluative information, advice and support in relation to the education of children aged birth to six years in early learning and care settings. The inspections will affirm good practice and provide advice to support internal quality development processes that optimise children's education experiences and outcomes.

How to read this report

During this inspection, the inspector evaluated and reported under the following headings or areas of enquiry:

- Quality of the context to support children's learning and development
- Quality of processes to support children's learning and development
- Quality of children's learning experiences and achievements
- Quality of management and leadership for learning

Inspectors describe the quality of each of these areas using the Inspectorate's quality continuum which is shown on the final page of this report. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the setting's provision in each area.

Early Years Education Inspection

Dates of inspection	22-05-2026
Activities conducted during the Inspection • Pre-inspection meeting with the setting owner/educator • 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 a number of Early Childhood Care and Education Programme sessions • Interaction with children • Interaction with early years educators • Feedback meeting with the setting owner/educator	

Context of setting

The Montessori ar Scoil an Spioraid Naoimh is a privately owned, urban early years setting within the school building of Scoil Spioraid Naoimh. Four educators provide early years education for twenty-two children during the morning session and fourteen children during the afternoon session. On the day of the inspection twenty-one children were present in the morning and eight children in the afternoon.

Area 1: Quality of context to support children's learning and development

- The quality of the context to support the children's learning and development was excellent.
- A highly caring ethos underpinned the work of the setting. The educators created a very welcoming, nurturing and affirming atmosphere and showed a highly positive regard for the children and their families.
- It was clearly evident how well the educators knew the children's personalities and individual preferences. This was supported by a well applied key person system. They implemented a slow relational pedagogy and demonstrated warmth and affection physically and emotionally through relationships that were highly respectful, responsive and reciprocal.
- Well-paced daily routines and procedures were consistently used to promote the development of core learning dispositions and skills. The children were very much active agents in choosing and organising their learning and development activities.
- The children were exceptionally independent and autonomous in organising their personal care needs, as well as their snack time arrangements. The educators created a relaxed lunch time atmosphere, conducive to small group conversations, where everybody was sitting, eating and chatting together. The educators consciously used this opportunity to extend the children's language acquisition and development.
- Times of transitions were respectfully announced ahead of time. They were smooth and seamless and all the children engaged very well in cleaning, tidying and organising the environments.
- The educators were role models worthy of imitation. They provided meaningful guidance towards positive behaviour. Recognition, affirmation and encouragement were regular features of their responses to the children.
- The children's sense of identity and belonging was commendably well supported through the rich, meaningful and aesthetically pleasing displays of a broad range of photographs of the children and their families. The children's expressive, creative art and craft work was visible throughout the setting. 'Our weekend book' was on the bookshelf and contained photographs of the children and their families engaged in weekend activities, with short anecdotes and comments. Family and community members regularly visited the setting to share their expertise and skills with the children.

Area 2: Quality of processes to support children's learning and development

- The quality of the processes to support the children's learning and development was excellent.
- The educators are to be highly commended on their skills in developing, documenting and implementing an emergent curriculum. One example was the exploration of democracy through a voting activity. A child asked about an election poster he could see from the garden. This prompted the candidate being invited to the setting. He told the children all about elections, campaigns and voting. This led to the children engaging in their own election of favourite cartoon characters. They created a voting booth, made identity cards, made a ballot and had the secret election. Several similar projects were documented through photographs, short anecdotal stories; children's comments and links to learning were included.
- The curriculum plans for the academic year were captured beautifully and presented in the most interesting manner. They included photographs, a narrative evaluation of the curriculum and links to the children's learning and development. The children's comments were heart-warmingly added throughout these plans, as well as, on wall displays. Each child had an individual learning journal with photographs and highlights of their unique learning and development.
- The educators very skilfully engaged all of the children in two-way, reciprocal communication, both verbal and non-verbal throughout the day. Through all play interactions, they became play partners and very consciously encouraged the children to actively explore, think and reason, and to express their views and emotions in numerous ways. The owner/educator is to be commended for her ability to create a sense of awe, wonder and excited anticipation, which worked so well in capturing the children's attention. Using a range of open-ended questions and prompts ensured the children were using their memory, their thinking and imagination while engaging in activities throughout the sessions.
- The children showed great pride in their achievements and a familiarity of their local community, which was captured in photographs and in the curriculum documentation. One example was a photograph of a table full of a broad variety of construction materials and resources, five proud children and a caption reading 'look, we built Bishopstown'.
- The indoor and outdoor environments offered extremely high play value, which enabled child-initiated/led, active and interactive play to be the main medium through which the children were learning and developing. The environments were very aesthetically pleasing, purposefully structured, functional and inspiringly resourced, in line with the emergent curriculum. This and the pedagogical approach implemented ensured equitable opportunities for all the children and provided an inclusive environment.

