

2016

009-00013-13-08062016



INSPECTION REPORT

PONDSIDE PRIMARY & INFANT SCHOOL

Inspection Report – PONDSIDE PRIMARY & INFANT SCHOOL

INSTITUTION NAME: PONDSIDE PRIMARY & INFANT SCHOOL

IDENTIFICATION NUMBER: 009-00013

ADDRESS: PONDSIDE DISTRICT, GREAT VALLEY P.O.

PARISH: HANOVER

TELEPHONE NUMBER: 8150607

INSPECTION DATE: 09 JUN 2016

INSPECTOR NAME: FAITHLYN LYLE

INSPECTOR NUMBER: 09-2007044

TYPE OF SCHOOL: INFANT SCHOOL / DEPARTMENT

NO. OF CHILDREN ENROLLED: 40

AGE RANGE	No. OF BOYS	No OF GIRLS	TOTAL
0 – 11 months	0	0	0
12 – 23 months	0	0	0
24 - 35 months	0	0	0
36 - 47 months	11	5	16
48 – 59 months	1	6	7
60 – 71 months	9	8	17
TOTAL	21	19	40

OPERATOR: ROGENE MCLEOD-HENRY

OWNER: THE MINISTRY OF EDUCATION

Special Conditions impacting on this ECI:

There are no special conditions impacting the institution.

This inspection was conducted under Section 18 of the Early Childhood Act of 2005.

OVERALL SUMMARY

Summary of Ratings – Legal Standards							
No.	Standard	Needs Improvement	Acceptable	Good	No. of Items Assessed	Total Number of Items	Percentage of Items that meet Requirements *
1	Staffing	9	4	1	14	16	36%
2	Developmental/Educational Programmes	4	40	1	45	45	91%
3	Interactions & Relationships with Children	0	2	0	2	2	100%
4	Physical Environment	16	25	0	41	43	61%
5	Indoor and Outdoor Equipment, Furnishing & Supplies	4	6	5	15	21	73%
6	Health	3	37	0	40	42	93%
7	Nutrition	2	3	0	5	9	60%
8	Safety	4	7	0	11	12	64%
9	Child Rights, Child Protection & Equality	0	2	0	2	5	100%
10	Interactions with Parents & Community Members	1	3	0	4	4	75%
11	Administration	7	23	0	30	31	77%
12	Finance	1	0	0	1	1	0%
Total		51	152	7	210	231	76%

* Please note: Percentages are calculated based on the number of items that are acceptable and good / number of items assessed

Summary of Ratings – Voluntary Standards							
No.	Standard	Needs Improvement	Acceptable	Good	No. of Items Assessed *	Total Number of Items	Percentage of Items that meet Voluntary Standards *
1	Staffing	13	1	1	15	16	13%
2	Developmental/Educational Programmes	3	34	0	37	37	92%
3	Interactions & Relationships with Children	5	25	0	30	30	83%
4	Physical Environment	2	9	0	11	12	82%
5	Indoor and Outdoor Equipment, Furnishing & Supplies	6	12	1	19	22	68%
6	Health	8	15	0	23	28	65%
7	Nutrition	2	8	0	10	21	80%
8	Safety	6	17	0	23	28	74%
9	Child Rights, Child Protection & Equality	3	2	0	5	5	40%
10	Interactions with Parents & Community Members	1	15	0	16	16	94%
11	Administration	22	9	0	31	31	29%
12	Finance	6	4	0	10	10	40%
Total		77	151	2	230	256	67%

* Please note: Percentages in the summary are calculated based on number of items assessed.

Summary:

Legal Requirements

Overall, 76% of the legal items assessed at Pondside Primary and Infant School met the requirements.

The institution performed exceptionally well in Standard 3-Interactions and Relationships with Children and Standard 9-Child Rights, Child Protection and Equality where 100% of the items assessed in both standards met the requirements.

Pondside Primary and Infant School also performed very well in Standard 2-Developmental and Educational Programmes, Standard 6-Health, Standard 10-Interactions with Parents and Community Members and Standard 11-Administration where the percentage of items that met the requirements ranged from 75% to 93%.

The school performed fairly well in Standard 4-Physical Environment, Standard 5-Indoor and Outdoor Equipment Furnishing and Supplies, Standard 7-Nutrition and Standard 8-Safety where the percentage of items that met the requirements ranged from 60% to 73%.

Improvement is needed in Standard 1-Staffing where 36% of the items assessed met the requirements.

Critical attention is also needed to improve the rating in Standard 12-Finance where the assessed item did not meet the requirement.

Voluntary Requirements

Overall, 67% of the voluntary items assessed at the Pondside Primary and Infant School met the requirements.

The institution performed very well in Standard 2-Developmental and Educational Programmes, Standard 3-Interactions and Relationships with Children, Standard 4-Physical Environment, Standard 7- Nutrition and Standard 10-Interactions with Parents and Community Members where the percentage of items that met the requirements ranged from 80% to 94%.

Pondside Primary and Infant School also performed fairly well in Standard 5-Indoor and Outdoor Equipment, Furnishing and Supplies, Standard 6-Health and Standard 8-Safety where 68%, 65% and 74% respectively of the items assessed met the requirements.

The school needs to improve in Standard 9-Child Rights, Child Protection and Equality, Standard 11-Administration and Standard 12-Finance where 40%, 29% and 40% respectively of the items assessed met the requirements.

Significant improvement is also needed in Standard 1-Staffing where 13% of the items assessed met the requirements.

Matters Requiring Immediate Attention

The institution has no critical issues.

Inspector's Recommendation

It is recommended that the Pondside Primary and Infant School be granted a permit to operate for one year.

* Please see comments at the end of each section for detailed ratings of each standard.

SECTION REPORTS

Section One - Staffing						
#	CATEGORY	NI	A	G	N/A	TIME GIVEN
1.1 Personal Suitability						
1.1.1	All practitioners and support staff have completed a declaration of character form.	√				
1.1.2	A police record is available for all practitioners and support staff.	√				1 Month(s)
1.1.3	All practitioners and support staff have been medically certified to be in good health at employment	√				1 Month(s)
1.1.4	All practitioners and support staff have been medically certified annually to be in good health.	√				1 Month(s)
1.1.5	All volunteers are medically certified to be in good health.				√	
1.2 Professional Qualifications						
1.2.1	The Principal or Head has a Bachelor in Education or Diploma in teaching, certificate in nursing or a degree social work, or other Child Development related field		√			
1.2.2	There is at least one Lead Teacher with a Bachelor's Degree or a Diploma in Teaching		√			
1.2.3	At least 50% of the person(s) performing Associate Teacher functions are trained and certified at the NCTVET NVQ-J Level III or have equivalent qualifications, while the others are in training.		√			
1.2.4	At least 50% of the person(s) performing Assistant Teacher II functions are trained and certified at the NCTVET NVQ-J Level II or have equivalent qualifications, while the others are in training.		√			
1.2.5	At least 50% of the person(s) performing Assistant Teacher I functions are trained and certified at the NCTVET Level NVQ-J I or have equivalent qualifications, while the others are in training				√	
1.2.6	All cooks are trained and certified at NCTVET Level I in Food and Nutrition for ECD or equivalent qualification.		√			
1.2.7	All person(s) performing assistant cook(s) functions have received documented training in Food and Nutrition provided by trained personnel.				√	
1.3 Other Specific Training Requirements						
1.3.1	All practitioners have received documented hours of training in paediatric first aid, including rescue breathing and first aid for choking, provided by trained personnel.	√				1 Year(s)
1.3.2	All practitioners have received documented hours of training in the use of universal precautions against blood borne illnesses, provided by trained personnel.	√				1 Year(s)

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Section One - Staffing						
#	CATEGORY	NI	A	G	N/A	TIME GIVEN
1.3.3	All practitioners have received documented hours of training in recognizing the signs of child abuse, provided by trained personnel.	√				1 Year(s)
1.3.4	All practitioners have received documented hours of training in the referral mechanisms and reporting requirements under the Public Health Act, provided by trained personnel.	√				1 Year(s)
1.3.5	All practitioners have received documented hours of training in the referral mechanisms and reporting requirements under the Child Care and Protection Act, provided by trained personnel.	√				1 Year(s)
1.3.6	All practitioners have received documented hours of training in the Early Childhood Act, Regulations and Standards, provided by trained personnel.	√				
1.3.7	All practitioners have received documented hours of training in the care and development of children with special needs, provided by trained personnel.	√				
1.3.8	All practitioners have received documented hours of training in acceptable methods of discipline for small children, provided by trained personnel.	√				
1.3.9	All practitioners have received documented hours of training in the recognition of illness and prevention of transmission of illness, provide by trained personnel.	√				
1.3.10	All practitioners have received documented hours of training in the Ministry of Health's immunization requirements.	√				
1.3.11	All practitioners have received documented hours of training in safety and injury prevention.	√				
1.3.12	All practitioners have received documented on the job training in human rights, by trained personnel.	√				
1.3.13	All practitioners have received documented on the job training in child rights, by trained personnel.	√				
1.4 Minimum Staffing Levels, Practitioner - Child Ratios, And Groups Size						
1.4.1	Two staff members are on the premises at all times. At least one staff member is at the Assistant Teacher II level or above.			√		
1.4.2	The following ratios are maintained: Children 0-12 months 1 adult: 5 children, Children 13-35 months 1 adult: 8 children. Children 3-6 years. 1 adult: 10 children.	√				1 Year(s)
1.4.3	The following maximum group sizes are maintained: Children 0-12 months 10 children, Children 13-35 months 16 children, Children 3-6 years. 20 children.	√				
1.4.4	At least one staff member supervising each group of children is trained at Associate Teacher level or above.	√				
1.4.5	Each child has no more than 3 caregivers in an 8 hour day.			√		

Section One - Staffing						
#	CATEGORY	NI	A	G	N/A	TIME GIVEN
1.5 Opportunities for Professional Development						
1.5.1	At least 50% of practitioners are given the opportunity for professional development, each year.	√				
1.5.2	At least 50% of practitioners have at least completed 12 hours of documented training each year in child development or a related field.	√				
Total		22	5	2	3	

What is the ECI doing well?

Legal Requirements

Professional Qualifications

- The principal who is one of two lead teachers holds a bachelor's degree in teaching.
- The practitioner performing associate teacher functions and who is also a lead teacher holds a master's degree in education.
- The assistant teacher is certified at NCTVET NVQ-J Level 2.

Minimum Staffing Levels

More than two practitioners are always available on the premises to supervise the children.

Voluntary Requirements

Professional Qualifications

The cook holds a certificate in Nutrition Planning for Early Childhood Institutions.

What does the ECI need to improve on?

Legal Requirements

Personal Suitability

- There are current police records for four of five employees.

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- There are no records indicating that three of five employees were medically certified at employment.
- Current police records are available for two employees.

Other Specific Training Requirements

Not all the practitioners have received training in: the use of universal precautions against blood borne illnesses, recognising the signs of child abuse, the Public Health Act, the Child Care and Protection Act and paediatric first aid.

Minimum Staffing Levels

The practitioner to child ratio is not maintained at the institution as there is one practitioner to 16 children in the three-years-old class and one practitioner to 24 children in the four/five-years-old class.

Voluntary Requirements

Personal Suitability

Three of five employees have completed declaration of character forms.

Other Specific Training Requirements

Not all the practitioners have received training in: the Ministry of Health's Immunization requirements, safety and injury prevention, human rights, child rights, the Early Childhood Act, Regulations and Standards and the care and development of children with special needs.

Time allocated to meet the Requirements

Pondside Primary & Infant School has been granted one month to meet the following requirements:

1. Ensure that there is a current police record for each employee.
2. Ensure that there is a current medical certificate for each employee.
3. Ensure that each new employee is medically certified to be in good health at employment.

And one month to:

1. Ensure that the opportunity is created for the principal and each practitioner to receive documented hours of training in: the use of universal precautions against blood borne illnesses, recognising the signs of child abuse, the Public Health Act, the Child Care and Protection Act and paediatric first aid.
2. Ensure that the practitioner to child ratio of one to ten is maintained in each class.

