

2016

002-0153-28-25042016



INSPECTION REPORT

HAGLEY PARK PREP

Inspection Report – HAGLEY PARK PREP

INSTITUTION NAME: HAGLEY PARK PREP

IDENTIFICATION NUMBER: 002-0153

ADDRESS: 171 HAGLEY PARK ROAD, KINGSTON 10

PARISH: ST. ANDREW

TELEPHONE NUMBER: 527-4824/923-9507/\757-7505

INSPECTION DATE: 25 APR 2016

INSPECTOR NAME: MARSHA VALENTINE

INSPECTOR NUMBER: 02-2007060

TYPE OF SCHOOL: PRESCHOOL KINDERGARTEN

NO. OF CHILDREN ENROLLED: 29

| 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 | 3 | 4 | 7 |
| 48 – 59 months | 3 | 3 | 6 |
| 60 – 71 months | 8 | 8 | 16 |
| TOTAL | 14 | 15 | 29 |

OPERATOR: Elyn Spence

OWNER: East Jamaica Conference of Seventh Day Adventist

Special Conditions impacting on this ECI:

There are no special conditions impacting on this early childhood 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 | 5 | 0 | 14 | 16 | 36% |
| 2 | Developmental/Educational Programmes | 26 | 19 | 0 | 45 | 45 | 42% |
| 3 | Interactions & Relationships with Children | 2 | 0 | 0 | 2 | 2 | 0% |
| 4 | Physical Environment | 20 | 20 | 0 | 40 | 43 | 50% |
| 5 | Indoor and Outdoor Equipment, Furnishing & Supplies | 5 | 8 | 1 | 14 | 21 | 64% |
| 6 | Health | 29 | 10 | 0 | 39 | 42 | 26% |
| 7 | Nutrition | 2 | 3 | 0 | 5 | 9 | 60% |
| 8 | Safety | 7 | 4 | 0 | 11 | 12 | 36% |
| 9 | Child Rights, Child Protection & Equality | 2 | 0 | 0 | 2 | 5 | 0% |
| 10 | Interactions with Parents & Community Members | 2 | 2 | 0 | 4 | 4 | 50% |
| 11 | Administration | 10 | 20 | 0 | 30 | 31 | 67% |
| 12 | Finance | 1 | 0 | 0 | 1 | 1 | 0% |
| Total | | 115 | 91 | 1 | 207 | 231 | 44% |

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

Summary:

Legal Requirements

Overall, 44% of the legal items assessed at Hagley Park Prep met the requirements.

The institution performed fairly well in Standard 7-Nutrition, Standard 5-Indoor and Outdoor Equipment, Furnishing & Supplies and Standard 11-Administration where 64%, 60% and 67% respectively of the items assessed met the requirements.

Additionally, the institution performed satisfactorily in Standard 4-Physical Environment and Standard 10-Interactions with Parents & Community Members where 50% respectively of the assessed met the requirements.

Improvement is needed for Standard 1-Staffing, Standard 2-Developmental/Educational Programme, Standard 6-Health and Standard 8-Safety where the percentages of the items assessed that met the requirements ranged from 26% to 42%.

Critical attention is needed for Standard 3-Interactions & Relationships with Children, Standard 9-Child Rights, Child Protection & Equality and Standard 12-Finance as none of the items assessed met the requirements.

Matters Requiring Immediate Attention

There are none.

Inspector's Recommendation

It is recommended that a permit to operate be granted to Hagley Park Preparatory for a period of one (1) 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 | | √ | | | |
| 1.1.4 | 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 Year(s) |
| 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) |

| 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 | | 9 | 5 | 0 | 2 | |

What is the ECI doing well?

Legal Requirements

Personal Suitability

1. All practitioners and support staff have been medically certified to be in good health at employment.

Professional Qualifications

1. There is at least one Lead Teacher with a Diploma in teaching she also performs associate teacher functions.
2. One of the two persons performing Assistant Teacher II functions is trained and certified at the NCTVET NVQ-J Level II in Early Childhood Care and Development.

Minimum Staffing Levels

1. Two staff members are on the premises at all times. At least one staff member is at Assistant Teacher II level or above.

What does the ECI need to improve on?

Legal Requirements

Personal Suitability

1. A current police record is not available for all practitioners and support staff.
2. Practitioners and support staff have not been medically certified annually to be in good health.

Professional Qualifications

1. There are no documents at the institution to indicate that the principal has qualifications in teaching, social work, Nursing or other child development related field.

Other Specific Training Requirements

1. The practitioners have not received documented hours of training in the following areas: paediatric first aid, including rescue breathing and first aid for choking, the use of universal precautions against blood borne illnesses, recognising the signs of child abuse and the referral mechanisms and reporting requirements under the Public Health Act and the Child Care and Protection Act.

