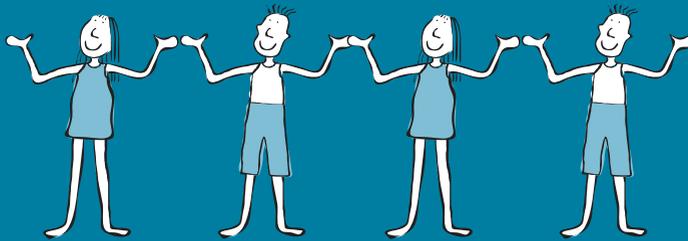


Get It Right

a parent's guide to choosing quality day care



Marian Dowd

Get It Right: A Parent's Guide to Choosing Quality Day Care

Researched and written by Marian Dowd

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ISBN: 1 898662 77 0

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Cover Design & Layout: Creative Inputs

Printed by Techman Ireland Ltd.

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Introduction

Ireland is experiencing an unprecedented demand for childcare provision. There are several reasons for this including:

The increase in the number of families with both parents working.

The increase in the number of single parent families.

Greater awareness of the benefits of quality childcare for children and their families.

More parents returning to work, training and education.

Growth in community development programmes, initiating or supporting childcare programmes at local level.

State funding for local development.

Background

National and international trends and legislation have contributed to the current climate regarding childcare.

- 1986 The European Commission established a Childcare Network, which includes experts from all member states. They have been particularly concerned with young children.
- 1989 The United Nations general assembly adopted an internationally binding agreement on the rights of the child. This agreement is known as The UN Convention on the Rights of the Child and sets out forty one rights of all children (0-18) under the headings of Survival, Development, Protection and Participation Rights.
- 1991 A new Child Care Act was passed, updating the law regarding the welfare and protection of children. This Act is very important and Part 7 deals especially with pre-school children. For the first time, it allows for the regulation of pre-school services, promoting better standards.
- 1992 Ireland ratified the UN Convention, entering a binding agreement to implement it.
- 1996 The Child Care (Pre-school Services) Regulations were introduced (details below).
- 1997 In the context of Partnership 2000 and in the interest of equality, an Expert Working Group was established under the leadership of the Dept. of Justice, Equality and Law Reform, "to provide a national framework for the development of the childcare sector in Ireland". This group consisted of representatives of the relevant government departments, statutory bodies, social partners, voluntary organisations and parents.
- 1998 Report of The Commission on the Family, (established by the Minister for Social Welfare 1995) recommended the provision of increased supports for families and young children, and a network of family and community resource centres throughout the country.

- 1999 The National Childcare Strategy, Report of the Partnership 2000 Expert Working Group on Childcare was published, and is based primarily on the needs and rights of children and the principle that “Quality childcare benefits children, their parents, employers and communities in general”.
- 1999 Ready to Learn, a White Paper on Early Childhood Education focuses on children from birth to six years and provides a framework to support and develop the educational needs of pre-school children. The White Paper promises the introduction of a QE (Quality in Education) mark to providers who reach minimum standards in curriculum, methodologies, staff qualifications and training.

The child care (pre-school) regulations

The Pre-school Regulations provide guidelines for the operation of services for children under the age of six years who are not already attending national school. Anyone running a pre-school service is required by law to comply with these guidelines. Failure to do so may result in being prevented from operating a pre-school service, or in certain circumstances prosecution, leading to a fine or imprisonment.

The health boards have responsibility for enforcing the Regulations. Each health board has appointed Pre-school Officers to inspect and monitor pre-school services in their area. All service providers covered by the regulations must notify their service to their local health board. The Regulations are concerned with the general standard of facilities offered by a service and include:

The suitability of premises, health and safety, space requirements, staffing levels, toys, equipment, records and insurance.

Services covered by the regulations

Playgroups

Crèches

Day Nurseries

Montessori groups

Drop-in Centres

Childminders (with some exceptions)

Other day care services for children under six, including those run by the health board

Services not covered

The care of any pre-school child by a relative or spouse of a relative.