Section Two - Educational and Developmental Programme						
#	CATEGORY	NI	A	G	N/A	TIME GIVEN
2.1 Developmental / Educational Programme Planning						
2.1.1	Long term plans for the academic year developed as well as short term plans for specific periods, such as months or terms.	√				
2.1.2	Program plans displayed in a conspicuous place. Copies available for parents.	√				3 Month(s)
2.1.3	Flexible programme plans which allow for individual ability and needs of children to be met.	√				3 Month(s)
2.1.4	Staff meetings are held at least monthly to review programmes. Records of staff meetings are available.	√				
2.2 Developmental / Educational Programme Structure						
2.2.1	A weekly schedule indicating activities for each day is posted and easily viewed by parents, EC practitioners and visitors.		√			
2.2.2	Schedule allows flexibility, e.g. related to changes in environment, children's choices, and current events.	√				3 Month(s)
2.2.3	Activities are developmentally appropriate for the age groups present. Special attention is given to children whose developmental progress is slower than others to assist them to meet developmental goals.		√			
2.2.4	The children's daily schedule indicates a variety of activities including: indoor and outdoor play; individual and group activities; quiet and active play; child centered and teacher directed activities.		√			
2.2.5	Activities include all domains of development. Activities are designed to enhance a single domain at a time.		√			
2.2.6	Girls and boys are free to choose activities.		√			
2.2.7	A curriculum approved by the Early Childhood Commission is used to plan children's activities.		√			
2.3 Developmental / Educational Programme Content						
2.3.1	Specific language development activities included in daily programme.		√			
2.3.2	Children are allowed to speak most of the day. What they say is actively listened to. Teachers respond pleasantly using developmentally appropriate language.		√			
2.3.3	Teachers actively participate in indoor and outdoor play activities. What children say is actively listened to. Teachers respond pleasantly using developmentally appropriate language.		√			
2.3.4	Teachers listen to children's communications during self-care activities. Teachers respond in a pleasant voice using developmentally appropriate language.		√			

Section Two - Educational and Developmental Programme

#	CATEGORY	NI	A	G	N/A	TIME GIVEN
2.3.5	Children have daily exposure to books. Children are read to and are allowed to explore books on their own on a daily basis.		√			
2.3.6	Children are instructed primarily in standard Jamaican English. Where children's primary language is Jamaican patois or another dialect, its use is affirmed (e.g. including it as a language of instruction), while encouraging the use of Standard Jamaican English.		√			
2.3.7	Children are exposed to technology using sound (radio, tapes, CDs) to enhance language development.		√			
2.3.8	Specific fine motor development activities are included in the daily programme.		√			
2.3.9	Teachers actively guide fine motor activities. Infants assisted in being made aware of hands, fingers, feet and toes through play. Older children exposed to a variety of fine motor tasks: building and construction; art and writing (colouring, cutting and drawing); manipulation (sewing, bead threading, buttoning).		√			
2.3.10	Specific gross motor development activities are included in the daily programme.		√			
2.3.11	Infants' motor skills are encouraged by daily supervised activities such as rolling, sitting, reaching, crawling, walking and climbing. Older children's daily supervised activities include running, jumping, balancing, throwing and catching, and using wheeled toys, during outdoor play.		√			
2.3.12	Specific cognitive and reasoning development activities are included in the daily programme.		√			
2.3.13	Teachers actively guide the children in a variety of cognitive and reasoning activities including: (1) sorting and classifying by size, colour etc. (2) noticing similarities and differences (3) noticing shapes and colours (4) linking cause and effect. Children are encouraged to talk through or explain problem solving skills used in the performance of cognitive and reasoning activities.		√			
2.3.14	Specific creative development activities are included in the daily programme.		√			
2.3.15	Teachers actively guide children in a variety of creative activities including: (1) art, craft and sensory activities, (2) dramatic play (3) music (4) dance.		√			
2.3.16	Specific socio-emotional development activities are included in the daily programme.		√			
2.3.17	Teachers actively provide opportunities for the children to be taught personal values such as fairness, honesty and respect using books, drama, story telling and other developmentally appropriate methods. Teachers' behaviours provide a model for children.		√			
2.3.18	Teachers actively provide opportunities for the children to be taught recognition of emotions using books, drama, story telling and other developmentally appropriate methods. Children taught to verbalize their own emotions and to recognize the emotions of others. Teachers' behaviours provide a model for the children.		√			

Section Two - Educational and Developmental Programme

#	CATEGORY	NI	A	G	N/A	TIME GIVEN
2.3.19	Teachers actively teach the children social communication and emotional regulation skills, including using language to communicate needs, learning turn taking, expressing negative emotions in a way that does not harm self or others, gaining control of physical impulses and learning to sustain attention, using books, drama, story telling and other developmentally appropriate methods. Teachers' behaviours provide a model for the children.		√			
2.3.20	Teachers actively teach the children a sense of identity, self esteem and independence, by encouraging children to speak about themselves, their families and their experiences; encouraging children to listen to and learn from one another and ensuring that each child has an opportunity to contribute to group activities. Teachers' behaviours provide a model for the children		√			
2.3.21	Teachers actively teach the children skills for entering into social groups, including treating others with respect, showing empathy, learning with and from others using books, drama, story telling and other developmentally appropriate methods, as well as ensuring that each child has an opportunity to participate in and contribute to group activities. Teachers' behaviours provide a model for the children.		√			
2.3.22	Teachers actively encourage the children to engage in unfamiliar, challenging and difficult tasks and also teach these skills using books, drama, story telling and other developmentally appropriate methods. Teachers' behaviours provide a model for the children.		√			
2.3.23	Teachers actively teach the children about acceptance of differences in others using books, drama, story telling and other developmentally appropriate methods. Teachers' behaviours provide a model for the children.		√			
2.3.24	Teachers actively teach the children about conflict resolution skills using books, drama, story telling and other developmentally appropriate methods. Teachers respond to conflict among children by helping children identify emotions, describe problems and identify alternative solutions. Teachers' behaviours provide a model for the children.		√			
2.3.25	Early reading activities are included in the daily programme.		√			
2.3.26	Objects and materials in the classroom are labeled. Children's items are labeled with their names. Teachers actively make children aware of print labels whenever children are using objects and materials.		√			
2.3.27	Children are specifically taught to identify letters and the sounds they represent using a variety of developmentally appropriate methods, such as identifying objects in the room with the same beginning and ending sounds and matching games.		√			
2.3.28	Children are encouraged to read simple words and to investigate language sounds such as syllables, word families and phonemes, using rhymes, poems, songs and games.		√			
2.3.29	Early writing activities included in the daily programme.		√			

Section Two - Educational and Developmental Programme

#	CATEGORY	NI	A	G	N/A	TIME GIVEN
2.3.30	Children are encouraged to write including scribbling, making letter-like marks, tracing letters and developmental spelling.		√			
2.3.31	Early mathematical activity included in the daily programme.		√			
2.3.32	Children are exposed to a variety of mathematical concepts including number, position, simple shapes, simple patterns and comparison.		√			
2.3.33	Children are specifically taught mathematical concepts using a variety of developmentally appropriate methods, such as counters, blocks and other visual material; measurement activities and games.		√			
2.3.34	Children are exposed to scientific concepts including: (1) living and non-living beings; (2) life cycles of plants and animals; (3) geographical concepts (seasons, weather); (4) structure and property of matter (e.g. solid, liquid and gas; dissolving and melting; floating and sinking); (5) respect for and protection of the environment, using a variety of developmentally appropriate methods (such as books, hands-on experience, nature walks).		√			
2.3.35	Children are taught about spirituality and religion and have worship as a part of class activities. The rights of children whose families do not wish them to participate in worship are upheld.		√			
2.3.36	Children are taught about their town or community, their country, their culture and people, using developmentally appropriate methods, such as books, drama, story telling and displays.		√			
2.4 Learning Resources						
2.4.1	All five (5) learning areas are available, though all not necessarily at the same time. At least three (3) learning areas are available at the same time.		√			
2.4.2	Children are exposed to learning materials that reflect their own culture and the culture of others.		√			
2.4.3	At least two (2) developmentally appropriate toys per child.		√			
2.4.4	Play material are clean, safe and complete and designed for the age groups present.		√			
2.4.5	Toys and learning materials are well organized on open shelves accessible to children.		√			
2.4.6	A variety of material, including mainly children's work and some teacher prepared material are at children's eye level		√			
2.4.7	At least two (2) developmentally appropriate books per child.		√			
2.4.8	At least four (4) different varieties of books available. Books may be: 1. single word books; 2. picture books; 3. activity books (e.g. lift the flap), 4. Sensory books (smell or touch); 5. Storybooks; 6. Alphabet books; 7. rhyming books; simple factual books;		√			
2.4.9	Additional language development materials using sound are available and used to play songs, stories and rhymes.			√		
2.4.10	Enough material present to allow each child to be involved in a fine motor activity at the same time.		√			

Section Two - Educational and Developmental Programme

#	CATEGORY	NI	A	G	N/A	TIME GIVEN
2.4.11	At least two (2) different types of fine motor activities are available. Fine motor activities include: (1) building and construction toys; (2) art and writing materials (crayons, scissors, paint); (3) manipulatives (bead threading, sewing, buttoning).		√			
2.4.12	Enough materials are present to allow each child to be involved in a gross motor activity at the same time.		√			
2.4.13	At least two (2) different types of gross motor equipment are available: (1) swings, slides, climbing frames; (2) balls; (3) pull and push toys; (4) wheeled and riding toys.		√			
2.4.14	Enough materials are present to allow each child to be involved in a cognitive or reasoning activity at the same time.		√			
2.4.15	At least three (3) different types of cognitive and reasoning activities available: (1) Shape sorting toys, shape boards; (2) Similar objects of different shapes, size, colour; (3) Cause and effect toys; (4) Blocks and construction toys.		√			
2.4.16	Enough materials are present to allow each child to be involved in a creative activity at the same time.		√			
2.4.17	At least three (3) different types of creative activities are available: (1) Art, craft and sensory material e.g. modeling clay, crayons and paints; (2) dramatic play material e.g. dress-up clothes; (3) music e.g. musical instruments, tapes; (4) dance.		√			
2.4.18	At least 10% of books address feelings and emotional issues in content.		√			
2.4.19	At least three (3) different varieties of books that promote socio-emotional development from the categories below are present: (1) Books that show children with Jamaican/ Caribbean features and experiences in a positive way (2) books that promote positive personal values; (3) books that teach conflict resolution skills (4) books that encourage acceptance of differences of physical features, culture, religion (5) books that promote acceptance of persons with disabilities. Books from category (1) must be present.		√			
2.4.20	Enough materials are present to allow each child to be involved in a reading and writing activity at the same time.		√			
2.4.21	At least three (3) different varieties of early reading and writing material are present from those listed below: (1) Alphabet books; (2) Simple word books; (3) magnetic or non-magnetic letters; (4) alphabet games; 5) pencils, crayons and markers. Enough material present to allow each child to be involved in an activity at the same time.		√			
2.4.22	Enough materials are present to allow each child to be involved in an early mathematics activity at the same time.		√			
2.4.23	At least 10% of books address scientific concepts.	√				
2.4.24	At least three (3) different varieties of books and other materials addressing scientific concepts from the categories below are present: (1) living and non-living beings; (2) life cycles of plants and animals; (3) geographical concepts (seasons, weather); (4) structure and property of matter (e.g. solid, liquid and gas; dissolving and melting; floating and sinking); (5) respect for and protection of the environment.		√			
2.4.25	At least one item promoting national identity is visible in classroom e.g. drawing or other representation of the flag, picture of National Hero or famous Jamaican.		√			

2.5 Programmes for Personal Care Activities

Section Two - Educational and Developmental Programme

#	CATEGORY	NI	A	G	N/A	TIME GIVEN
2.5.1	Children's meal times occur at a consistent time each day. Schedule is appropriate to the needs of the children present e.g. children not allowed to go hungry and not over fed.		√			
2.5.2	Snack and meal times are considered a part of the programme. Teachers sit and interact with children during meal times. Teachers give individual attention to children, assisting children who need help, and encouraging independence and self help skills.		√			
2.5.3	Children are encouraged to try new foods, but are not forced to eat. Food never used as reward or punishment.		√			
2.5.4	Sleep / rest times are included in the schedule. Scheduled times meet needs of majority of the children. Other children's individual needs are met. Children who have a difficulty sleeping are soothed and comforted to assist with sleeping. Children who do not require rest are provided with an alternative activity.		√			
2.5.5	Infants toileting needs are addressed as soon as need arises. Older children taught to respond to their body's cues and taught self-help toileting skills.		√			
2.6 Developmental Monitoring of Children's Progress						
2.6.1	Child's development is monitored at least once per term, using established developmental milestones.		√			
2.6.2	Developmental milestone review includes all areas of development: motor, cognitive, speech and language, socio-emotional, and academic (academic for 3 years and over only).		√			
2.6.3	Developmental reviews are used to identify children with special developmental needs whose attainment is behind that of their peers. Children are given special attention and/or are referred for special intervention.		√			
2.6.4	Weekly observations of the children's progress are made and are written on the children's records of progress.		√			
2.6.5	Practitioners observe the children's interests, note their daily experiences in their families, communities and cultures, and identify their likes and dislikes.	√				3 Month(s)
Total		7	74	1	0	

What is the ECI doing well?