Area 3: Quality of children's learning experiences and achievements

- The quality of children's learning experiences and achievements was excellent.
- The children showed a great sense of ownership over the setting and visibly felt at home and at ease in the setting. They presented as highly competent and confident learners and showed very positive learning dispositions, such as interest, motivation, resourcefulness and persistence.
- The children's personal and social skills were remarkably well developed. This enabled them to play autonomously in pairs and small groups and to navigate play interactions, where they co-operated, negotiated and showed respect for each other's ideas and suggestions.
- The children had created a beautiful 'our community' wall display and they were very familiar with the people and places within their local community.
- The children's voices, ideas and thoughts were consciously sought and promoted. They were clearly valued and respected and followed in all matters, which concerned the children.
- The beautiful, unique and individual art and craft work on display, demonstrated that the children expressed their creativity, thoughts and feelings, through the use of the wide range of materials and resources. The children enjoyed singing the songs for graduation day and acted them out. High quality books were interactively explored and a range of mark-making opportunities enjoyed.

- Outdoors and indoors offered a broad range of hands-on, active exploration opportunities, such as sand, earth and water play. The children loved to explore at the tuff tray, filled with green coloured rice and in the centre was a bowl with water. Dotted throughout were jelly islands with frogs, tadpoles and frog spawn. All these activities commendably promoted language, literacy and numeracy development.
- The children showed great enjoyment in their activities. One of the highlights of the day was when 'Kevin – the parrot' hand puppet appeared. He was used to explore the theme of 'frogs' through lots of chats and questions. The children clearly adored him and they told him all they knew about frogs and showed him how they move and the noises they make. Great fun was had.

Area 4: Quality of management and leadership for learning

- The quality of management and leadership for learning was excellent.
- The setting established highly effective systems for the smooth organisation of educational experiences and activities and ensured that the conditions for nurturing and consistent relationships were in place. The staff team reflected daily on practice and procedures. During their monthly whole team meetings, they shared general information as well as engaging in whole setting self-evaluation and in-house training. They documented the outcomes of these meetings, so they can be shared, implemented and reflected upon. Monthly supervision and appraisal meetings ensured that the lines of communication between management and staff members were effective.
- An ethos of professionalism, teamwork, collaboration and partnership was evident. Every educator was clearly aware of contemporary research and best practice guidelines. They were very familiar with and comfortable in implementing the newly up-dated *Aistear: the Early Childhood Curriculum Framework*.
- All educators contributed to and followed the laudable philosophy and clear vision of the setting, which was evident during practice. They showed thoughtfulness, self-awareness and reflection in all areas of their practice. They presented as agentic educators, being authentic, dedicated, knowledgeable and skilled.
- The leader provided a highly commendable role model for all the educators and together they ensured the high quality provision of the setting.
- Everyone was very keen on continuous professional development and had engaged in a broad range of courses and webinars. These included three staff members completing the Leadership for Inclusion in the Early Years (LINC) course, taking part in conferences and talks at different colleges and events. The owner/educator co-developed a local network group, where high quality practice was shared and training opportunities were provided. These included a talk by a local speech therapist on 'Autism', a talk on gross motor development and an occupational therapy workshop.
- The parents and the wider family members are very much part of the children's life in the preschool. A true two-way sharing of information and partnership in the children's education was evident. Family members came to sing with the children during the sessions, discos for the parents were organised, families regularly sent in photographs of their activities with the children over the weekend. Daily informal chats were common practice, as was the regular sharing of information, learning stories and photographs via electronic media channels.
- The educators managed the transitions into and from the setting commendably well. An open-day in May provided an opportunity for all the new families to visit the setting and familiarise themselves with it. The new children coming into the setting in September typically visited the setting for two play days before starting. Settling-in was a gradual procedure, based on the needs of the children and their families.
- The setting made their own, very effective and meaningful transition form on one page, with a short narrative about the children's strength's, learning dispositions and hopes on one side and a hand-drawn picture by the child on the other side. This was shared with the families to give to the infant class teachers. The teachers visited the children in the setting and vice versa.