Childminders taking care of pre-school children of the same family and no other children except their own.

Childminders taking care of not more than three pre-school children of different families (apart from their own pre-school children).

For the purposes of the regulations, services are divided into different categories.

1 Sessional Services:

Services which offer a planned programme for not more than 3.5 hours per session, including pre-schools, playgroups, crèches and Montessori groups.

2 Full Day care Services:

Day Care services for pre-school children for more than 3.5 hours including day nurseries and crèches.

3 Drop-in Centres:

Services provided in shopping centres, leisure centres, hotels, etc. where children can be left for a short time while parents avail of a service or attend an event.

4 Childminders:

People who mind children in the minder's home for all or part of the day except those exempt from the regulations.

General requirements for all services

The Regulations set out minimum standards regarding:

- Premises
- Food
- Medical Arrangements
- Fire Safety
- Records
- Insurance

For more information on the Pre-school Regulations, see **Check it Out** (Barnardos, 2000).

Parental responsibility

The importance of a child's early years cannot be overemphasised. This is the time when foundations are laid for all future learning and development *Our attitudes and values are formed, we begin to develop language and concepts, we crawl and walk and run and learn how to co-ordinate our hands with our eyes, we become social beings and form our first relationships, and we begin to learn who we are and how we feel about ourselves* (Pugh, 1998). While the State is responsible for the supervision of pre-school services, parents have the primary responsibility for the welfare of their children, and must ensure that they receive the best possible care. Parents should give serious thought to the type of care they want for their child and how they will measure the quality or standard of a pre-school service. This means taking time to find the service which provides the most suitable option for you and your child.

The benefits of good quality childcare

International research has found that good quality childcare has many long-term benefits for children and their families, however, it is widely accepted that poor quality services may have the opposite effect. By offering a rich, caring and learning environment where the child is of paramount importance, a service will have a positive influence on a child's development and quality of life.

The vast majority of research has shown that pre-school education leads to immediate, measurable gains in educational and social development (National Childcare Strategy, Report of the Partnership 2000 Expert Working Group on Childcare, 1999).

Benefits for children include:

Improved cognitive development (thinking, reasoning); improved social development (relationship to others); improved emotional development (self-image, security); improved language skills (National Childcare Strategy, Report of the Partnership 2000 Expert Working Group on Childcare, 2000).

There is also considerable evidence that children who experience high quality pre-school care will make greater progress in school, with less chance of leaving early.

Good quality childcare provides opportunities for the child to:

- Develop their understanding of the world around them.
- Form a consistent, loving relationship with at least one other adult.
- Form relationships with other children.
- Explore and experiment.
- Engage in activities which will encourage physical development.
- Enjoy learning through play.
- Negotiate obstacles and conflict.
- Celebrate effort and mastery of new skills.
- Practise new skills.
- Develop a positive sense of self.
- Learn to learn.

How to measure quality

The key to high quality care is respect for the child as a person, expressed in detailed daily arrangements (Goldschmeid & Jackson, 1994).

How we measure quality will of course be influenced by our own experiences and preferences. However, researchers and practitioners have reached agreement on many indicators of a high quality service.

Small children looked after away from home have a right to a loving relationship with a particular caregiver, to be offered the best possible conditions and materials to explore and experiment, appropriate to their age, to see their culture and language valued, and their close adults working in harmony with each other (Goldschmeid & Jackson, 1994).

The Pre-school Regulations set out minimum legal requirements regarding the physical environment and facilities of a service which include the:

- Suitability of the premises, and the space used by the children
- Numbers of children which can be cared for and the space per child
- Ratio of adults to children
- Health and safety
- Food and nutrition
- The provision of toys and equipment
- Safety of outdoor play areas
- Provision of adequate toilet facilities and washing facilities
- A proper place for resting

While these more visible factors are important, there are other equally important elements to look for:

Staff

The effectiveness of an early years programme is determined by the skills, attitudes and commitment of the adults involved. Adults play a key role in determining the quality of the experience of the children (Donohoe & Gaynor 1999).