Legal Requirements

Programme Structure

- A weekly schedule is displayed in each class.
- The schedules include: indoor and outdoor activities, child-centred and teacher-directed activities, individual and group activities, quiet and active play and so on.
- The activities are developmentally appropriate for the children.
- The children are given free choice of activities.

Programme Content

- Language development activities are included in the children's daily programme.

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- The children are free to speak daily during classroom, self-care and outdoor activities. What they say is actively listened to by the practitioners and they respond to the children with pleasant voices.
- The practitioners actively teach the children a sense of identity, self-esteem and independence by encouraging the children to speak about themselves, their families and their experiences; encouraging the children to listen to and learn from one another and ensuring that each child has an opportunity to contribute to group activities.
- The practitioners actively provide opportunities for the children to learn to recognise their emotions and the emotions of others.
- The children are allowed to explore books and are read to daily.
- The children are instructed in Standard Jamaican English and are encouraged to use the language to communicate.
- Fine motor development activities and gross motor development activities are included in the children's daily programme.
- The children's daily supervised fine motor development activities include: art and sensory activities, writing, manipulation and building and construction.
- The children's daily supervised gross motor development activities include: jumping, hopping, walking, running, catching and throwing and balancing.
- The children's daily supervised cognitive and reasoning development activities include sorting and classifying objects and linking cause and effects.
- Creative development activities are included in the children's daily programme.
- The children's daily supervised creative development activities include: art and sensory activities, dramatic play, music and dance.

Learning Resources

- There are four learning areas displayed in each class. The other learning area is available to the children.
- There are sufficient materials to engage the children in fine motor and gross motor development activities.
- There are five different varieties of materials for fine motor development activities.
- There are six different varieties of materials for gross motor development activities.
- The children are exposed to other cultures.
- There are sufficient toys for the children.
- The play materials are clean, safe and complete.
- The toys and leaning materials are easily accessible to the children.
- The children's work is displayed in the classes.
- There are at least five different varieties of age appropriate books for the children.
- One CD player, one television set and one DVD player are available and are used to play stories, songs and so on to enhance the children's language development.

Personal Care Activities

- The children's meal times are consistent; the schedules are appropriate to the needs of the children.
- Rest time is scheduled and observed daily.
- The children are taught to respond to their body's cues.

Children's Progress

- The children's development is monitored each term.
- The developmental milestone reviews include all the areas of development: motor, cognitive, speech and language, socio-emotional and academic.
- There are records of the children's progress.

Voluntary Requirements

Programme Structure

Curricula approved by the Early Childhood Commission are used to plan the children's activities.

Programme Content

- Socio-emotional development activities are included in the children's daily programme.
- The practitioners actively provide opportunities for the children to be taught personal values such as fairness, honesty and respect.
- The practitioners use storytelling, drama and other developmentally appropriate methods to teach the children social communication and emotional regulation skills.
- The practitioners actively teach the children skills for entering into social groups, including treating others with respect, showing empathy and learning with and from others.
- Early reading, writing and mathematics activities are included in the children's daily activities.
- The children are taught about spirituality and devotion is held each day.

Learning Resources

- There are sufficient materials to engage each child in a cognitive or reasoning development activity at the same time.
- There are shape sorting toys, shape boards, objects of different shapes, sizes and colours and building blocks and construction toys for cognitive and reasoning development activities.
- The materials for creative development activities include: modelling clay, crayons, paints, paint brushes and musical instruments.
- At least 10% of the books address feelings and emotional issues in content.
- There are several items promoting national identity in the classes.

What does the ECI need to improve on?

Legal Requirements

Programme planning

Some components of the programme plans are not available at the institution.

Programme Structure

The children's weekly schedules lack flexibility.

Children's Progress

Special interest records are not available for each child.

Voluntary Requirements

Learning Resources

Less than 10% of the books address scientific concepts.

Time allocated to meet the Requirements

Pondside Primary & Infant School has been granted three months to meet the following requirements:

1. Ensure that all the programme plans are developed and are available to the parents.
2. Ensure that all the components of the programme plans including the children's weekly schedule of activities are flexible.
3. Ensure that there is a special interest record for each child.

Section Three - Interactions and Relationships with Children						
#	CATEGORY	NI	A	G	N/A	TIME GIVEN
3.1 Promoting Positive Behaviours						
3.1.1	Supervision is non-punitive. Supervision ensures a safe and learning environment, but also allows the children adequate verbal and nonverbal interaction with each other and with staff members.		√			
3.1.2	Staff has a calm and relaxed attitude; are warm, smiling and pleasant and use eye contact and a moderate tone to children.		√			
3.1.3	Staff shows appropriate physical affection to the children, and return children's expression of affection. Staff encourages physical affection among children.		√			
3.1.4	Children's individual interests, strengths and needs are recognized and supported. Children who have difficulty identifying their own interests and strengths are helped to identify these by staff.		√			
3.1.5	Children's hurt and distress symptoms are readily recognized and are responded to with support, comfort and assistance.		√			
3.1.6	Children's individual feelings and opinions are recognized and responded to.		√			
3.1.7	Children are encouraged to verbally express their emotions, both positive and negative and are taught how to identify, recognize and label their emotions and those of others.		√			
3.1.8	Children's positive behaviours are identified by staff and praised and encouraged individually.		√			
3.1.9	Children are encouraged to use social graces, such as "Please", "Thank you". Teachers model use of social graces.		√			
3.1.10	Children are encouraged to be independent by being given choices and completing tasks. Children who have difficulty completing tasks have tasks broken up in smaller segments to encourage a sense of independence.		√			
3.1.11	Self regulation is encouraged by assisting the children with focusing, maintaining attention, persisting at tasks when frustrated, and with gaining control of physical impulses.		√			
3.1.12	Peer interactions are actively encouraged. Children who appear isolated are assisted with making friends.		√			
3.1.13	Staff assists children in developing co-operative skills e.g. helping children to take turns, assisting children in using co-operative toys.		√			
3.1.14	Children are helped to label their negative emotions and express their feelings verbally		√			

Section Three - Interactions and Relationships with Children

#	CATEGORY	NI	A	G	N/A	TIME GIVEN
3.1.15	Children's conflicts and negative peer interactions are quickly recognized. Teachers intervene by helping the children involved to identify and label the problem and find solutions.		√			
3.1.16	There is consistency in the response of all staff members in charge of a group of children. Staff members in the child's group respond similarly to the same situation, with some flexibility relative to children's temperament and developmental stage.		√			
3.1.17	Children are prepared for transitions ahead of time. Clear instructions are given for transitions. Transitions are calm and unhurried. Positive interactions are maintained with staff during transitions.		√			
3.2 Behaviour Management and Discipline						
3.2.1	There are written policies and procedures regarding discipline and punishment. The policies and procedures set out what actions are permitted, what actions are prohibited and measures to deal with contravention of policies and procedures.	√				
3.2.2	Policies and procedures are discussed with all new members of staff, inclusive of ancillary and security on the compound.	√				
3.2.3	Expectations of children's behaviour are communicated to parents and children verbally, and in writing to parents on child's entry to the institution.		√			
3.2.4	Children are given clear instructions, appropriate to their age The use of clear instructions is discussed with every new member of staff.		√			
3.2.5	Limits form part of the instructions given to children. Reasons for limits are discussed with older children in an age appropriate way and reinforced using other materials (visual aids).		√			
3.2.6	Caregivers use positive guidance and re-direction in addressing inappropriate behaviours. The use of positive guidance and re-direction to address inappropriate child behaviours are discussed with every new member of staff.		√			
3.2.7	Caregivers identify the inappropriate behaviour and label this for the child. The use of identification of inappropriate behaviours is discussed with every member of staff.		√			
3.2.8	Disciplinary measures are regularly discussed with all children in an age appropriate way. Disciplinary measures are discussed with individual children and parents prior to action being taken. Discussion of disciplinary measures with children is discuss		√			
3.2.9	Reasoning and explanation are used to address inappropriate behaviours. The use of reasoning and explanation is discussed with every new member of staff.		√			
3.2.10	Time-out is used to address inappropriate behaviours. The use of time-out is discussed with every new member of staff		√			

Section Three - Interactions and Relationships with Children						
#	CATEGORY	NI	A	G	N/A	TIME GIVEN
3.2.11	Corporal punishment and/or physical abuse are never used to manage children's inappropriate behaviours. The institution's policy on non-use of corporal punishment and physical abuse is discussed with every new member of staff and parents. Parents are not allowed to administer corporal punishment on the compound		✓			
3.2.12	Emotional abuse is never used to manage children's inappropriate behaviours. The institution's policy on non-use of emotional abuse is discussed with every new member of staff	✓				
3.2.13	Physical neglect is never used to manage children's inappropriate behaviours. The institution's policy on non-use of physical neglect is discussed with every new member of staff.	✓				
3.2.14	Physical restraint, using acceptable procedures, is used by the most senior staff member present, only when a child is out of control (i.e. creating a danger to himself or herself and/ or others) and other disciplinary measures have failed. A mechanical or electrical device should not be used to restrain a child. The institution's policy on use of physical restraint is discussed with every new member of staff.		✓			
3.2.15	There is a policy on the management of persistent behaviour difficulties in children. The policy includes the definition of persistent behaviour difficulties, discussion with parents and recommendations to parents for further professional evaluations. The institution's policy on the management of persistent behaviour difficulties is discussed with every new member of staff.	✓				
Total		5	27	0	0	

What is the ECI doing well?

Legal Requirements

Behaviour Management and Discipline

- There is a written policy addressing the non-use of corporal punishment and physical abuse at the institution.
- There is a written policy addressing the acceptable procedures governing the use of physical restraint at the institution.

Voluntary Requirements

Promoting Positive Behaviour

- The children's supervision is non-punitive and allows the children adequate verbal and non-verbal interaction with each other and with the staff members.
- The children are encouraged to be independent by being given choices and to complete tasks. The children who have difficulty completing the tasks have the tasks broken up in smaller segments to encourage a sense of independence.
- Peer interactions are actively encouraged. The children who appear isolated are assisted to make friends.
- The practitioners assist the children to develop co-operative skills.
- The children are helped to label their negative emotions and express their feelings verbally.
- The children's conflicts and negative peer interactions are quickly recognised. The practitioners intervene by helping the children involved to identify and label the problem and find solutions.

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- The practitioners show appropriate physical affection to the children, and return the children's expression of affection. The practitioners also encourage physical affection among the children.
- The children's individual interests, strengths and needs are recognised and supported.
- The children's hurt and distress symptoms are readily recognised and are responded to with support, comfort and assistance.
- The children are encouraged to use the social graces.

Behaviour Management and Discipline

- Time-out is used to address the children's inappropriate behaviours.
- Expectations of the children's behaviour are communicated to parents and children verbally and in writing to parents on child's entry to the institution.
- The children are given clear age appropriate instructions.
- The practitioners use positive guidance and re-direction to address the children's inappropriate behaviours.

What does the ECI need to improve on?

Legal Requirements

Behaviour Management and Discipline

The institution has met the legal requirements in this standard.

Voluntary Requirements

Behaviour Management and Discipline

There is no written policy on the management of persistent behaviour difficulties in children.

Time allocated to meet the Requirements

The institution has met the legal requirements in this standard.