Minimum Staffing Levels

1. The practitioner child ratio of 1:10 is not maintained. The ratios are 1:13 and 1:16.

Time allocated to meet the Requirements

Hagley Park Prep has been granted one (1) month to meet the following requirements:

1. Ensure that a current police record is available for all practitioners and support staff.
2. Ensure that all practitioners and support staff have been medically certified annually to be in good health.

And one (1) year to:

1. Ensure that the principal presents documented evidence of her qualifications.
2. Ensure that all practitioners pursue training in the following areas: paediatric first aid, including rescue breathing and first aid for choking, the use of universal precautions against blood borne illnesses, recognising the signs of child abuse and the referral mechanisms and reporting requirements under the Public Health Act and the Child Care and Protection Act.
3. Ensure that the recommended practitioner child ratio of 1:10 is maintained.

| 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. | | √ | | | |
| 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. | √ | | | | 3 Month(s) |
| 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. | √ | | | | 3 Month(s) |

Section Two - Educational and Developmental Programme

| # | CATEGORY | NI | A | G | N/A | TIME GIVEN |
|--------|--|----|---|---|-----|------------|
| 2.3.4 | Teachers listen to children's communications during self-care activities. Teachers respond in a pleasant voice using developmentally appropriate language. | √ | | | | 3 Month(s) |
| 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. | √ | | | | 3 Month(s) |
| 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. | √ | | | | 1 Year(s) |
| 2.3.12 | Specific cognitive and reasoning development activities are included in the daily programme. | √ | | | | 3 Month(s) |
| 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. | √ | | | | 3 Month(s) |
| 2.3.14 | Specific creative development activities are included in the daily programme. | √ | | | | 3 Month(s) |
| 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. | √ | | | | 3 Month(s) |
| 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. | | | | | |

Section Two - Educational and Developmental Programme

| # | CATEGORY | NI | A | G | N/A | TIME GIVEN |
|--------|---|----|---|---|-----|------------|
| 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. | √ | | | | 3 Month(s) |
| 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 | √ | | | | 3 Month(s) |
| 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. | | | | | |

Section Two - Educational and Developmental Programme

| # | CATEGORY | NI | A | G | N/A | TIME GIVEN |
|-------------------------------|--|----|---|---|-----|------------|
| 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. | | | | | |
| 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. | √ | | | | 3 Month(s) |
| 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. | √ | | | | 3 Month(s) |
| 2.4.4 | Play material are clean, safe and complete and designed for the age groups present. | √ | | | | 3 Month(s) |
| 2.4.5 | Toys and learning materials are well organized on open shelves accessible to children. | √ | | | | 3 Month(s) |
| 2.4.6 | A variety of material, including mainly children's work and some teacher prepared material are at children's eye level | √ | | | | 3 Month(s) |
| 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; | √ | | | | 3 Month(s) |
| 2.4.9 | Additional language development materials using sound are available and used to play songs, stories and rhymes. | | √ | | | |

Section Two - Educational and Developmental Programme

| # | CATEGORY | NI | A | G | N/A | TIME GIVEN |
|--------|---|----|---|---|-----|------------|
| 2.4.10 | Enough material present to allow each child to be involved in a fine motor activity at the same time. | √ | | | | 3 Month(s) |
| 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. | √ | | | | 3 Month(s) |
| 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. | | | | | |

Section Two - Educational and Developmental Programme

| # | CATEGORY | NI | A | G | N/A | TIME GIVEN |
|--|--|-----------|-----------|----------|----------|------------|
| 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 | | | | | | |
| 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. | √ | | | | 3 Month(s) |
| 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). | √ | | | | 3 Month(s) |
| 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. | √ | | | | 3 Month(s) |
| 2.6.4 | Weekly observations of the children's progress are made and are written on the children's records of progress. | √ | | | | 3 Month(s) |
| 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 | | 26 | 19 | 0 | 0 | |

What is the ECI doing well?

Legal Requirements

Programme Structure

1. A flexible weekly schedule indicating activities for each day is posted and easily viewed by parents, EC practitioners and visitors. The schedule includes activities that are developmentally appropriate for the children. In addition, special attention is given to children whose developmental progress is slower than others to assist them to meet developmental goals.

Inspection Report – HAGLEY PARK PREP

2. The children's daily schedule indicates a variety of activities including: indoor and outdoor play; individual and group activities; quiet and active play and child centred and teacher directed activities.
3. The children's daily schedule includes all domains of development.
4. The girls and boys are free to choose activities.

Programme Content

1. Specific language and fine motor development activities are included in the daily programme.
2. The children have daily exposure to books; they are read to and are allowed to explore books on their own on a daily basis.
3. The children are instructed primarily in Standard Jamaican English.
4. The teachers actively guide the children's fine motor activities.