Suitable adults caring for children

- Are trained and experienced in childcare
- Have a good knowledge of the different stages of child development
- Understand and respond to a child's individual needs
- Enjoy working with children
- Have good communication skills, and use positive body language
- Are enthusiastic about their work
- Relate well with children, parents and other workers
- Understand the importance of play
- Respect the needs and wishes of parents
- Are warm, affectionate and welcoming
- Are good organisers
- Are creative in planning daily activities and environments
- Are aware of current legislation and guidelines relating to childcare

The service should have clear policies and procedures regarding:

- Admissions
- Staff recruitment
- Child protection
- Curriculum
- Parental involvement
- Settling-in time
- Opening times and fees
- Discipline
- Diversity
- Records
- Health and safety
- Insurance
- Security

Curriculum

Learning at this stage may improve later performance but first and foremost, learning enables children to reach their present potential and enriches and fulfils their present life (Moss & Penn, 1996).

A rich early years curriculum or programme should be centred around play as an important means of learning, and organised in response to the changing needs of children, for the different stages of development. There should be a balance between care and education. Education is about the development of a child's potential at a particular time, and not simply a preparation for the next stage. It is more important that young children are given the space and opportunity to explore and discover things for themselves, than for adults to teach them facts and figures. *I do not think we can justify taking over the precious years of childhood to give children an early start in the three r's* (Bloom, in Elkind 1992 and Hayes, 1999) Quality is not measured by the child's ability to read and write before starting school; it is more about the child's ability to engage with other adults and children, to be given opportunities for new experiences, and to cope with different environments, which in turn will make it easier to absorb later learning. Children are learning all the time –

The curriculum includes all the activities and experiences (planned and unplanned; formal and informal; overt and hidden) from which a child learns...it involves a consideration of the process of learning (how a child learns) and the learning progression (when a child learns) and the learning context (where and why the child learns) (Starlight Report, 1994).

Play

Toys and play equipment which are safe should be stored within easy reach of children. The environment, space and layout should facilitate different types of play and activity, for example:

- Messy play (water, sand, clay, paint, etc.)
- Pretend play (clothes for dress up, variety of materials for role-play and imitation)
- Construction play (blocks of different textures, Duplo, straws, etc.)
- Social play involving interaction with other children
- Activities using fine finger movements (jigsaws, threading, drawing)
- Activities involving music and drama
- Activities involving whole body movement (ball games, running, dance, etc.)
- Book corner

Play is a wonderful natural way children have of learning. It is a very important activity and not just about keeping children busy: it should be fun and exciting. Children play in different ways, depending on their stage of development. Babies play with sounds, fingers and toes, exploring with their senses. Toddlers like to play on their own, and later alongside other children before playing with them. Quality day care provides the space, materials and time to allow children play, continually planning for their changing needs. It is easy to underestimate the child's capacity for learning. Given the right environment, children learn and practise new skills, understand their world through pretend play, communicate through turn-taking and conversation, and develop self confidence. Play allows children to express their feelings, and helps the different areas of development: physical, intellectual, language, emotional, cognitive, social, and sensory.

Children with special needs

All children's needs are special, however some children have additional special needs and this can be for a number of reasons including:

- A delay in a particular area of development
- Experience of rejection
- Experience of bereavement, loss or separation
- Experience of neglect or abuse
- Experience of exclusion and feeling different

These children may need extra help to learn to play, to communicate and become independent. Parents can help childcare workers to understand their child's special needs and how to respond to them, by sharing their own experience and giving information about other sources of support or expertise.

Parents

Parents bring with them a vast quantity of expertise and different perspectives on the needs of their children...Parental involvement is particularly important in the case of pre-school children...Parents are the prime educators and experts on children's needs (Ready to Learn, 1999).