Section Four - The Physical Environment						
#	CATEGORY	NI	A	G	N/A	TIME GIVEN
4.1 Suitability, Zoning and Location of the Building and Premises						
4.1.1	The building is approved by the parish council for use as an early childhood institution, and meets the requirements of the National Building Code of Jamaica.	√				3 Month(s)
4.1.2	The premises are not used exclusively for early childhood activities. All other activities occur outside the opening hours of the institution. The institution is self sufficient during its hours of operation and is not dependent on facilities that are used by other occupants of the premises.	√				3 Month(s)
4.1.3	The premises are approved by the Jamaica Fire Brigade.	√				3 Month(s)
4.1.4	The premises are in compliance with the Public Health Act, including clean, safe and hygienic facilities for food storage and preparation.		√			
4.1.5	Temperature in building does not exceed 30C/86F degrees. Cooling mechanisms e.g. ceiling fans, standing fans present (fans meet safety requirements).	√				3 Month(s)
4.1.6	Premises are not located in an area that allows exposure to air pollution; abandoned pits, wells or other similar dangerous areas; exposure to radiation or other harmful environmental agents.		√			
4.2 Physical Layout of the Building and Premises						
4.2.1	Areas to be occupied by infants are at ground level.				√	
4.2.2	Areas to be occupied by older children are not at ground level. Areas not at ground level have been visited by the fire department and deemed safe		√			
4.2.3	The amount of space per child is at least 1.9 m ² (20 sq. ft.).	√				3 Month(s)
4.2.4	Babies under 24 months and older children have their activities in separate rooms.				√	
4.2.5	There is an internal play area. The internal play area is sometimes used for other activities, but activities are so scheduled that the use of the area for internal play does not interfere with the use of the area for another purpose.		√			
4.2.6	There is an area specifically designated for the separation of ill children from others. The area has beds or cots that allow children to lie.	√				3 Month(s)
4.2.7	There is an area specifically designated for food storage and preparation which meets all Public Health Regulations		√			

Section Four - The Physical Environment						
#	CATEGORY	NI	A	G	N/A	TIME GIVEN
4.2.8	There is an area designated for dining. The dining area is sometimes used for other activities, but activities are so scheduled that the use of the area for dining does not interfere with the use of the area for another purpose.		√			
4.2.9	For infants, there is an area designated for napping. The napping area is sometimes used for other activities, but activities are so scheduled that the use of the area for napping does not interfere with the use of the area for another purpose. There is no specific area for napping for older children, but facilities are available for children who need naps.		√			
4.2.10	There is a single administrative area which is shared by the operator / principal and other staff members.		√			
4.2.11	There is an area designated for children's instruction. The instruction area is sometimes used for other activities, but activities are so scheduled that the use of the area for instruction does not interfere with the use of the area for purpose.		√			
4.2.12	There is at least one area for large group activities and one or two areas for small group activities.		√			
4.2.13	Children can be supervised by sight and sound at all times due to organization of space.		√			
4.2.14	There is adequate space for the storage of equipment for the early childhood programme.		√			
4.2.15	There is a designated and adequate space for the storage of records.		√			
4.2.16	There is a designated and adequate space for the storage of food items.		√			
4.2.17	There are designated and adequate spaces for the storage of medical supplies, cleaning materials and equipment and other hazardous substances.		√			
4.2.18	There is a designated and adequate space for the storage of large equipment.	√				6 Month(s)
4.2.19	All storage spaces meet the Public Health Act and Regulations.		√			
4.2.20	The premises and building are accessible throughout (i.e. all indoor facilities and outdoor play area) by persons with physical disabilities. Children with moderate or severe physical disabilities are each allocated 3.4 m. sq. of floor space.	√				
4.2.21	The premises and buildings of all newly built institutions are accessible throughout by persons with disabilities. There are ramps and corridors which are wide enough for wheelchair access. There is an appropriate number of wash basins and toilets at wheelchair height and there is adequate space to allow movement for a person on crutches or in a wheelchair. Doors open inward for entry and outwards for exit and are wide enough for wheelchair access (32 inches).				√	

Section Four - The Physical Environment						
#	CATEGORY	NI	A	G	N/A	TIME GIVEN
4.2.22	There is a fence that is at least four feet high and a gate that has a latch that is beyond the reach of children.	√				3 Month(s)
4.2.23	There is an outdoor play area that allows adequate movement of children.		√			
4.2.24	There is access to both sun and shade. Shade is provided by natural environment structures, such as trees.		√			
4.3 Structure of Premises						
4.3.1	Roof is weather-tight. Roof does not leak.		√			
4.3.2	Walls and ceiling are in good repair	√				3 Month(s)
4.3.3	Walls and ceilings are clean. Walls painted with light colours and the paint is in good condition	√				3 Month(s)
4.3.4	Flooring is solid throughout, with no cracks or holes	√				3 Month(s)
4.3.5	Floors are clean. Spills are cleaned shortly after they occur.		√			
4.3.6	Two exits from building exist. Exits are clearly marked.		√			
4.3.7	Doors swing in the exit direction.		√			
4.3.8	Each room has a door which allows the area to be closed off. Doors are in good condition.		√			
4.3.9	Children can easily manipulate all interior doors to child activity areas but cannot manipulate interior doors to adult activity areas or exterior doors due to height of the locks. Exterior doors are designed to protect staff and children by preventing access to unauthorized persons.		√			
4.3.10	Window area is at least 10% of the floor area.		√			
4.3.11	Where grill work exists, design is appropriate. Openings are appropriately sized to prevent entrapment of extremities or other body parts. No sharp metal areas exposed.		√			
4.3.12	Grill work has no exposed sharp metal areas. Grill work is clean and paint is in good condition.	√				
4.4 Infrastructure and Basic Services						
4.4.1	Rooms are adequately lit using natural and/or artificial lighting. Light meter reading is at or above 540 Lux. Food preparation areas also have adequate lighting.	√				3 Month(s)
4.4.2	Legal electrical supply is available on the premises.		√			
4.4.3	Outlets and electrical equipment connected as recommended by manufacturers and meets the NBCJ standards.		√			
4.4.4	A fixed telephone is available at the institution or a cellular telephone service is available during school hours for the purposes of the institution's business and activities.		√			
4.4.5	There is piped running water from the national system in sufficient quantities to meet the institution's needs for drinking, cooking, cleaning and toileting. Where there is an alternative water source, this has been approved by the Public Health Department	√				3 Month(s)
4.4.6	Safe, potable drinking water is stored in clean, labeled containers for emergency periods when there is interruption of the regular approved supply.	√				3 Month(s)

Section Four - The Physical Environment						
#	CATEGORY	NI	A	G	N/A	TIME GIVEN
4.4.7	Sewer system is connected to the public sewer facilities. Where alternative sewer system must be used, this is approved by the Public Health Department		√			
4.4.8	Tap water waste is never discharged onto the ground.		√			
4.4.9	Outdoor areas have adequate drainage.		√			
4.4.10	A garbage receptacle is present in each classroom/ administration area		√			
4.4.11	Garbage is removed from the rooms on a daily basis.		√			
4.4.12	There are sufficient waste containers, of durable type and with lids to hold the usual amounts of garbage produced by the institution. There is no evidence of garbage flowing out of the containers	√				3 Month(s)
4.4.13	Garbage is disposed of at least twice weekly.	√				3 Month(s)
Total		18	34	0	3	

What is the ECI doing well?

Legal Requirements

Suitability, Zoning and Location

- The premises are approved by the public health department. The food establishment certificate expires September 23, 2016.
- There is no evidence of exposure to hazards.

Physical Layout

- There is a designated dining area.
- There are designated children's instruction areas.
- There are adequate spaces for the storage of the records, the food items, the medical supplies, cleaning materials and hazardous substances.
- The storage spaces meet public health standards.
- From observation, the kitchen meets public health standards.
- The outdoor play area allows adequate movement of the children.
- The children are able to access shade at the play area.
- The furniture in the classes is re-arranged to accommodate the children for internal play and dining.
- There is a napping area.

Structure of Premises

- The roofs of the buildings do not leak.

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- The rooms are adequately ventilated.
- The floors are clean and spills are cleaned promptly.
- The exits are appropriately identified and the doors swing outward.

Infrastructure and Basic Services

- Garbage is removed from the rooms daily.
- The absorption pit is satisfactory.
- Tap water waste is not discharged onto the ground.
- The outdoor areas have adequate drainage.

Voluntary Requirements

Physical Layout

The children can be supervised by sight and sound at all times.

Infrastructure and Basic Services

- A garbage receptacle is present in each room.
- There is legal electricity at the institution.

What does the ECI need to improve on?

Legal Requirements

Suitability, Zoning and Location

- There are no records indicating that the building is approved by the Parish Council.
- The children in the primary department and the infant department share the playground.
- The premises are not approved by the Jamaica Fire Brigade. Notes in the institution's log book state that fire personnel have identified breaches and a report will be generated. The principal however reported that she is still awaiting the report.
- The average temperature in the building with the classrooms is 30.2 degrees Celsius and the average temperature of the building with the administrative area and the food preparation area is 30.45 degrees Celsius.

Physical Layout

- Only the front of the premises is fenced.
- The operator is in the process of setting up an area for the isolation of the ill children. It was reported that the area will be completed by September 2016.

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- The bed for napping encroaches on the children's space in the three-years-old class.
- The children are not provided with sufficient space in the classes. Each child in the three-years-old class has 15.63 sq. ft. of space and each child in the four/five- years-old class has 5.42 sq. ft. of space.

Structure of Premises

- The ceiling in the building with the classrooms is damaged and there is a crack in the wall near the entrance door in the administrative office. A section of the wall above the main entrance door in the five-years-old classroom is also damaged.
- Sections of the exterior walls of the building with the classrooms are defaced.
- There are several pieces of broken tiles on the floors in the classrooms.

Infrastructure and Basic Services

- The average light intensity in the building with the classrooms is 55Lux and the average light intensity in the building with the kitchen and the administrative area is 106.5Lux.
- The institution does not have sufficient waste containers. The garbage is stored in an unfinished incinerator until it is collected once per week by sanitation workers.
- There is no running piped water in the community. Water is stored in tanks for cleaning and cooking. There was no free chlorine in the water.

Voluntary Requirements

Physical Layout

The premises are not accessible throughout by the physically challenged.

Structure of Premises

The paints have peeled from some grills.

Time allocated to meet the Requirements

Pondside Primary & Infant School has been granted three months to meet the following requirements:

1. Ensure that the building is approved by the Hanover Parish Council.
2. Ensure that activities on the premises not related to the early childhood activities do not interfere with the early childhood activities.
3. Ensure that the premises are approved by the Jamaica Fire Brigade.

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4. Ensure that acceptable temperatures are maintained in the buildings at all times. The temperatures should not exceed 30 degrees Celsius/86 degrees Fahrenheit.
5. Use appropriate materials to fence the sections of the premises that are not fenced.
6. Ensure that the children are provided with sufficient space in the classes. Each child should have at least 1.9m (20 sq. ft.) of space.
7. Repair the ceiling in the building with the classrooms.
8. Repair the damaged walls of the buildings.
9. Repaint the defaced walls.
10. Replace the broken tiles on the floors of the classrooms.
11. Ensure that the rooms are adequately lit with natural and or artificial light.
12. Complete the incinerator so that it can be appropriately used or acquire sufficient durable waste containers and ensure that the institution's garbage is disposed of at least twice per week.
13. Ensure that the stored water is properly treated.

And six months to:

Provide adequate storage for the bed.