Learning Resources

1. 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) manipulative activities (bead threading, sewing, buttoning).
2. At least two (2) different types of gross motor equipment are available. These include a swing, a slide and balls.
3. The children are exposed to learning materials that reflect their own culture and the culture of others
4. Tape recorders or CD players and other materials using sound are available and used to play songs, stories and rhymes.

Personal Care Activities

1. Snack and meal times 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. The children are allotted adequate rest time.
3. The children are taught to respond to their body's cues and are taught self-help toileting skills.

Children's Progress

1. The children's development is monitored once per term.

What does the ECI need to improve on?

Legal Requirements

Programme planning

1. There are no program plans.

Programme Content

1. Specific gross motor development activities, cognitive and reasoning activities and creative development activities are not included in the daily programme.
2. The children are allowed to speak most of the day, however they are not actively listened to and the teachers do not respond in a pleasant voice and manner using developmentally appropriate language.
3. The children are not actively guided during outdoor play.
4. The children are not guided in a variety of cognitive and reasoning activities and creative activities.
5. The children are not provided with opportunities that teach them to recognise and understand their own emotions and those of others or with opportunities that teach a sense of identity, self-esteem and independence.
6. The teachers do not encourage communication during self-care activities such as feeding and toileting.

Learning Resources

1. Language and reading areas are available in the classes. The learning areas are disorganised.
2. There is not enough material present for each child to be involved in a fine and gross motor activity at the same time.
3. Two developmentally appropriate toys are not available for each child at the institution.
4. Play materials are dirty and the toys and learning materials are disorganised.
5. Very little children's work is displayed in the classes and those that are displayed are not at the children's eye level.
6. Less than four (4) different varieties of books are available.

Personal Care Activities

1. Meal time is not reflected on the schedule posted.

Children's Progress

1. Developmental reviews do not include all the domains of development and is not used to guide programme planning.
2. There is no documentation of children's accomplishments, progress and special interests.

Time allocated to meet the Requirements

Hagley Park Prep has been granted three (3) months meet the following requirements:

1. Develop a flexible programme plan, display in a conspicuous place and ensure that copies are available for parents.
2. Ensure that specific gross motor development activities, creative development activities and cognitive and reasoning development activities are planned for in the daily programme.
3. Ensure that the children's gross motor activities, including outdoor play, are actively guided.
4. Ensure that the children are guided in a variety of cognitive and reasoning and creative activities.
5. Ensure that the children are provided with opportunities that teach them to recognise and understand their own emotions and those of others and with opportunities that teach a sense of identity, self-esteem and independence.

Inspection Report – HAGLEY PARK PREP

6. Ensure that there is developmentally appropriate communication between the teachers and children during indoor and outdoor play activities and self- care activities.
7. Ensure that at least three of the following core learning areas are available in the classes at the same time: language and reading, manipulative and cognitive, art and sensory, dramatic play and science and nature.
8. Ensure that there is enough material present for each child to be involved in a fine and gross motor activity at the same time.
9. Ensure that there are at least two (2) developmentally appropriate toys per child.
10. Ensure that play and learning materials are clean and that they are organised for easy access by the children.
11. Ensure that children's work is displayed in the classes at the children's eye level.
12. Ensure that at least four different varieties of books are available.
13. Ensure that the posted schedule reflect the actual times that meals are served.
14. Ensure that developmental reviews include all the areas of development and are used to guide programme planning.
15. Ensure that there is documentation of the children's accomplishments, progress and special interests.

| 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 Month(s) |
| 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 Month(s) |
| 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 | | 2 | 0 | 0 | 0 | |

What is the ECI doing well?

Legal Requirements

Behaviour Management and Discipline

Hagley Park Prep did not meet the legal requirements in this standard.

What does the ECI need to improve on?

Legal Requirements

Behaviour Management and Discipline

1. There is no written policy prohibiting the use of corporal punishment and physical abuse to manage the children's inappropriate behaviours.
2. There is no written policy governing the acceptable use of physical restraint for use only when a child is deemed out of control and is creating a danger to self and others.

Time allocated to meet the Requirements

Hagley Park Prep has been granted three (3) months to meet the following requirements:

1. Ensure that there is a written policy prohibiting the use of corporal punishment and physical abuse to manage the children's inappropriate behaviours. This policy should stipulate that parents are not allowed to inflict corporal punishment on the compound. Ensure that the policy is discussed with every new member of staff and parents.
2. Ensure that there is a written policy governing the acceptable use of physical restraint for use only when a child is deemed out of control and is creating a danger to self and others. Ensure that the policy is discussed with every new member of staff.