Parents are collaborators and participants in early years services. As such, they have a right to give and receive information and the right to express their views both formally and informally. The decision-making process of the services should be fully participative, involving parents, all staff, and where possible, children (European Commission Network on Childcare, 1996).

Children need consistency of care; this can only happen if there is a good relationship between parents and carers. Regular communication and information sharing is essential. Parents must feel welcome to discuss their child and any concerns they may have and be consulted about any changes in the service. Parents should value the important role of the carer and respect agreements made with them. Most problems are caused by either a lack of or unclear communication

Discipline

It is forbidden by law to use corporal punishment on children attending a pre-school service. Undesirable or inappropriate behaviour can be dealt with in a positive, caring and consistent way. Children need to be secure within safe limits and boundaries which respect individuality and encourage self-esteem and self-reliance. The adults responsible can prevent most unwanted behaviour with careful planning and observation. The layout of space should reflect a sense of order and safety, while allowing the child freedom and choice. It is important that children understand that mistakes are wonderful opportunities to learn.

A child-centred ethos is one which supports positive techniques of guidance and limit setting in order to encourage socially acceptable behaviour (National Childcare Strategy, 1999).

Diversity

Article 2 of the UN Convention on the Rights of the Child "enshrines the principle of non-discrimination and equality for all children and requires State parties to ensure that the child is protected from all forms of discrimination."

A high quality pre-school service will be committed to equality and this will be reflected in their admissions policy and their practice. Service providers should, when possible, cater for children with different abilities, should always value different types of family, culture and background, and develop an anti-bias way of working.

Checklist for all services

- Premises should be:
 - Bright and airy
 - In good repair
 - Clean and hygienic
 - Warm and comfortable
- Furniture and equipment must be suitable and well maintained
- Work and play surfaces must be of non-toxic material and be clean at all times
- There should be:
 - An adequate (as recommended) number of toilets and wash-hand basins
 - An appropriate nappy changing area
 - Safely protected electrical appliances
 - Protected patio doors and low level windows
 - Thermostatically controlled hot water
 - Cupboard locks in place
 - Fully equipped first-aid kit and medical arrangements
 - Kitchen area clean with proper washing up and sterilising equipment, suitable storage and food preparation space
 - Fire safety equipment in place, (fire extinguisher, fire blanket, smoke detectors) and regular fire drills, with all staff familiar with evacuation procedures
- Are the staff trained and experienced?
- Are there enough adults for the number of children?
- Do they respond well to the children's needs?
- Are you satisfied with the level of supervision?
- Is the atmosphere warm, friendly and welcoming?
- Is the service child-centred?
- Is there a variety of toys and equipment, all in good repair?
- Is the programme varied, offering many different experiences?
- Is there a value on difference and diversity?
- Is there a clear policy for the collection of children?
- Have they asked for the appropriate details regarding your child?
- Are the required records kept in a secure place?
- Is there adequate insurance in place, including public liability, fire and theft and, where relevant, employer's liability?

Adult/Child Ratios

	Age	Adult/Child Ratio
Full Day Care	0-1 year	1:3
	1-3 years	1:6
	3-6 years	1:8
Sessional Services	0-6 years	1:10
Drop-in Centres	1-6 years	1:8
	Under 12 months	1:3
Childminders	Max. 6 children under 6 years, includes max. 3 children under 1 year and includes childminder's own children.	

Floor Area per Child

	Age	Floor area per child
Full Day Care	0-1 year	3.70 sq metres
	1-2 years	2.80 sq metres
	2-6 years	2.32 sq metres
Sessional Services	0-6 years	2.00 sq metres
Drop-in Centres	0-6 years	2.00 sq metres
Childminders	For the judgement of Inspectors in line with the Code of Practice	

Sanitary Facilities

No. of Persons	Water Closets	Wash-hand Basins
For every 10 children	1	1
For every 8 adults	1	1

Choosing sessional care

- Has the service been notified to the health board?
- What are the policies regarding Admissions, Child Protection, Medical and Emergencies and Record Keeping?
- How many staff are there per child? Are they qualified and experienced?
- How many children are cared for at any given time?
- What type of programme is offered?
- Do they encourage parental involvement?
- Is there a good variety of toys, equipment and material?