Section Five - The Indoor and Outdoor Equipment, Furnishing and Supplies

#	CATEGORY	NI	A	G	N/A	TIME GIVEN
5.1 Instruction and Play Area						
5.1.1	There is a chair for each child over the age of one year.		✓			
5.1.2	Child sized tables and chairs are available. Chairs are straight- backed and of a height that the children's feet are on the ground when sitting. Table height is between the child's waist and underarm.		✓			
5.1.3	Furniture is in good condition, that is no splinters from wood furniture, paint not peeling or cracked	✓				
5.1.4	Groups of children share a single table of appropriate size to encourage co-operation and the development of socialization skills			✓		
5.1.5	A private place and seating are provided to support breast-feeding for lactating mothers.				✓	
5.1.6	There are chairs provided that allows staff to sit and hold infants for feeding.				✓	
5.1.7	Each child has a specific space to keep personal belongings		✓			
5.1.8	Cupboards and shelves with child activity materials are easily accessible to the children.		✓			
5.1.9	A crib is present for every child under 18 months. A crib, cot or sleeping device is present for every child between 18 and 30 months. There are a few cots or sleeping devices present for children 30 – 36 months who require sleep time				✓	
5.1.10	There are a few cots or sleeping devices for children 3 – 5 years who require sleep time.		✓			
5.1.11	Wood or metal cribs as well as sleeping mats are in good condition.		✓			
5.1.12	There is at least 3 feet of space between cribs and cots.				✓	
5.1.13	Space between crib rails no more than 2 and 3/8 inches. There are no cut-out openings in headboard or foot board that could entrap body parts. Children unable to reach or manipulate latches to drop-side cribs.				✓	
5.1.14	Every crib and cot has clean bedding.		✓			
5.1.15	There is an area with washable soft furnishings that allow groups of children or adults to converse in comfort.	✓				
5.1.16	There are separate toilet facilities for staff and children.		✓			
5.1.17	Toilets and diaper change areas are not located close to food preparation or sleeping area.			✓		

Section Five - The Indoor and Outdoor Equipment, Furnishing and Supplies

#	CATEGORY	NI	A	G	N/A	TIME GIVEN
5.1.18	There is one toilet for every group of twenty children. There is at least one diaper change area is available for every group of children under two years.			√		
5.1.19	Toilets are adult sized, but adaptations (e.g. step stools) are made to ensure that children can access facilities easily.	√				
5.1.20	There is one sink for every group of forty children.			√		
5.1.21	Sinks are close to diaper change areas or toileting areas.			√		
5.1.22	Hand washing sinks are adult sized and at adult height. Adaptations (e.g. step stools) are in place to ensure children can access facilities easily.		√			
5.1.23	Separate sinks are used for washing toys, linen and soiled materials.		√			
5.1.24	Soap is available at hand washing sink.		√			
5.1.25	Single use towels are available at the hand washing sink (disposable or non-disposable).	√				3 Month(s)
5.1.26	A working refrigerator is available in the kitchen area.			√		
5.1.27	A working stove is available in the kitchen area.		√			
5.1.28	The Stove at the institution does not constitute a fire hazard as stated by the Fire Brigade Act.		√			
5.1.29	There are sufficient pots and pans available for cooking.		√			
5.2 Outdoor Equipment, Furnishing and Supplies						
5.2.1	Playground has at least two different approved surface areas e.g. grass, concrete, soft sand, wood chips.	√				3 Month(s)
5.2.2	Playground is free of hazards.	√				3 Month(s)
5.2.3	Playground equipment is age appropriate and developmentally appropriate for the children present.		√			
5.2.4	Equipment has no openings that are between 3/8 inch and 1 inch that could entrap digits or between 3½ and 9 inches that can entrap heads.		√			
5.2.5	There is safety surfacing (e.g. wood chips, grass and soft sand) under equipment with a potential for children falling e.g. climbing equipment, slides, and swings. Safety surfacing extends for 6 feet beyond the perimeter of the equipment.	√				3 Month(s)
5.2.6	Play equipment is available for children with disabilities.				√	

Section Five - The Indoor and Outdoor Equipment, Furnishing and Supplies						
#	CATEGORY	NI	A	G	N/A	TIME GIVEN
5.2.7	Equipment is in good condition and presents no danger to children. No broken parts, sharp metal edges or wood splinters.				✓	
5.2.8	All fixed bodies of water e.g. pools, ponds are enclosed by a fence at least 5 feet high, with a latch unable to be reached or manipulated by the children.				✓	
5.2.9	Where there are swimming pools water areas meet Public Health Regulations.				✓	
5.2.10	Drinking water is made available during outdoor play.	✓				
5.2.11	Toilets are easily accessible from the outdoor play area.		✓			
5.2.12	Playground has some natural materials, such as plants, shrubs, trees. Natural materials are non-poisonous and well tended.		✓			
5.2.13	Separate playground periods using the same area for children of different ages.	✓				
5.2.14	Children can be supervised by sight and sound at all times. Staff: Child ratios are maintained on the playground.	✓				
Total		10	18	6	9	

What is the ECI doing well?

Legal Requirements

Indoor equipment, Furnishings & Supplies

- There are sufficient sleeping devices to accommodate the children for napping.
- The sleeping devices are in good condition.
- There is clean linen for the bed.
- There are separate toilet facilities for the staff and the children.
- The toileting areas and the napping area are not close to the food preparation area.
- There are five toilets for forty children.
- There are sufficient hand-washing sinks for the children.
- The hand-washing sinks are close to the toilets.
- The children are provided with soap for hand washing.
- The kitchen is equipped with a refrigerator and two freezers.
- The stove does not constitute a hazard.

Voluntary Requirements

Indoor equipment, Furnishings & Supplies

Inspection Report – PONDSIDE PRIMARY & INFANT SCHOOL

- There is a child-sized chair for each child.
- There are sufficient pots and pans for cooking.
- The children are provided with space for their personal belongings.

Outdoor Equipment, Furnishing and Supplies

The playground equipment is age appropriate for the children.

What does the ECI need to improve on?

Legal Requirements

Indoor equipment, Furnishings & Supplies

The children are not provided with towels for hand washing.

Outdoor Equipment, Furnishing and Supplies

- Top soil, grass and small stones are the surfaces on the playground.
- Loose stones are hazards on the playground.
- Construction stones and top soil are the surfaces underneath the slide and the climbing bar.

Voluntary Requirements

Time allocated to meet the Requirements

Pondside Primary & Infant School has been granted three months to meet the following requirements:

1. Ensure that the children are provided with towels for hand washing.
2. Ensure that there are at least two different approved surfaces on the playground.
3. Ensure that the playground is hazard free.
4. Ensure that there are approved surfaces underneath the climbing bar and the slide. Approved surfaces include: soft sand and grass.

Section Six - Health						
#	CATEGORY	NI	A	G	N/A	TIME GIVEN
6.1 Health Promotion and Preventative Health Measures						
6.1.1	An immunization record is available for each child, obtained at the time of admission to the institution. Immunization records are certified by a health authority as adequate for school entry. Medical reasons for non-immunization are clearly documented by a health professional.		√			
6.1.2	A medical certificate of health is available for each child, obtained at the time of admission to the institution, and indicating that the child can attend an early childhood institution.	√				3 Month(s)
6.1.3	An illness record is available for each child at the institution, obtained at the time of admission to the institution, and indicating all significant illnesses the child has had in the past, all current illnesses and whether they are acute (i.e. short term and expected to last less than 3 months) or chronic (long term and expected to last more than 3 months) and all current medications. For children with illnesses, the medical report also states activities which the child may and may not participate in.		√			
6.1.4	A medication record is available for each child at the institution, obtained at the time of admission to the institution, and indicating all significant illnesses the child has had in the past, all current illnesses and whether they are acute (i.e. short term and expected to last less than 3 months) or chronic (long term and expected to last more than 3 months) and all current medications. For children with illnesses, the medical report also states activities which the child may and may not participate in.	√				3 Month(s)
6.1.5	There is a written health plan for children and staff. The health plan is discussed with every new member of staff.		√			
6.1.6	The health plan includes standard procedures for emergency medical care, including an evacuation plan to be used in an emergency. The plan is discussed with every new member of staff.		√			
6.1.7	The health plan includes the provision of a separate room or area for isolation and policies for determining which children need to be isolated. The provision of an isolation area and policies for determining which children need to be isolated is discussed with every new member of staff.		√			
6.1.8	The health plan includes procedures for the management of communicable diseases, including provision of a separate room for isolation of the child, sending the child home as soon as is practical and re-admitting the child only after a medical report indicating good health has been obtained. The procedures for the management of communicable diseases are discussed with every new member of staff.		√			
6.1.9	The health plan includes a description of common childhood illnesses, procedures for the treatment of such illnesses and precautions to protect the health of other children and staff at the institution.		√			

Section Six - Health						
#	CATEGORY	NI	A	G	N/A	TIME GIVEN
6.1.10	Children are observed daily for their general health, activity level and feeding. A daily record of each child's well being is kept.	√				
6.1.11	There are clear guidelines which indicate the illnesses and symptoms of illnesses for which children shall be excluded from the institution. Guidelines for exclusion of ill children are reviewed with every new member of staff.		√			
6.1.12	There is a record available for exclusion of children with illnesses. A log book at the institution also has the information above recorded.	√				
6.1.13	The health plan includes staff health requirements, including periodic health assessments. The staff health requirements are discussed with every new member of staff.		√			
6.1.14	There are clear guidelines which indicate the illnesses and symptoms of illnesses for which staff (including service and/or domestic staff) shall be excluded from the institution. Guidelines for exclusion of staff are reviewed with every new member of staff.		√			
6.1.15	There is a record available for exclusion of staff with illnesses. A log book at the institution also has the information above recorded.	√				
6.1.16	Staff who prepare and handle food are separate from those who change diapers.		√			
6.1.17	Animals / pets that are kept on the grounds of the institution have been certified to be in good health by a veterinary officer within the last year.				√	
6.2 A Institutional Hygiene Practices						
6.2.1	There is a sanitation plan. The sanitation plan is discussed with every new staff member.		√			
6.2.2	The sanitation plan has policies and procedures for hygienic use of the kitchen. Policies and procedures for hygienic use of the kitchen are discussed with every new staff member.		√			
6.2.3	The sanitation plan has policies and procedures for hygienic use of toilet facilities. Policies and procedures for hygienic use of toilet facilities are discussed with every new staff member.		√			
6.2.4	The sanitation plan has policies and procedures for hygienic use of bedding and other similar materials. Policies and procedures for hygienic use of bedding and other similar materials are discussed with every new staff member.		√			

Section Six - Health						
#	CATEGORY	NI	A	G	N/A	TIME GIVEN
6.2.5	The sanitation plan has policies and procedures for food handling and preparation, which are in keeping with the Public Health Food Handling Regulations. Persons preparing food do not clean. Policies and procedures for food handling and preparation are discussed with every new staff member.		√			
6.2.6	The sanitation plan has policies and procedures for hand washing as regards bathroom use, food preparation and consumption, diaper changes and contact with sneezing, coughing or any illness. Policies and procedures for hand washing are discussed with every new staff member.		√			
6.2.7	Food service workers wear clean and light coloured outer garments (e.g. aprons). Food preparers have their hair covered and wear closed footwear.	√				3 Month(s)
6.2.8	Universal Precautions are followed. Universal Precautions are discussed with every new staff member.		√			
6.2.9	Tobacco use (e.g. cigarette smoking), alcohol use or illicit drug use are not permitted on the premises. The policy regarding prohibited substances is discussed with every new staff member.	√				
6.2 B Personal Hygiene Practices						
6.2.10	Each child without teeth has a labeled rag, specifically for cleaning his/her gums. Each child with teeth has a toothbrush labeled with his / her name.	√				
6.2.11	All children without teeth have their gums cleaned. Children brush their teeth with a pea sized amount of fluoridated toothpaste or have their gums cleaned at least once per day, after the major meal.	√				
6.2.12	All children with teeth have their teeth brushed or are supervised in brushing their teeth.	√				
6.2.13	Cloth or disposable diapers are used. Where cloth diapers are used, there are special facilities for washing and chemically disinfecting diapers.				√	
6.2.14	Diapers are checked every 2 hours.				√	
6.2.15	Proper diaper change procedures are followed. Diaper change procedures are discussed with every new member of staff.				√	
6.2.16	Children are supervised by a staff member when using the toilet. The staff member checks that proper wiping takes place, that toilets are flushed and that their own hands, as well as children's hands are washed.		√			

Section Six - Health						
#	CATEGORY	NI	A	G	N/A	TIME GIVEN
6.2.17	Hands are washed as recommended: Before and after eating, before and after handling food or feeding a child, before and after playing with shared play material, before and after giving medication, after changing diapers, after using the toilet oneself or after assisting someone to use the toilet, after handling body fluids, after coughing or sneezing, after handling uncooked food particularly meats, after handling garbage, after handling pets, after entering from outdoor play area. Hand washing indications are discussed with every new member of staff.		√			
6.2.18	Proper hand washing technique is followed. Proper hand washing technique is displayed above hand-washing sinks. Hand washing procedures are discussed with every new member of staff.		√			
6.2.19	Children are supervised during hand washing activities. Infants are carefully cradled by staff while their hands are washed. Older children are assisted with hand washing or have their hands washed for them, depending on capabilities.		√			
6.2.20	Disposable single use paper tissues or single use rags or handkerchiefs are used to wipe children's noses. Where rags or handkerchiefs are used, facilities exist for washing and sanitation.		√			
6.2.21	Children have their soiled clothes changed at the institution as required. The institution has clothes available for emergency use.		√			
6.3 Cleaning and Sanitation Schedules						
6.3.1	Floors, countertops, doors cabinets and tables not used for food preparation or eating are cleaned and sanitised daily.		√			
6.3.2	Tables used for food preparation and eating are cleaned and sanitized before and after food preparation and eating.		√			
6.3.3	Cribs and mattresses are cleaned weekly and before use by each new child.				√	
6.3.4	Linen and other bedding material are washed weekly.		√			
6.3.5	Towels and wash cloths are washed daily.		√			
6.3.6	Carpets and rugs are cleaned monthly.		√			
6.3.7	Hand washing sinks, counters, toilet seats, toilet bowls, door handles in toilet areas and floors are cleaned and sanitized daily. Diaper change areas and potties are cleaned and sanitized after every use.		√			
6.3.8	Soiled disposable diapers are stored in a bin with a closed lid, used only for this purpose. Bin not accessible to children. Bin emptied, cleaned and sanitized daily. Soiled cloth diapers and soiled clothing that are being taken home are individually bagged and kept in a closed plastic bag, that is not accessible to children				√	
6.3.9	Toys present are able to be washed and sanitized. A sink that is not used for sanitizing faecal material is available for cleaning and sanitization of toys.		√			
6.3.10	Toys that are mouthed are cleaned and sanitized after each child's use.				√	