| 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. | | √ | | | |
| 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. | √ | | | | 3 Month(s) |
| 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. | | √ | | | |
| 4.2.7 | There is an area specifically designated for food storage and preparation which meets all Public Health Regulations | √ | | | | 3 Month(s) |

| 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. | √ | | | | 3 Month(s) |
| 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. | √ | | | | 6 Month(s) |
| 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. | | | | √ | |
| 4.2.19 | All storage spaces meet the Public Health Act and Regulations. | √ | | | | 6 Month(s) |
| 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. | | √ | | | |
| 4.2.23 | There is an outdoor play area that allows adequate movement of children. | √ | | | | 3 Month(s) |
| 4.2.24 | There is access to both sun and shade. Shade is provided by natural environment structures, such as trees. | √ | | | | 3 Month(s) |
| 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 | | √ | | | |
| 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. | √ | | | | 3 Month(s) |
| 4.3.6 | Two exits from building exist. Exits are clearly marked. | | √ | | | |
| 4.3.7 | Doors swing in the exit direction. | √ | | | | 3 Month(s) |
| 4.3.8 | Each room has a door which allows the area to be closed off. Doors are in good condition. | √ | | | | 3 Month(s) |
| 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. | √ | | | | 3 Month(s) |
| 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 | | √ | | | |
| 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. | | √ | | | |

| 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 | | 20 | 20 | 0 | 3 | |

What is the ECI doing well?

Legal Requirements

Suitability, Zoning and Location

1. The premises are not used exclusively for early childhood activities. 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.
2. 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.

Physical Layout

1. There are administrative areas for the principal and other staff members.
2. There are two areas designated for the children's instruction. The instruction area is sometimes used for internal play and dining activities, but activities are so scheduled that the use of the area for internal play and dining does not interfere with the use of the area for instruction.
3. There is adequate space for storage of food items.
4. There are adequate spaces for storage of equipment for the early childhood programme, for storage of records and for storage of medical supplies, cleaning materials and equipment and other hazardous substances.
5. 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.
6. There is an area specifically designated for the separation of ill children from others. The area has a bed that allow children to lie.

Structure of Premises

Inspection Report – HAGLEY PARK PREP

1. The roof is weather-tight.
2. The walls and ceiling are in good repair.
3. There are two marked exits from the building.

Infrastructure and Basic Services

1. Garbage is removed from rooms on a daily basis.
2. There is piped running water from the national system in sufficient quantities to meet the institution's needs for drinking, cooking, cleaning and toileting.
3. Potable water is stored in clean, labelled containers for emergency periods when there is interruption of the regular approved supply.
4. The sewage system is connected to the public sewage facilities.
5. Tap water waste is never discharged onto the ground and the outdoor areas have adequate drainage.

What does the ECI need to improve on?

Legal Requirements

Suitability, Zoning and Location

1. There are no documents at the institution to indicate that the building is approved by the Parish Council for use as an early childhood institution.
2. The premises are not approved by the Jamaica Fire Brigade and are not in compliance with the Public Health Act.
3. The temperature in building exceeds 30C. The temperature in the rooms ranged from 31 to 32C degrees.

Physical Layout

1. All storage spaces do not meet Public Health Act and Regulations. Some food items are not appropriately stored.
2. The outdoor play area is too small.
3. There is no shade in the outdoor play area.
4. The amount of space per child is less than 20 sq. ft. The space per child the rooms measured 15sq. ft. and 16.50 sq. ft.
5. The food storage and preparation does not meet Public Health Regulations.
6. There is no specific area for napping for infants or older children.

Structure of Premises

1. Window area is less than 10% of the floor area.
2. Walls and ceiling are not clean. Paint or other materials peeling and dirty.
3. Some of the tiles on the floor in class one are broken with pieces missing
4. The floors are dirty. Spills are not cleaned shortly after they occur.
5. The exit doors do not swing outwards.
6. Each room does not have a door that allows the area to be closed off.

Infrastructure and Basic Services

1. The rooms are dark and inadequately lit. That is light meter reading is less than 540 lux. The light intensity in the rooms measured 75.35 and 139.93 lux.
2. There is an insufficient amount of waste containers of durable type and with lids to hold garbage. Garbage is flowing out of containers.
3. Garbage is disposed of less frequently than twice weekly.

Time allocated to meet the Requirements

Hagley Park Prep has been granted three (3) months to meet the following requirements:

1. Ensure that records are available to indicate that the building is approved by the Parish Council for use as an early childhood institution.
2. Ensure that the premises are approved by the Jamaica Fire Brigade and are in compliance with the Public Health Act.
3. Ensure that the temperature in the building does not exceed 30°C.
4. Ensure that there is an outdoor play area that allows for adequate movement of the children.
5. Ensure that shade is provided in the outdoor play area.
6. Ensure that the amount of space per child is at least 20 sq. ft.
7. Ensure that the area for food storage and preparation meet the Public Health Regulations.
8. Provide facilities for the children to nap.
9. Ensure that the window area is at least 10% of the floor area.
10. Ensure that the walls and ceiling are clean and the paint is in good condition.
11. Ensure that the flooring is solid throughout. Replace broken tiles.
12. Ensure that the floor are cleaned properly and spills are cleaned shortly after they occur.
13. Ensure that exit doors are hinged to swing in the exit direction.
14. Ensure that each room has a door that allows the area to be closed off.
15. Ensure that the rooms are adequately lit with a light intensity of at least 540 lux.
16. Ensure that there are sufficient amount of waste containers of durable type and with lids to hold garbage.
17. Ensure that garbage is disposed of at least twice weekly.