Choosing full day care

Your child may be spending most or all of their day in a crèche or nursery, so it is extremely important that the one you choose meets the needs of you and your child and that you check it out thoroughly.

- Has it been notified to the health board, and does it comply with the regulations?
- Is it warm and comfortable and suitable for babies and small children?
- Are there adequate arrangements for sleeping and resting?
- Do children have access to fresh air and exercise?
- Is the environment bright and cheerful?
- Are the staff affectionate? Do they have enough physical contact with the children?
- Is there a homely atmosphere?

Choosing childminding

- Does the service comply with the regulations if appropriate?
- Is the childminder a caring, affectionate and capable adult?
- Has the childminder any training or previous experience?
- Are the premises in good repair, warm and welcoming?
- Is the environment child-friendly and safe?
- Is there a second suitable adult present?
- Have you asked for references?
- Is it clear what service is being offered – times, fees, arrangements for payment, etc?
- Are you asked for relevant information about your child?
- What kind of activities are offered? Is there a good variety of toys and play materials?
- Does the childminder have a good knowledge and understanding of child development and children's needs?
- Does the childminder have a friendly and approachable manner?

Drop-in centres

While children may only spend short periods of time in drop-in centres, it is equally important that they are cared for in a suitable environment. Programmes should be appropriate to their age, with enough staff, in line with the Pre-school Regulations. There should be adequate procedures for collecting children, contacting parents and emergencies. Staff should be trained and experienced in childcare. They will have the responsibility of caring for constantly changing groups of children which will not allow them to get to know them as they would in other day care services.

After school services

Increasing numbers of services are offering after school facilities for older school-going children. Children's needs change as they get older and more independent, and the environment and programme should reflect this. Considering your child's age, check the following and add any other questions you may have:

Are the premises suitable for this age group?

Is there adequate supervision? The National Children's Nurseries Association (N.C.N.A). recommends the following guidelines:

Age	Adult/ Child Ratio
4-6 years	1:8
6-8 years	1:10
8-12 years	1:12

- Is there adequate insurance cover?
- Are there suitable activities provided?
- Is there enough time allowed for leisure and relaxation?
- What arrangements are made for the provision of meals, snacks, drinks, etc?
- Do carers supervise and help with homework?
- Is there an appropriate policy for Health, Safety and Child Protection?
- Do they ask for the relevant information about your child?
- Do they keep relevant records, and will you have access to those relating to your child?

While there are at present, no statutory regulations governing the operation of after school services, the National Children's Nurseries Association has published comprehensive guidelines *After School – The Way Forward* and you will find the address and contact numbers at the end of this guide.

Remember, get it right

- ✓ Shop around
- ✓ Ask questions
- ✓ Look for recommendations and references
- ✓ Be observant
- ✓ Look for signs that indicate a happy, relaxed and stimulating environment
- ✓ Listen to your child

Ask for advice

Other parents, your local health board or branch of the N.C.N.A., I.P.P.A. or Childminding Ireland may be of help to you For other resources see list at the end of this guide.

What can I do if a pre-school service does not meet the criteria in the regulations?

If you have any concerns regarding the operation of a pre-school service, you should contact the Pre-school Officer in your local health board (see useful addresses).