Section Six - Health						
#	CATEGORY	NI	A	G	N/A	TIME GIVEN
6.3.11	Toys are cleaned or washed weekly.		√			
6.3.12	Mops and cleaning cloths are cleaned and sanitized daily.		√			
6.3.13	Serving utensils are sanitized daily, immediately after use.		√			
6.3.14	Serving utensils are stored in a dust/insect proof environment.		√			
6.4 Management of Infectious (Communicable) Diseases, Other Illnesses and Injury						
6.4.1	There is a listing of communicable diseases at the institution. The listing includes the symptoms of the disease, mode of transmission, period of time condition is communicable and whether condition is reportable. The listing is discussed with every new staff member.		√			
6.4.2	Reportable communicable diseases are reported to the Local Health Authority. Reporting mechanisms are discussed with every new staff member.		√			
6.4.3	There is one complete first-aid kit available that meets Red Cross First Aid Kit Guidelines. The first-aid kit is taken on all field trips and outings that take place off the premises.		√			
6.4.4	There is an illness report log.		√			
6.4.5	There are complete records of the illnesses of children, which occur while at the institution. Records include the date and time of the illness, the person affected, a description of the symptoms of the illness, the response of the staff upon becoming aware of the illness or injury and the name of the persons notified.		√			
6.4.6	Illness report is completed in triplicate with one copy given to the parent/guardian, one placed in the child's file and the other placed in time order in illness report log for monitoring illness reports.	√				
6.4.7	There are clear, written instructions for children with special health needs (e.g. dietary restriction, allergy or requiring medication), provided by their parents or guardians.		√			
6.4.8	Staff member(s) consistently follow written instructions.		√			
6.4.9	Written parental consent for the administration of medication at the institution.		√			
6.4.10	Written record of physician prescribed medication.		√			
6.4.11	Medication is handed to senior staff institution in the original container, labeled with child's name, medication name, dose and frequency of administration.		√			
6.4.12	Only senior staff members, i.e. Level III and trained teachers, are allowed to administer medication to children.		√			

Section Six - Health						
#	CATEGORY	NI	A	G	N/A	TIME GIVEN
6.4.13	There is a record of every medication administered to a child enrolled at the institution. The record includes the name of the medication, the quantity administered, the date and time of administration and the name and signature of the person administering the medication.		√			
6.4.14	There is an injury report log		√			
6.4.15	There are complete records of the injuries of children, which require first aid or medical attention and which occur while at the institution. The records include the name, gender and age of the person involved; the date and time of the injury; the location where the injury occurred; a description of the circumstances leading to the injury; a description of the nature of the injury; the name of the employee responsible for the care of the child at the time of the injury (if injured person is a child); the action taken to treat the injury; the name of the person who treated the injury; the name of the person completing the report and the name and address of the institution.		√			
6.4.16	Injury report is completed in triplicate with one copy given to the parent/guardian, one placed in the child's file and the other placed in time order in the injury report log for the purposes of monitoring injuries.		√			
6.4.17	Injury report is completed in triplicate with one copy given to the adult, one placed in the staff member's file (if adult is a staff member) and the other placed in a special file for monitoring injury reports.		√			
6.4.18	The institution has contact numbers for the nearest health clinic, general practitioner or pediatrician and the nearest hospital.		√			
Total		11	52	0	7	

What is the ECI doing well?

Legal Requirements

Health Promotion and Preventative Measures

- There is an immunization record for each child.
- There are written guidelines for the exclusion of the ill children and ill employees from the institution.
- There is a written health plan for the institution. The plan includes: staff health requirements, procedures for emergency medical care including an evacuation plan to be used in an emergency, the provision of a separate room or area for isolating the ill children and policies for determining which children are to be isolated, procedures for the management of communicable diseases and a description of the common childhood illnesses and procedures for treating such illnesses.

Institutional Hygiene Practices

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- There is a written sanitation plan for the institution. The plan includes: policies and procedures for the hygienic use of the kitchen, policies and procedures for the hygienic use of the toilet facilities, policies and procedures for the hygienic use of the bedding materials and other similar materials, policies and procedures for food handling and preparation which are in keeping with the Public Health Food Handling Regulations and policies and procedures for hand washing with regards to bathroom use, food preparation and consumption, diaper changes and contact with sneezing, coughing or any illness.
- The employees follow universal precaution procedures.

Personal Hygiene

- The employees' and the children's hands are washed as recommended.
- The employees and the children follow the hand washing technique.

Cleaning and Sanitation Schedule:

- The floors and tables that are not used for eating and food preparation are sanitized daily.
- The toys are washed or cleaned weekly.
- The serving utensils are stored in a dust/insect proof container and are sanitized after use.
- The counter used for food preparation and the tables used for eating are cleaned and sanitized before and after food preparation and eating.
- The bedding materials are washed weekly.
- Acceptable facilities are available at the institution for washing the toys.

Management of Infectious Diseases/ Injury

- There is record of medication administered to a child enrolled at the institution.
- There is an injury report log.
- There are complete records of the injuries of the children which occur at the institution.
- The injury records are completed in triplicates.
- There is a reporting mechanism at the institution for reporting suspected cases of communicable diseases.
- There is a first aid kit at the institution.
- There is an illness report log.
- There are complete records of the illnesses of the children which occur while at the institution.
- There are written instructions for the children with special health needs.

Voluntary Requirements

Personal Hygiene

The children are supervised when using the toilet and during hand washing activities.

Cleaning and Sanitation Schedule:

Management of Infectious Diseases/ Injury

- There is a listing of the communicable diseases at the institution.
- The institution has contact numbers for the nearest health care providers.

What does the ECI need to improve on?

Legal Requirements

Health Promotion and Preventative Measures

A medical certificate of health and a medication record are not available for each child.

Institutional Hygiene Practices

The cook does not always wear appropriate attire.

Voluntary Requirements

Health Promotion and Preventative Measures

There are no records of the children's daily well-being.

Institutional Hygiene Practices

There is no written policy regarding prohibited substances.

Time allocated to meet the Requirements

Pondside Primary & Infant School has been granted three months to meet the following requirements:

1. Ensure that there is a medical certificate of health and a medication record for each child.
2. Ensure that the cook is always appropriately attired.

Section Seven – Nutrition						
#	CATEGORY	NI	A	G	N/A	TIME GIVEN
7.1 A Meals - Children Under One Year						
7.1.1	Infants are fed when hungry by staff who knows the child.				√	
7.1.2	Breast milk or breast milk substitutes offered for the first 6 months of life. Solid foods and juices are not offered to children under 6 months of age. Cow's milk is not fed to infants under the age of 12 months. Skimmed milk not fed to children under the age of 2 years. Solid food pieces are no larger than ¼ inch square to prevent choking.				√	
7.1.3	The institution accepts, stores (for up to 48 hours), and serves expressed breast milk				√	
7.1.4	Menus for infants should be based on multi-mix principles so that nutrient requirements can be taken into account.				√	
7.1.5	A listing of foods already tolerated by the infant is obtained from caregivers. Infants are gradually introduced to new foods, giving them time to get accustomed to the taste and texture, before another new food is introduced. Foods progress gradually from liquids to puree to mash to finely chopped.				√	
7.1.6	Substitutions made for children with special diets as a result of food allergies, food intolerance, medical needs or religious or cultural reasons. A Listing of the children with special dietary requirements is posted in kitchen and dining area, after receiving consent.				√	
7.1.7	Infants not yet able to sit alone are held for feedings. Infants able to sit alone are held for feedings. Infants who do not wish to eat are gently encouraged to eat or are offered another type of meal.				√	
7.1.8	All meals brought from home are in sealed containers labeled with the child's name and date received, and refrigerated promptly and should offer a variety of food groups.				√	
7.1.9	Menus are posted for the current week and the following week.				√	
7.1.10	Infants are fed from cups and bowls. Use of nipples is discouraged.				√	
7.1.11	Food is stored appropriately, i.e. in accordance with food safety. Unused breast milk and formula that is un-refrigerated is discarded after 1 hour.				√	
7.1.12	Hot foods are kept hot, and cold foods are kept cold.				√	
7.1.13	Expiry dates are adhered to.				√	
7.1.14	A daily record of the infant's eating pattern is kept. Unusual eating behaviour is reported to parents on the day this occurs.				√	
7.1. B Meals - Children One to Six Years						

Section Seven – Nutrition

#	CATEGORY	NI	A	G	N/A	TIME GIVEN
7.1.15	Children are fed according to age requirements and time spent in the institution per day. Snacks promote good health and are low in sugar and salt.		√			
7.1.16	Dependent on age main meal consists of: Staples, foods from animals, fruits, vegetables, fats/and oils. Meals or snacks do not include nuts		√			
7.1.17	Children have a different menu each day of the week.		√			
7.1.18	Substitutions made for children with special diets. Listing of children with special dietary requirements posted in kitchen and dining area.		√			
7.1.19	Serving sizes appropriate for children's ages. Solid food sizes no larger than ½ inch square.		√			
7.1.20	Potable water easily available to children throughout the day at a central area.	√				
7.1.21	Child sized utensils for older children 3 – 6 yrs. (knives, forks, and spoons), bowls and plates available. High chairs where appropriate.		√			
7.1.22	Children are seated for all meals. Staff members are seated with the children. Children who do not wish to eat are gently encouraged to eat or are offered another type of meal. Food is never used as reward or punishment. Children are encouraged to feed themselves, to assist in developing independence.		√			
7.1.23	All meals brought from home are in sealed containers labeled with the child's name and date received, and refrigerated promptly and should offer a variety of food groups.				√	
7.1.24	Menus are posted for the current week and the following week. Menus kept for a 4 week period.		√			
7.1.25	Food is stored appropriately, i.e. in accordance with food safety. Unused breast milk and formula that is un-refrigerated is discarded after 1 hour.		√			
7.1.26	Hot foods are kept hot, and cold foods are kept cold.		√			
7.1.27	Expiry dates are adhered to.		√			
7.1.28	A daily record of the child's eating pattern is kept. Unusual eating behaviour is reported to parents on the day this occurs.	√				
7.1.29	There is a written Nutrition Plan. The Nutrition Plan is discussed with every new member of staff.	√				3 Month(s)
7.1.30	The Nutrition Plan describes the provision of meals and snacks provided by the institution, meets the minimum components recommended for a balanced diet for children in the relevant age groups. The Nutrition Plan is approved by the Ministry of Health.	√				3 Month(s)
Total		4	11	0	15	

What is the ECI doing well?

Legal Requirements

Meals- Children 1- 6 years

- Cooked meals are appropriately stored.
- Hot foods are kept hot and cold foods are kept cold.
- Expiry dates are observed.

Voluntary Requirements

Meals- Children 1- 6 years

- The children are provided with a different menu each day of the week.
- The serving portions are appropriate for the children.

What does the ECI need to improve on?

Legal Requirements

Meals- Children 1- 6 years

The nutrition plan is inadequate in content.

Voluntary Requirements

Meals- Children 1- 6 years

There are no records of the children's eating pattern.

Time allocated to meet the Requirements

Pondside Primary & Infant School has been granted three months to meet the following requirement:

Ensure that there is a complete nutrition plan for the institution. The plan should include balanced meals for the children.