And six (6) months to:

1. Ensure that all storage spaces meet Public Health Act and Regulations.

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. | √ | | | | 3 Month(s) |
| 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. | √ | | | | 3 Month(s) |
| 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. | | √ | | | |

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

| # | CATEGORY | NI | A | G | N/A | TIME GIVEN |
|---|--|----|---|---|-----|------------|
| 5.1.17 | Toilets and diaper change areas are not located close to food preparation or sleeping area. | | √ | | | |
| 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. | | √ | | | |
| 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) |

| Section Five - The Indoor and Outdoor Equipment, Furnishing and Supplies | | | | | | |
|--|---|----|---|---|-----|------------|
| # | CATEGORY | NI | A | G | N/A | TIME GIVEN |
| 5.2.6 | Play equipment is available for children with disabilities. | | | | √ | |
| 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 | | 5 | 8 | 1 | 7 | |

What is the ECI doing well?

Legal Requirements

Indoor equipment, Furnishings & Supplies

1. There are separate toilet facilities for the staff and children.
2. The toilets are not located close to the food preparation area.
3. There is one toilet for every group of twenty children and one sink for each group of forty children. There are two toilets to the 29 children and one sink.
4. The hand washing sink is also in the same room as the toileting area. Soap is available at hand washing sink
5. A working refrigerator is available in the kitchen area.
6. The stove at the institution does not constitute a fire hazard as stated by the Fire Brigade Act.

Outdoor Equipment, Furnishing and Supplies

1. The playground is free of hazards.

What does the ECI need to improve on?

Legal Requirements

Indoor equipment, Furnishings & Supplies

1. There are no cots or sleeping devices for children 3 5 years.
2. There are no towels available at the hand washing sink.
3. The linen on the bed in the sick bay is in need of washing.

Outdoor Equipment, Furnishing and Supplies

1. The play area has a single inappropriate surface of asphalt.
2. There is no safety surfacing under equipment with a potential for children falling.

Time allocated to meet the Requirements

Hagley Park Prep has been granted three (3) months to meet the following requirements:

1. Ensure that there are cots or other sleeping devices available for children who require naps.
2. Ensure that clean linen is available for the bed in the sick bay.
3. Ensure that single use towels are available for the children to dry their hands.
4. Ensure that the playground has more than one approved surface area Such as grass, soft sand, fine pebbles).
5. Ensure that safety surfacing is provided under equipment with a potential for the children to fall.

| 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. | | √ | | | |
| 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. | | √ | | | |
| 6.1.5 | There is a written health plan for children and staff. The health plan is discussed with every new member of staff. | √ | | | | 3 Month(s) |
| 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. | √ | | | | 3 Month(s) |
| 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. | √ | | | | 3 Month(s) |
| 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. | √ | | | | 3 Month(s) |

| Section Six - Health | | | | | | |
|---------------------------------------|--|----|---|---|-----|------------|
| # | CATEGORY | NI | A | G | N/A | TIME GIVEN |
| 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. | √ | | | | 3 Month(s) |
| 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. | √ | | | | 3 Month(s) |
| 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. | √ | | | | 3 Month(s) |
| 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. | √ | | | | 3 Month(s) |
| 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. | √ | | | | 3 Month(s) |
| 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. | √ | | | | 3 Month(s) |
| 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. | √ | | | | 3 Month(s) |

| Section Six - Health | | | | | | |
|----------------------------------|---|----|---|---|-----|------------|
| # | CATEGORY | NI | A | G | N/A | TIME GIVEN |
| 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. | √ | | | | 3 Month(s) |
| 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. | √ | | | | 3 Month(s) |
| 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. | √ | | | | 3 Month(s) |
| 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. | | √ | | | |
| 6.2.8 | Universal Precautions are followed. Universal Precautions are discussed with every new staff member. | √ | | | | 3 Month(s) |
| 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. | | | | | |

| Section Six - Health | | | | | | |
|---------------------------------------|---|----|---|---|-----|------------|
| # | CATEGORY | NI | A | G | N/A | TIME GIVEN |
| 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. | | | | | |
| 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. | √ | | | | 3 Month(s) |
| 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. | √ | | | | 3 Month(s) |
| 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. | √ | | | | 3 Month(s) |
| 6.3.2 | Tables used for food preparation and eating are cleaned and sanitized before and after food preparation and eating. | √ | | | | 3 Month(s) |
| 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. | √ | | | | 3 Month(s) |
| 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. | | | | | |