References & useful reading

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Qualifications

- B.A. in Childhood Studies, University College Cork (3 years full-time) (National Council for Educational Awards (National University of Ireland validation).
- B.A. in Early Childhood Care and Education Dublin Institute of Technology (3 years full-time) (DIT validation).
- Diploma in Early Childhood Care and Education Dublin Institute of Technology (1 years fulltime, 2 years part-time) (DIT validation) (Certificate required first).
- Certificate in Caring for Children - City and Guilds Scheme 3240 (1-2 years) (National Council for Vocational Awards (NCVA) and City and Guilds validation).
- Childcare with Montessori Education Module (1 year full-time (NCVA Award Level 2 validation).
- Diploma in Nursery Nursing (2 years full-time) (Nursery Nursing Education Board (NNEB) validation).
- The Care of The Special Child (1 year full-time) (NCVA validation).
- FAS Childcare 2 Programme (FAS/City and Guilds Certificate) (This course first became available in 1997 and is recognised as equivalent to NCVA Level 2).
- Irish Pre-School and Playgroups Association (NCVA Level 2 course).
- Association Montessori Internationale (AMI), 3-6 Diploma Programme (2 year full time), One year, Graduate 3-6 Diploma Programme (full-time) One year, 6-12 Diploma Programme.(AMI validation).
- St. Nicholas Montessori College offer a BA in Humanistic Montessori Education 3 year degree course (NCEA validation).

Useful Addresses

**National Children's Resource Centres
Barnardos**
Christchurch Square, Dublin 8
Tel: 01 4549699 Fax: 01 4530300
e-mail: info@barnardos.ie

Barnardos
18 St. Patricks Hill, Cork
Tel: 021 552100 Fax: 021 552120
e-mail: info@cork.barnardos.ie

Barnardos
10 Sarsfield St, Limerick
Tel: 061 411313 Fax: 061 440214
e-mail: info@limerick.barnardos.ie

Barnardos
6 St. Brendan's Road
Woodquay, Galway
Tel: 091 565058 Fax: 091 565060

**Irish Pre-school Play Groups Association
(I.P.P.A.)**
SPADE Enterprise Centre
North King St., Dublin 7
Tel: 01 6719245 Fax: 01 6711356

I.S.P.C.C.
20 Molesworth Street, Dublin 2
Tel: 01 6794944 Fax: 01 6791746

**National Children Nurseries Association
(N.C.N.A.)**
Carmichael House
North Brunswick Street, Dublin 7
Tel: 01 8722053
Fax: 01 8735737

Childminding Ireland
49, Applewood
Greystones, Co. Wicklow
Tel: 01 2871111 Fax: 01 2871710

An Comhchoiste Reamhscolaíochta Teo,
7, Merrion Square, Dublin 2
Tel: 01 6398441

**Association of Montessori Teachers
of Ireland,**
20 Vernon Gardens, Clontarf, Dublin 3
Tel: 01 8331537

Eastern Regional Health Authority
Pre-school Service
Unit 1
St. Davids House, Main Street
Naas, Co. Kildare
Tel: 045 866195/866372

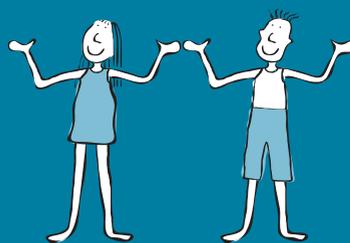
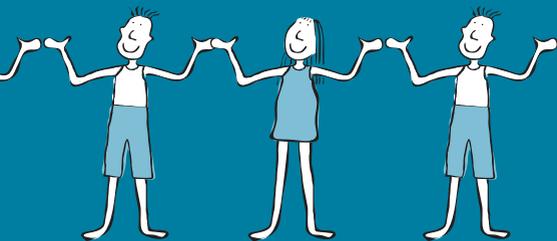
South Eastern Health Board
Pre-school Services Officer
Community Care Centre
James Green, Kilkenny
Tel: 056 52208

Community Care Centre
Cork Road, Waterford
Tel: 051 842800

Community Care Centre
Western Road, Clonmel
Tel: 056 77000

Community Care Centre,
Grogans Road, Wexford
Tel: 053 23522

Midland Health Board
The Pre-school Services Officer
Childcare Unit, General Hospital
Tullamore, Co. Offaly



DEPARTMENT OF JUSTICE, EQUALITY AND LAW REFORM
AN ROINN DLI AGUS CRTI, COMHIONANNAIS AGUS ATICHOIRTHE DLI