Section Eight - Safety						
#	CATEGORY	NI	A	G	N/A	TIME GIVEN
8.1 Indoor Safety						
8.1.1	Windows limit the openings accessible to children to 3.5 inches.		✓			
8.1.2	Guards present at the top and bottom of each stairway. Latches can be opened by adults but not by children.				✓	
8.1.3	Long strings and cords are inaccessible to the children.		✓			
8.1.4	Electrical cords are placed where the children do not have access.		✓			
8.1.5	Electrical outlets are placed within children's reach, but are appropriately covered with safety covers.		✓			
8.1.6	No electrical devices are located so that they can be plugged in by someone in contact with a water source, such as a sink, shower, tub or pool.		✓			
8.1.7	Electric fans are inaccessible to the children.		✓			
8.1.8	Where applicable smoke detectors are placed in each room as recommended by the Jamaica Fire Brigade. There is programme for maintenance of the system and checking of batteries.	✓				
8.1.9	There are no lamps or open-flame devices in areas accessible to children.		✓			
8.1.10	Guns, (loaded and unloaded, real or toy) and other weapons such as knives and cutting implements are not allowed on the premises. An exception is made for legal fire arm holders whose guns must not be exposed.	✓				
8.1.11	Children can easily access all cupboards to child activity areas and manipulate these locks, but cannot access cupboards for adult material due to height or other placement feature.		✓			
8.1.12	Cleaning agents, chemicals and other toxic substances appropriately stored in labeled bottles, in locked cupboards that are inaccessible to children. Materials stored in appropriate areas away from equipment and away from food storage areas.		✓			
8.1.13	Children are not permitted to play or otherwise be near bodies of water without an adult supervising. Children are either accompanied to toilets by staff or are in direct visual supervision by a staff member while using the toilet. Policy regarding supervision of children around bodies of water is discussed with all new staff members.	✓				
8.1.14	Hot liquids are not used, stored or consumed by staff or other adults in child areas.		✓			

Section Eight - Safety						
#	CATEGORY	NI	A	G	N/A	TIME GIVEN
8.1.15	Kitchen safety procedures are observed. Hot liquids and foods are kept out of the reach of children, and are not placed near the edge of a table or counter. Pot handles turned towards the back of the stove.		✓			
8.1.16	There is a gate that meets the requirements of the Jamaica Fire Brigade in preventing the access of children to the kitchen area.		✓			
8.1.17	Plastic bags are not accessible to children.		✓			
8.1.18	Toys follow manufacturer's age recommendations.				✓	
8.1.19	Objects, toys and toy parts not accessible to children under 3 years, including parts with a diameter less than 1¼ inches and length less than ¼ inches.				✓	
8.1.20	Toys do not have lead based or chipping paint				✓	
8.1.21	Children under six years are not allowed to inflate or suck on balloons		✓			
8.1.22	Safety helmets in use for all toys with a wheel base of more than 20 inches				✓	
8.1.23	Large pieces of furniture anchored to floor/wall ceiling. Wheeled furniture has a wheel lock	✓				
8.2 Outdoor Safety						
8.2.1	Children are not permitted to play or otherwise be near bodies of water without an adult supervising. Children are either accompanied to toilets by staff or are in direct visual supervision by a staff member while using the toilet. Policy regarding supervision discussed with all new staff members	✓				
8.2.2	Vulnerability to hazards identified and minimum mitigation strategies applied	✓				3 Month(s)
8.3 Fire and Disaster Safety						
8.3.1	Emergency telephone numbers (nearest fire department, nearest clinic or doctor, nearest ambulance service, nearest police department, nearest taxi service) displayed in administrative area.		✓			
8.3.2	There is a written fire safety plan. The fire safety plan is discussed with every new member of staff.	✓				3 Month(s)
8.3.3	The fire safety plan describes the type and location of the institution's fire fighting equipment, details of the procedures to be followed in the event of fire, including the duties of each member of staff, and is displayed in a conspicuous place where all can view. The fire safety plan is approved by the Jamaica Fire Brigade.	✓				3 Month(s)
8.3.4	Fire and other safety equipment are in an easily accessible area. Equipment is appropriate for the ECI and is checked at least annually.		✓			

Section Eight - Safety						
#	CATEGORY	NI	A	G	N/A	TIME GIVEN
8.3.5	Fire drills practiced at least twice annually. Records are kept of the drills, including date and time, time to full evacuation, numbers of staff and children involved and any difficulties encountered. Records indicate plans to resolve difficulties.		√			
8.3.6	Earthquake drills are practiced at least once every term. Records are kept of the drills, including date and time, time to full evacuation, numbers of staff and children involved and any difficulties encountered. Records are kept of the drills, including date and time, time to full evacuation, numbers of staff and children involved and any difficulties encountered.		√			
8.3.7	There is a written disaster plan, which includes plans for evacuation and incident management, including the duties of each member of staff and identifies a specific place for shelter. The disaster plan is discussed with every new member of staff.	√				3 Month(s)
8.3.8	Disaster Plan is revised every 3 years. Disaster plan addresses all hazards to which the ECI is vulnerable.	√				
8.4 Transportation and Excursion Safety						
8.4.1	Drivers at least 21 years old.		√			
8.4.2	Drivers have a valid private or general license depending on the vehicle to be used.		√			
8.4.3	Vehicles other than buses have individual safety restraints for children older than three years and safety car seats for children under three years. Children are always transported using appropriate restraints.				√	
8.4.4	Parents are informed well in advance of trips and signed consent forms, indicating date of trip, site to be visited, time of departure, time of return and mode of transportation, are received for each child.		√			
8.4.5	Attendance is checked before departure from the institution and prior to departure from the place visited.		√			
8.4.6	Children are identified by tags with the centre name and centre number.		√			
8.4.7	A first-aid kit is taken on all outings.		√			
Total		10	24	0	6	

What is the ECI doing well?

Legal Requirements

Indoor Safety

- The children are unable to access the adult materials in the cupboard and the cabinets.
- The cleaning agents are appropriately stored.

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- The electrical outlets within the children's reach are appropriately covered.

Fire and Disaster Safety

- The emergency telephone numbers are conspicuously displayed.
- The fire extinguishers are easily accessible and are in good condition.
- There are records of the fire and earthquake drills.

Voluntary Requirements

Indoor Safety

- Kitchen safety procedures are observed.
- There are no lamps or open-flame devices in areas accessible to the children.

Transportation and excursion safety

- There are copies of the driver's license and the motor vehicle documents used for excursions.
- The parents are informed well in advance of trips and signed consent forms are utilized.

What does the ECI need to improve on?

Legal Requirements

Outdoor Safety

An assessment of the institution's vulnerability to hazards has not been conducted.

Fire and Disaster Safety

The fire safety plan and the disaster plan have not been adjusted to reflect the changes at the institution.

Voluntary Requirements

Time allocated to meet the Requirements

Pondside Primary & Infant School has been granted three months to meet the following requirements:

1. Conduct an assessment of the institution's vulnerability to hazards and identify the necessary mitigation strategies.

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2. Ensure that there is an adequate disaster plan for the institution. The plan should include plans for evacuation and incident management and the duties of each member of staff and identifies a specific place for shelter.
3. Ensure that there is an adequate fire safety plan for the institution. The plan should include: the type and location of the institution's fire fighting equipment, details of the procedures to be followed in the event of a fire and the duties of each member of staff.

Section Nine - Child Rights, Child Protection and Equality						
#	CATEGORY	NI	A	G	N/A	TIME GIVEN
9.1 CHILD RIGHTS						
9.1.1	There is a written policy that indicates the institution's practice of supporting human rights and child rights. The policy is discussed with every new staff member and with every new parent.		√			
9.2 CHILD PROTECTION						
9.2.1	There is a written policy on the reporting of child abuse and neglect. The policy is discussed with every new staff member and with every new parent.	√				
9.2.2	All cases of Child Abuse and Neglect involving children at the institution are reported to the Child Development Agency. Copies of the reporting forms are available within the institution.		√			
9.2.3	All suspect cases of Child Abuse and Neglect occurring at the institution are reported to the Early Childhood Commission. Copies of the reporting forms are available within the institution.		√			
9.3 EQUALITY						
9.3.1	There is a written policy on the equality, indicating that all children (including children with disabilities, children with HIV/AIDS, and children from other disenfranchised groups) are welcome at the institution. The policy is discussed with every new staff member and with every new parent.		√			
9.3.2	Between 5% and 9% of children in the institution are known to have disabilities	√				
9.3.3	Written information is available on each disabled child, indicating the nature and severity of the disability.				√	
9.3.4	There is existing play/learning equipment or material suitable for children with special needs and available in appropriate numbers for children with special needs in the institution.				√	
9.3.5	Children with special needs are given special attention during the normal programme activities.				√	
9.3.6	Practitioners have received documented on the job training in the management of HIV/AIDS in schools, including the National Policy on HIV/AIDS in schools.	√				
Total		3	4	0	3	

What is the ECI doing well?

Legal Requirements

Child Protection

No case of child abuse and neglect has ever been identified at the institution. There are however, copies of reporting forms for the reporting of child abuse and neglect.

Voluntary Requirements

Child Rights

There is a written policy that indicates the institution's practice of supporting human rights and child rights.

Equality

There is a written policy addressing equality at the institution.

What does the ECI need to improve on?

Legal Requirements

Child Protection

The institution has met the legal requirements in this standard.

Voluntary Requirements

Child Protection

There is no written policy on the reporting of child abuse and neglect.

Time allocated to meet the Requirements

The institution has met the legal requirements in this standard.

Section Ten - Interactions with Parents and Community members						
#	CATEGORY	NI	A	G	N/A	TIME GIVEN
10.1 Interactions with Parents						
10.1.1	There is a written policy encouraging and promoting parental involvement. The policy is discussed with every new staff member and with every new parent.		✓			
10.1.2	There is an orientation programme that includes visits of parents and children to the school prior to children attending.		✓			
10.1.3	Staff from the institution warmly welcomes parents and caregivers at each scheduled contact (drop-off and pick-up times) and at unscheduled visits.		✓			
10.1.4	There is a brief written record which provides parents with information on their own child's experiences and responses during the day's programme.	✓				
10.1.5	Meetings to discuss the school's policies and procedures, and the children's general and specific needs are held prior to children's admission.		✓			
10.1.6	Meetings to discuss each child's progress in each aspect of the programme and other matters with parents / caregivers are scheduled at least every 6 months. Meetings are documented in the child's record and are signed to by the parent / caregiver and the staff member.		✓			
10.1.7	The institution provides information on upcoming ECI events e.g. parent and teacher seminars, PTA meetings, national events. Information is up to date and is easily accessible, e.g. on a notice board, at a parent information desk or corner. There is a posted Calendar of events.		✓			
10.1.8	The institution provides parent information leaflets and other materials in at least three different areas of child development, including (1) health e.g. immunisation (2) nutrition (3) stimulation of physical development (4) stimulation of socio-emotional development (5) stimulation of cognitive, language and academic development (6) any other area of development.		✓			
10.1.9	The institution provides general information on a range of adult issues e.g. adult health, educational, social services information, birth registration, family planning, nutrition etc.		✓			
10.1.10	Parenting workshops provided. General parenting issues are discussed at PTA meetings.		✓			
10.1.11	Parent teacher meetings are held at least once per term. Meetings discuss institution matters and hear and address parental concerns.		✓			
10.1.12	A meeting is held at least annually for the purpose of parental evaluation of the programme. Suggestion boxes or other mechanisms to receive comments are available to parents throughout the year.		✓			
10.1.13	Staff member(s) offer guidance on enrolment procedures for primary level schooling.		✓			
10.1.14	There is a Log Book available to parents and employees to share their observations, concerns and comments.	✓				1 Month(s)
10.2 Interactions with the Community						

Section Ten - Interactions with Parents and Community members						
#	CATEGORY	NI	A	G	N/A	TIME GIVEN
10.2.1	The institution provides information on community events.		✓			
10.2.2	The institution has a listing of community resources, relevant to early childhood.		✓			
10.2.3	Staff member(s) and children attend community events.		✓			
10.2.4	Community members are invited to visit the institution.		✓			
10.2.5	Staff member(s) attend community events as early childhood representatives.		✓			
10.2.6	ECI Board member(s), Staff and PTA are members of some community governance structures and/or programmes.		✓			
	Total	2	18	0	0	

What is the ECI doing well?

Legal Requirements

Interactions with Parents

- There is a written policy promoting and encouraging parenting involvement.
- Pre and post-consultation meetings are convened at the institution.

Voluntary Requirements

Interactions with Parents

- Parent teachers meetings are held at least once per term.
- The employees are warm and welcoming to the parents and guardians.
- The practitioners offer guidance on enrolment procedures for primary level schooling.
- The institution provides information to the parents and community members about upcoming school's events.