| Section Six - Health | | | | | | |
|--|--|----|---|---|-----|------------|
| # | CATEGORY | NI | A | G | N/A | TIME GIVEN |
| 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. | | | | | |
| 6.3.11 | Toys are cleaned or washed weekly. | √ | | | | 3 Month(s) |
| 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. | √ | | | | 3 Month(s) |
| 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. | √ | | | | 3 Month(s) |
| 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. | √ | | | | 3 Month(s) |
| 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. | √ | | | | 3 Month(s) |
| 6.4.9 | Written parental consent for the administration of medication at the institution. | | | | | |
| 6.4.10 | Written record of physician prescribed medication. | | | | | |

| Section Six - Health | | | | | | |
|----------------------|---|----|----|---|-----|------------|
| # | CATEGORY | NI | A | G | N/A | TIME GIVEN |
| 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. | | | | | |
| 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. | √ | | | | 3 Month(s) |
| 6.4.14 | There is an injury report log | √ | | | | 3 Month(s) |
| 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. | √ | | | | 3 Month(s) |
| 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. | √ | | | | 3 Month(s) |
| 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 | | 29 | 10 | 0 | 3 | |

What is the ECI doing well?

Legal Requirements

Health Promotion and Preventative Measures

1. An immunization record, a medical certificate of health, an illness record and a medication record is available for each child at the institution.

Institutional Hygiene Practices

Inspection Report – HAGLEY PARK PREP

1. The cooks are appropriately during food preparation times.

Cleaning and Sanitation Schedule:

1. Serving utensils are sanitised daily and stored in a dust and insect proof environment.
2. Toys present are able to be washed and sanitised. A sink that is not used for sanitizing faecal material is available for cleaning and sanitization of toys.

Management of Infectious Diseases/ Injury

1. There is an illness report log.
2. There are clear, written instructions for children with special health needs (dietary restriction, allergy or requiring medication), provided by their parents or guardians.

What does the ECI need to improve on?

Legal Requirements

Health Promotion and Preventative Measures

1. There are no written guidelines for the exclusion of ill children or staff from the institution.
2. There is no written health plan for children and staff.

Institutional Hygiene Practices

1. There is no written sanitation plan
2. There are no indications that Universal Precautions are not followed.

Personal Hygiene

1. Hands are not washed as recommended and the proper technique is not followed.

Cleaning and Sanitation Schedule:

1. Floors, countertops, doors cabinets and tables not used for food preparation or eating are not cleaned and sanitised daily.
2. Toys are not cleaned or washed weekly. The toys and some learning materials are in need of washing
3. The children's tables are not cleaned and sanitised before and after eating.
4. Linen and other bedding material are not washed at least weekly.

Management of Infectious Diseases/ Injury

1. There is no record of medication given to children at the institution.
2. There is no injury report log
3. There are no mechanisms in place for communicable diseases to be reported to the Local Health Authority
4. The first aid kit is incomplete and does not meet Red Cross First Aid Kit Guidelines.
5. Staff members are inconsistent in following written instructions.

Time allocated to meet the Requirements

Hagley Park Prep has been granted three (3) months to meet the following requirements:

1. Develop and implement written guidelines for the exclusion of ill children and staff from the institution.
2. Formulate and implement a written health plan for children and staff that includes the following: staff health requirements, (guidelines for the exclusion of ill staff (including service and/or domestic staff) from the institution), standard procedures for emergency medical care and does not include an evacuation plan to be used in an emergency, the provision of a separate room or area for isolation or policies for determining which children need to be isolated, procedures for the management of communicable diseases, a description of common childhood illnesses and procedures for the treatment of such illnesses and precautions to protect the health of other children and staff at the institution.
3. Formulate and implement a written sanitation plan that includes the following: policies and procedures for hygienic use of the kitchen, policies and procedures for hygienic use of toilet facilities, policies and procedures for hygienic use of bedding 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 as regards bathroom use, food preparation and consumption, diaper changes and contact with sneezing, coughing or any illness.
4. Ensure that records are in place to indicate that Universal Precautions are followed when the need arises.
5. Ensure that 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 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 and after entering from outdoor play.
6. Ensure that proper hand washing technique is followed. Additionally, ensure the technique is displayed above the hand-washing sinks and hand washing procedures are discussed with every new member of staff.
7. Ensure that the floors, countertops, doors, cabinets and tables that are not used for food preparation or eating are cleaned and sanitised daily.
8. Ensure that the toys are cleaned or washed weekly in an appropriate washing facility, and a cleaning rota is in place.
9. Ensure that the children's tables are cleaned and sanitised before and after eating.
10. Ensure that linen and other bedding material are washed at least weekly and a cleaning rota is in place.
11. Ensure that there is a written record of medication administered to children at the institution.
12. Develop an injury report log and ensure records are in place that 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.