Summary of overall inspection

Area	Quality level
Quality of context to support children's learning and development	Excellent
Quality of processes to support children's learning and development	Excellent
Quality of children's learning experiences and achievements	Excellent
Quality of management and leadership for learning	Excellent

Language used in Early Years Education Inspection Reports

Inspectors describe the quality of provision in the setting using the language which is shown below.

Level	Description	Examples of descriptive terms
Excellent	Provision that is excellent is exemplary in meeting the needs of learners. This provision provides an example for other schools and settings of exceptionally high standards of provision.	Excellent; exemplary; outstanding; exceptionally high standard; with very significant strengths
Very good	Provision that is very good is very effective in meeting the needs of learners and is of a very high standard. There is potential to build on existing strengths to achieve an excellent standard.	Very good; of a very high quality; very effective practice; highly commendable; very successful
Good	Provision that is good is effective in meeting the needs of learners. There is need to build on existing strengths in order to address the aspects to be developed and achieve a very good standard.	Good; of good quality; effective practice; competent; useful; commendable; good standard; strengths outweigh the shortcomings; appropriate provision although some possibilities for improvement exist
Requires improvement to achieve a good standard	Provision that requires improvement to achieve a good standard is not sufficiently effective in meeting the needs of learners. There is need to address certain deficiencies without delay in order to ensure that provision is good or better.	Fair; less than effective; less than sufficient; evident weaknesses that are impacting on learning; experiencing difficulty; shortcomings outweigh strengths; must improve in specified areas; action required to improve
Requires significant improvement to achieve a good standard	Provision that requires significant improvement to achieve a good standard is not meeting the needs of learners. There is immediate need for significant action to address the areas of concern.	Weak; poor; ineffective; insufficient; unacceptable; experiencing significant difficulties; serious deficiencies in the areas evaluated; requiring significant change, development and improvement to be effective

The following resources can be used by ELC settings in their quality improvement:

[Aistear Síolta Practice Guide](#)

[Aistear - Nurturing Skills website](#)

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

Eolas teagmhála an tSuímh / Setting contact information

Setting Details	Montessori ar Scoil an Spioraid Naoimh Scoil an Spioraid Naoimh Curraheen Rd. Bishopstown County Cork T12X030
DCEDIY number	09CY0026
TUSLA registration number	TU2015CC274
Email address	sineadhennessy@gmail.com
Telephone number	+353 87 9225524

Owner/Manager	Sinead Hennessy	R-phost/ Email	sineadhennessy@gmail.com
Other contact person		R-phost/ Email	

Déanfar próiseáil ar na sonraí a bhaileofar le linn na meastóireachta seo i gcomhréir le Polasaí um Chosaint Sonraí na Roinne atá in-íoslódáilte ag https://www.gov.ie/ga/foilsuichan/4fdf6-an-roinn-oideachais-fogra-priobhaideachta/ Tá sonraí breise ar conas a phróiseálann an Roinn Oideachais sonraí pearsanta ar fáil ar https://www.gov.ie/ga/eolas-eagraiochta/cosaint-sonraí/#tredhearcacht Bainfear úsáid as an seolta r-phoist thuas chun cóip den tuairisc a chur chucu siúd atá ainmnithe. Iarrtar ort anois: • cinntiú go bhfuil an duine ainmnithe fós sa phost chéanna, agus na sonraí a athrú más gá • cinntiú go bhfuil a fhios ag úinéar an tseolta go mbeidh an seoladh in úsáid don fháth seo • cinntiú go bhfuil an seoladh cruinn	All contact details gathered as part of the evaluation will be processed in accordance with the Department of Education Data Protection Policy which can be accessed at https://www.gov.ie/en/publication/d78f2-department-of-education-privacy-notice/ For further details on how the Department of Education processes personal data, please visit: https://www.gov.ie/en/organisation-information/data-protection/#transparency The email address above will be used to send a copy of the final report to those named. You are now asked to: • check that the above named is the current holder of the position and amend where necessary • ensure that the owner of the address is aware that the email address is being used for this purpose • check that the email address is accurate
---	---