Interactions with the Community

- The institution has a listing of the community resources relevant to early childhood.
- Community members are invited to visit the institution.

What does the ECI need to improve on?

Legal Requirements

Interactions with Parents

There is no log book to record the parents' and employees' observations, concerns and comments.

Voluntary Requirements

Interactions with Parents

The parents are not provided with information about their children's daily experiences and responses.

Time allocated to meet the Requirements

Pondside Primary & Infant School has been granted one month to meet the following requirement:

Ensure that there is a log book at the institution to record the parents' and employees' observations, concerns and comments.

Section Eleven - Administration						
#	CATEGORY	NI	A	G	N/A	TIME GIVEN
11.1 Management						
11.1.1	There is a designated operator, with adequate training and experience who is responsible for the day to day management of the institution, including the developmental programme, administration of personnel and financial administration.		√			
11.1.2	Operator has training in administration.	√				
11.1.3	Management body consists of Board of Directors, Advisory Body, Management Committee or similar group. A chairman is clearly identifiable and there is a minimum of three persons forming the structure.		√			
11.1.4	A current police record is available for all members of the management body.	√				
11.1.5	There is a management policy which identifies the roles and responsibilities of the chairman and other parties forming the management body.	√				
11.1.6	There are strategic plans developed to allow the institution to attain its vision and mission statement.	√				
11.1.7	The management team meets at least once per term. Minutes are kept which indicate matters raised and actions taken.		√			
11.1.8	Accident and liability insurance are in place.	√				
11.1.9	Property records are available indicating the ownership of the property or the existence of a lease or rental agreement.	√				
11.1.10	A valid Food Handlers' Permit is available for all members of staff.	√				1 Month(s)
11.2 Plans, Policies and Procedures						
11.2.1	The institution has a written mission and vision statement.		√			
11.2.2	The institution has a written programme philosophy that includes the approach to the programme, programme content, resources and parental involvement.	√				
11.2.3	There is a written method of operation that includes the nature of services offered, the age range served, the times when services are offered and the fee for services.	√				
11.2.4	There is a written health policy, addressing health issues for children, staff and pets; emergencies; environmental and occupational hazards. The health policy is discussed with every new member of staff.	√				
11.2.5	There is a written nutrition policy. The nutrition policy is discussed with every new member of staff.	√				

Section Eleven - Administration

#	CATEGORY	NI	A	G	N/A	TIME GIVEN
11.2.6	There is a written safety policy, addressing safety issues for children, staff and other visitors, including child abuse and neglect, outings and transportation and disaster preparedness. The safety policy is discussed with every new member of staff.	√				
11.2.7	There is a written inclusion and equality policy, addressing inclusion of children with disabilities, HIV and other conditions which may lead to bias. The inclusion and equality policy is discussed with every new member of staff.		√			
11.2.8	There is a clear policy that addresses critical incidents (such as a missing child, serious illnesses requiring hospitalization or medical care and death of a staff member or child). The critical incident policy is discussed with every new staff member.	√				
11.2.9	There is an employment policy that addresses job descriptions, qualifications, salaries, reporting relationships, evaluations, benefits, discipline and dismissal, retirement, and professional development. The employment policy is discussed with every new member of staff and the discussion process is documented by signing.	√				
11.2.10	There is a record of at least annual discussions of policy and procedures with all staff members and with all new staff members.	√				
11.2.11	There is a written admission procedure that includes interview with parents, completion of a signed application form with child's demographic and health details, discussion of programme philosophy and curriculum and discussion of the institution's plans, policies and procedures (including safety, health and nutrition policy, equality and inclusion policy, parental rights, parental involvement policy, behaviour management policy, child abuse reporting policy, confidentiality policy, critical incidents policy and complaints procedures. Parents sign to verbal discussions on policies.		√			
11.2.12	Consent forms for trips, release for participation in extra-curricular activities and use in photo/media releases signed on acceptance into school. Consent for therapeutic treatment and prescription medication individualized.		√			
11.2.13	Access to confidential information for staff and children limited. Where access is to be given, parents informed and consent form signed. The institution's policy on confidentiality is discussed with all new staff members.	√				
11.2.14	Monthly staff meetings are held. Minutes kept.	√				
11.2.15	Staff member(s) participates in annual professional evaluations.	√				
11.2.16	Programme review and development meetings are held at least once per term. Minutes are kept.	√				
11.2.17	There are clear disciplinary procedures. Procedures are discussed all new staff members. Procedures in line with Ministry of Labour regulations.	√				

Section Eleven - Administration

#	CATEGORY	NI	A	G	N/A	TIME GIVEN
11.2.18	There is a clear mechanism for responding to complaints. Complaints are documented with information on person making complaint, nature of complaint, investigation of complaint and outcome.	√				
11.3 Registration Documentation and Records						
11.3.1	A valid certificate of registration or permit to operate is available and displayed conspicuously. For institutions with a permit to operate, interim reviews undertaken within the permit period show good progress.				√	
11.3.2	Records of inspection by the Fire and Public Health Departments are available, and indicate that requirements have been met.	√				6 Month(s)
11.3.3	There is a separate file for each child enrolled at the institution. Files are easily accessible.		√			
11.3.4	Each file has the child's name, gender and date of birth.		√			
11.3.5	Each child's file has a photograph of the child.	√				3 Month(s)
11.3.6	Each child's file has an immunization record, certified by a health authority as adequate at the beginning of the academic year, or within the previous calendar year.		√			
11.3.7	Each child's file has a medical report obtained at the time of admission to the institution certifying that the child is in good health.	√				3 Month(s)
11.3.8	Each child who is receiving medication (whether at the institution or not) has a medication record. Record is completed at the time of admission to the institution giving the child's past history. A current medication report documents medication being taken by the child at the institution and illnesses occurring while at the institution.	√				
11.3.9	Each child who has an illness has an illness record.		√			
11.3.10	Each child's file has a food and drug allergy record, completed at the time of admission to the institution.	√				3 Month(s)
11.3.11	Each child who has special dietary needs has a written record provided by the child's parent or guardian.	√				3 Month(s)
11.3.12	Each child's file has an accident and incident report form.		√			
11.3.13	Each child's file has at least two separate names, addresses and telephone numbers of persons to be contacted in an emergency.		√			
11.3.14	Each child's file has a listing of persons authorized to collect the child.		√			
11.3.15	Each child's file has an attendance record.		√			
11.3.16	Each child's file has an assessment report, obtained within the previous term.		√			
11.3.17	There is a separate record for each member of staff at the institution, whether full time or part-time, temporary or volunteer staff.		√			

Section Eleven - Administration						
#	CATEGORY	NI	A	G	N/A	TIME GIVEN
11.3.18	Each personnel record has a job description.		√			
11.3.19	Each personnel record has a signed copy of the employee's contract.		√			
11.3.20	Personnel record has a list indicating the person's qualifications and has copies of certificates, diplomas, degrees and other qualifications.		√			
11.3.21	Each personnel record has a medical certificate of health obtained at the time of employment.	√				3 Month(s)
11.3.22	Each personnel record has the name, address, and telephone contact number of a single party to be notified in case of emergency.		√			
11.3.23	There is a daily attendance record for each employee which includes the hours worked.		√			
11.3.24	A daily register is available, indicating the names of all children present each day, the times of arrival and departure for each child and the person(s) responsible for their supervision.		√			
11.3.25	There is a daily register of all persons in the facility.	√				
11.3.26	There has either been no physical change or physical changes have been reported to the Early Childhood Commission in a timely fashion i.e. within 30 days.		√			
11.3.27	There has either been no staff employment change or staff employment changes have been reported to the Early Childhood Commission in a timely fashion i.e. within 30 days.		√			
11.3.28	There has either been no change to student enrolment or student enrolment changes have been limited to less than 10 students or changes involving more than 10 students have been reported to the Early Childhood Commission in a timely fashion i.e. within 30 days.		√			
11.3.29	Children, staff and institution records are kept for 7 years.		√			
11.4 Facilitation of Inspection Process						
11.4.1	Operator co-operates with inspection process.		√			
11.4.2	Records kept at the institution are easily retrieved and presented to inspectorate.		√			
11.4.3	Parents co-operate with inspectorate.		√			
11.4.4	When interviews are deemed necessary staff at the institution cooperates with inspectorate.		√			
11.4.5	Staff co-operates with inspector's observation of classroom activities.		√			
Total		29	32	0	1	

What is the ECI doing well?

Legal Requirements

Management

There is a designated operator with adequate experience.

Registration Documentation and Records

- The following are attached to each child's file: demographic information, an immunization record, an accident and incident report form, emergency contact information, a listing of the names of the persons authorized to collect the child from the institution, an attendance record and assessment reports.
- A job description and emergency contact information are attached to each employee's file.
- Listings of qualification and qualification certificates are attached to each practitioner's file.
- There are attendance records for the employees.
- The names of the supervisors are recorded in the children's attendance registers.
- The students' enrolment change is negligible.

Facilitation of inspection process

- The employees cooperated with the inspection process.
- Records kept at the institution were easily retrieved and were presented to the inspector.

Voluntary Requirements

Management

There is a management body.

Plans, Policies and Procedures

- The institution has a written mission statement and a vision statement.
- There is a written admission procedure.

Registration Documentation and Records

A contract of employment is attached to each employee's file.

What does the ECI need to improve on?

Legal Requirements

Management

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There is one employee with a current food handler's permit.

Registration Documentation and Records

- The following are not attached to each child's file: a food and drug allergy record, special dietary needs records, a photograph and a medical report.
- There are no records indicating that three employees were medically certified at employment.
- The premises have met the requirements of the public health department. The premises however, are not approved by the Jamaica Fire Brigade. Notes in the log book state that fire personnel have identified breaches at the institution.

Voluntary Requirements

Management

- The operator does not have training in administration.
- There is no written management policy.

Time allocated to meet the Requirements

Pondside Primary & Infant School has been granted one month to meet the following requirement:

Ensure that there is a current food handler's permit for each employee.

Three months to:

1. Ensure that a food and drug allergy record, a special dietary needs record, a photograph and a medical report are attached to each child's file.
2. Ensure that each new employee is medically certified to be in good health at employment.

And six months to:

Acquire records indicating that the institution has met the requirements of the Jamaica Fire Brigade.

Section Twelve - Finance						
#	CATEGORY	NI	A	G	N/A	TIME GIVEN
12.1 Finance						
12.1.1	An annual budget is prepared at least 3 months in advance at the beginning of the financial year, and approved by the managing body.	√				
12.1.2	Financial records are kept, which include, income and expenses (e.g. invoices, receipts, authorization letters), cash book, and a fixed asset register	√				3 Month(s)
12.1.3	Accounts Receivable Record indicates all income, including fees, government subsidies and donor support. There is documented proof of all income received.		√			
12.1.4	Record of accounts paid, indicating source of payment. Supporting invoices present, with date of payment indicated on invoices.		√			
12.1.5	Monthly cash flow forecasts prepared based on budget. Monthly performance recorded by an administrator of the institution. Performance compared with forecast.	√				
12.1.6	Designated staff member with responsibility for petty cash. All petty cash payments supported by receipts. Petty cash securely stored and replenished.	√				
12.1.7	Cash is deposited within two to three working days.	√				
12.1.8	School fee account book records name of person making payment, child's name, date of payment, fee charged, amount paid, and any outstanding amounts. A stamped copy of receipt issued on payment is available.	√				
12.1.9	Record of payment of employees salaries/wages kept, indicating statutory deductions paid.		√			
12.1.10	All significant purchases approved by the management body.	√				
12.1.11	Cheque payments are used for significant purchases and employee payments. Cheque payments require two signatures, supporting invoices reviewed carefully by signing officers and are never signed out to "Cash"		√			
Total		7	4	0	0	

What is the ECI doing well?

Legal Requirements

The institution did not meet the legal requirement in this standard.

Voluntary Requirements

- Cheque payments are used for significant purchases.
- There are accounts payable and receivable records.

What does the ECI need to improve on?

Legal Requirements

The financial records are inadequately kept and the fixed asset register is incomplete.

Voluntary Requirements

- There is no annual budget.
- There is no petty cash account.
- The school's fee book is inadequately kept.

Time allocated to meet the Requirements

Pondside Primary & Infant School has been granted three months to meet the following requirement:

Ensure that the financial records are adequately kept and complete the fixed asset register.