Inspection Report – HAGLEY PARK PREP

13. Develop an illness report log and ensure records are in place that 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.
14. Implement a reporting mechanism for the reporting of communicable diseases to the Local Health Authority.
15. Ensure that the first aid kit is complete and meets Red Cross First Aid Kit Guidelines.
16. Ensure that staff members are consistent in following written instructions.

| 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. | | | | √ | |

| Section Seven – Nutrition | | | | | | |
|--|--|----|---|---|-----|------------|
| # | CATEGORY | NI | A | G | N/A | TIME GIVEN |
| 7.1. B Meals - Children One to Six Years | | | | | | |
| 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) |

| Section Seven – Nutrition | | | | | | |
|---------------------------|----------|----|---|---|-----|------------|
| # | CATEGORY | NI | A | G | N/A | TIME GIVEN |
| | Total | 2 | 3 | 0 | 4 | |

What is the ECI doing well?

Legal Requirements

Meals- Children 1- 6 years

1. The children's food is stored in accordance with food safety practices.
2. Hot foods are kept hot, and cold foods are kept cold.
3. There are no expired food items at the institution.

What does the ECI need to improve on?

Legal Requirements

Meals- Children 1- 6 years

Time allocated to meet the Requirements

Hagley Park Prep has been granted three (3) months to meet the following requirements:

1. Develop a written Nutrition Plan that indicates that meals and snacks provided by the institution for the children enrolled meet the minimum recommended components for a balanced diet and substitutions are in place for children with special dietary needs.

| 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. | √ | | | | 3 Month(s) |
| 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. | ✓ | | | | 3 Month(s) |
| 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. | ✓ | | | | 3 Month(s) |
| 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 | | 7 | 4 | 0 | 1 | |

What is the ECI doing well?

Legal Requirements

Indoor Safety

Inspection Report – HAGLEY PARK PREP

1. The 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.
2. Cleaning agents, chemicals and other toxic substances are appropriately stored in labelled bottles, in locked cupboards that are inaccessible to children. Materials are stored in appropriate areas away from equipment and away from food storage areas.
3. Electrical outlets are placed out of the children's reach.

Fire and Disaster Safety

1. Fire and other safety equipment are in an easily accessible area. Equipment is appropriate for the ECI and is checked at least annually.

What does the ECI need to improve on?

Legal Requirements

Outdoor Safety

1. There has been no assessment conducted on the vulnerability of the institution to natural or man-made hazards.

Fire and Disaster Safety

1. There are no emergency numbers displayed.
2. There is no written fire safety plan.
3. There are no records to indicate that fire drills and earthquake drills are practiced.
4. There is no written disaster plan.

Time allocated to meet the Requirements

Hagley Park Prep has been granted three (3) months to meet the following requirements:

1. Conduct an assessment of the vulnerability of the institution to hazards and formulate mitigation strategies.
2. Ensure that emergency numbers from the nearest: fire department, clinic or doctor, ambulance service, police department and taxi service.
3. Develop and display in a conspicuous place, a written fire safety plan that includes, but is not limited to the following: the type and location of the institution's fire fighting equipment, details the procedures to be followed in the event of fire and the duties of each member of staff.
4. Develop a written disaster plan which includes plans for evacuation and incident management, including the duties of each member of staff and the identification of a specific place for shelter.
5. Ensure that fire drills are practiced and documented at least twice per year. The records should include the date and time of drill, time to full evacuation, numbers of staff and children involved and any difficulties encountered as well as plans to resolve difficulties.
6. Ensure that earthquake drills are practiced and recorded once per term. The records should include the date and time of drill, time to full evacuation, numbers of staff and children involved and any difficulties encountered as well as plans to resolve difficulties.

| 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. | √ | | | | 3 Month(s) |
| 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. | √ | | | | 3 Month(s) |
| 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 | | 2 | 0 | 0 | 3 | |

What is the ECI doing well?

Legal Requirements

What does the ECI need to improve on?

Legal Requirements

Child Protection

1. There are no forms available to report suspected cases of child abuse and neglect involving children at the institution to the Child Development Agency and the Early Childhood Commission. There is no log book in place to record same, should any should incidence occur.

Time allocated to meet the Requirements

Hagley Park Prep has been granted three (3) months to meet the following requirements:

1. Create a log for recording suspected cases of child abuse involving children at the institution, should any such incident occur. Ensure that reporting forms are available to report these incidents to the Child Development Agency and the Early Childhood Commission.

| 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. | √ | | | | 3 Month(s) |
| 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 | 2 | 0 | 0 | |

What is the ECI doing well?

Legal Requirements

Interactions with Parents

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
2. Meetings to discuss school policies and procedures and the children's general and specific needs are held prior to children's admission.

What does the ECI need to improve on?

Legal Requirements

Interactions with Parents

1. There is no log book available for parents and employees to record observations, concerns and comments.
2. There are no documented meetings to discuss each child's progress in the programme and other matters.

Time allocated to meet the Requirements

Hagley Park Prep has been granted one (1) month to meet the following requirements:

Inspection Report – HAGLEY PARK PREP

1. Provide a log book for parents and employees to record observations, concerns and comments.

And three (3) months to:

1. Schedule meetings to discuss each child's progress in the programme and other matters at least twice per year.

| 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. | √ | | | | 1 Year(s) |
| 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. | | | | | |

Section Eleven - Administration

| # | CATEGORY | NI | A | G | N/A | TIME GIVEN |
|--|---|----|---|---|-----|------------|
| 11.2.17 | There are clear disciplinary procedures. Procedures are discussed all new staff members. Procedures in line with Ministry of Labour regulations. | | | | | |
| 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. | √ | | | | 6 Month(s) |
| 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. | | √ | | | |
| 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. | | √ | | | |
| 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. | | √ | | | |
| 11.3.11 | Each child who has special dietary needs has a written record provided by the child's parent or guardian. | | √ | | | |
| 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. | √ | | | | 3 Month(s) |
| 11.3.15 | Each child's file has an attendance record. | √ | | | | 3 Month(s) |

Section Eleven - Administration

| # | CATEGORY | NI | A | G | N/A | TIME GIVEN |
|--|---|----|---|---|-----|------------|
| 11.3.16 | Each child's file has an assessment report, obtained within the previous term. | √ | | | | 3 Month(s) |
| 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. | | √ | | | |
| 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. | √ | | | | 3 Month(s) |
| 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. | √ | | | | 3 Month(s) |
| 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. | | √ | | | |

Section Eleven - Administration

| # | CATEGORY | NI | A | G | N/A | TIME GIVEN |
|-------|----------|----|----|---|-----|------------|
| Total | | 10 | 20 | 0 | 1 | |

What is the ECI doing well?

Legal Requirements

Registration Documentation and Records

1. There is a separate file for each child enrolled at the institution. The files are easily accessible.
2. Each file has the child's name, gender and date of birth, a photograph of the child, an immunization record, a medical report obtained at the time of admission to the institution, a food and drug allergy record, special dietary needs and at least two separate names, addresses and telephone numbers of persons to be contacted in an emergency.
3. There is a separate record for each member of staff at the institution.
4. Each personnel record has a job description and the name, address, and telephone contact number of a single party to be notified in case of emergency.
5. There is a daily attendance record for personnel.
6. There have been no physical changes, staff employment changes or significant student enrollment changes that have not been reported to the Early Childhood Commission
7. All child, staff and institution records are kept for 7 years.

Facilitation of inspection process

1. The operator co-operated with the inspection process.
2. Records kept at the institution were easily retrieved and presented to the inspector.
3. When interviews were deemed necessary staff at the institution cooperated with the inspector.
4. Staff members co-operated with the inspector's observation of classroom activities.

What does the ECI need to improve on?

Legal Requirements

Management

1. There are no documents at the institution to indicate the operator's qualification.
2. Staff members do not have a valid food handlers' permit.

Registration Documentation and Records

1. A valid certificate of registration or a permit to operate is not available.
2. Each child's file does not have a listing of persons authorized to collect the child, an attendance record or assessment reports.

Inspection Report – HAGLEY PARK PREP

3. There are no available records of inspection by the Fire or Public Health Departments.
4. Each personnel record does not list the person's qualifications or a medical certificate of health obtained at the time of employment.
5. The daily register of children does not indicate the person that is responsible for their supervision.

Time allocated to meet the Requirements

Hagley Park Prep has been granted one (1) month to meet the following requirements:

1. Ensure that each staff member have a valid food handlers' permit.

Three (3) months to:

1. Ensure that each child's file have a listing of persons authorized to collect the child, an attendance record and assessment reports.
2. Ensure that each personnel record list the person's qualifications and a medical certificate of health.
3. Ensure that the daily register of children indicate the person that is responsible for their supervision.

Six (6) months to:

1. Ensure that there are records of inspection by the Fire and Public Health Departments.

And one (1) year to:

1. Ensure that the designated produces documents to indicate her qualifications.

| 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 | | 1 | 0 | 0 | 0 | |

What is the ECI doing well?

Legal Requirements

Hagley Park Prep did not meet the legal requirements in this standard.

What does the ECI need to improve on?

Legal Requirements

1. The financial records that were presented are incompleting. There is no fixed asset register or cash book system.

Time allocated to meet the Requirements

Hagley Park Prep has been granted three (3) months to meet the following requirements:

1. Ensure that financial records are kept, including income and expenditure statements, a cash book and a fixed asset register.