

2016

002-00024-28-26022016



INSPECTION REPORT

ST. RICHARD'S EC EDUCATION CENTRE

Inspection Report – ST. RICHARD'S EC EDUCATION CENTRE

INSTITUTION NAME: ST. RICHARD'S EC EDUCATION CENTRE

IDENTIFICATION NUMBER: 002-00024

ADDRESS: 126 RED HILLS RD., KIGNSTON 19

PARISH: ST. ANDREW

TELEPHONE NUMBER: 844-2423/ 925-0122

INSPECTION DATE: 02 MAR 2016

INSPECTOR NAME: MARSHA VALENTINE

INSPECTOR NUMBER: 02-2007060

TYPE OF SCHOOL: COMMUNITY BASIC SCHOOL

NO. OF CHILDREN ENROLLED: 172

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	8	11	19
48 – 59 months	30	48	78
60 – 71 months	36	39	75
TOTAL	74	98	172

OPERATOR: MILLICENT WILSON

OWNER: St. Richards Roman Catholic Church/community owned

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	4	10	0	14	16	71%
2	Developmental/Educational Programmes	7	35	3	45	45	84%
3	Interactions & Relationships with Children	1	1	0	2	2	50%
4	Physical Environment	3	35	1	39	43	92%
5	Indoor and Outdoor Equipment, Furnishing & Supplies	5	10	0	15	21	67%
6	Health	13	27	0	40	42	68%
7	Nutrition	0	5	0	5	9	100%
8	Safety	2	9	0	11	12	82%
9	Child Rights, Child Protection & Equality	0	3	0	3	5	100%
10	Interactions with Parents & Community Members	1	3	0	4	4	75%
11	Administration	8	22	1	31	31	74%
12	Finance	0	1	0	1	1	100%
Total		44	161	5	210	231	79%

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

Summary of Ratings – Voluntary Standards							
No.	Standard	Needs Improvement	Acceptable	Good	No. of Items Assessed *	Total Number of Items	Percentage of Items that meet Voluntary Standards *
1	Staffing	10	5	1	16	16	38%
2	Developmental/Educational Programmes	5	31	1	37	37	86%
3	Interactions & Relationships with Children	2	27	1	30	30	93%
4	Physical Environment	1	10	0	11	12	91%
5	Indoor and Outdoor Equipment, Furnishing & Supplies	2	20	0	22	22	91%
6	Health	10	11	0	21	28	52%
7	Nutrition	3	8	0	11	21	73%
8	Safety	9	16	0	25	28	64%
9	Child Rights, Child Protection & Equality	2	2	0	4	5	50%
10	Interactions with Parents & Community Members	5	11	0	16	16	69%
11	Administration	19	12	0	31	31	39%
12	Finance	1	8	0	9	10	89%
Total		69	161	3	233	256	70%

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

Summary:

Legal Requirements

Overall, 79% of the legal items assessed at St. Richard's Early Childhood Education Centre.

The institution perform exceptionally well in Standard 7-Nutrition, Standard 9-Child Rights, Child Protection & Equality and Standard 12-Finance where 100% of the items assessed met the requirements.

The institution also performed very well in Standard 2-Developmental/Educational Programmes, Standard 4-Physical Environment, Standard 8-Safety and Standard 10-Interactions with Parents & Community Members where the percentages of the items assessed that met the requirements ranged from 75% to 92%.

Additionally the institution performed fairly well in Standard 1-Staffing, Standard 5-Indoor and Outdoor Equipment, Furnishing & Supplies, Standard 6-Health and Standard 11-Administration where the percentages of the items assessed that met the requirements ranged from 67% to 74%.

The institution also performed satisfactorily in Standard 3-Interactions & Relationships with Children where 50% of the items assessed met the requirements.

Voluntary Requirements

Overall, 70% of the voluntary items assessed at St. Richard's Early Childhood Education Centre.

The institution performed very well in Standard 2-Developmental/Educational Programmes, Standard 3-Interactions & Relationships with Children, Standard 4-Physical Environment, Standard 5-Indoor and Outdoor Equipment, Furnishing & Supplies and Standard 12-Finance where the percentages of the items assessed that met the requirements ranged from 86% to 93%.

The institution also performed fairly well in Standard 7-Nutrition, Standard 8-Safety and Standard 10-Interactions with Parents & Community Members where 73%, 64% and 69% respectively of the items assessed met the requirements.

Additionally, the institution performed satisfactorily in Standard 6-Health and Standard 9-Child Rights, Child Protection & Equality where 52% and 50% respectively of the items assessed met the requirements.

Improvement is needed for Standard 1-Staffing and Standard 11-Administration where 38% and 39% respectively of the items assessed met the requirements.

Matters Requiring Immediate Attention

There are none.

Inspector's Recommendation

It is recommended that St. Richard's Early Childhood Education Centre met the requirements.

* 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.		√			
1.1.3	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.		√			
1.1.5	All volunteers are medically certified to be in good health.				√	
1.2 Professional Qualifications						
1.2.1	The Principal or Head has a Bachelor in Education or Diploma in teaching, certificate in nursing or a degree social work, or other Child Development related field		√			
1.2.2	There is at least one Lead Teacher with a Bachelor's Degree or a Diploma in Teaching		√			
1.2.3	At least 50% of the person(s) performing Associate Teacher functions are trained and certified at the NCTVET NVQ-J Level III or have equivalent qualifications, while the others are in training.		√			
1.2.4	At least 50% of the person(s) performing Assistant Teacher II functions are trained and certified at the NCTVET NVQ-J Level II or have equivalent qualifications, while the others are in training.				√	
1.2.5	At least 50% of the person(s) performing Assistant Teacher I functions are trained and certified at the NCTVET Level NVQ-J I or have equivalent qualifications, while the others are in training		√			
1.2.6	All cooks are trained and certified at NCTVET Level I in Food and Nutrition for ECD or equivalent qualification.	√				
1.2.7	All person(s) performing assistant cook(s) functions have received documented training in Food and Nutrition provided by trained personnel.	√				
1.3 Other Specific Training Requirements						
1.3.1	All practitioners have received documented hours of training in paediatric first aid, including rescue breathing and first aid for choking, provided by trained personnel.		√			
1.3.2	All practitioners have received documented hours of training in the use of universal precautions against blood borne illnesses, provided by trained personnel.		√			

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		14	15	1	2	

What is the ECI doing well?

Legal Requirements

Personal Suitability

1. A police record is available for all practitioners and support staff.
2. All practitioners and support staff have been medically certified to be in good health at employment and annually thereafter.

Professional Qualifications

1. The principal had a diploma in Early Childhood Education and a Bachelor's degree in Early Childhood education.
2. All practitioners have at least a Diploma in Early Childhood Education.
3. At least 50% of the person(s) performing Associate Teacher functions is/are trained and certified at the NCTVET NVQ-J Level III or have equivalent qualifications while the others are in training.
4. The person performing Associate Teacher functions have a Diploma in Early Childhood Education and a bachelor degree in Guidance and Counselling.

Other Specific Training Requirements

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.
2. All practitioners have received documented hours of training in the use of universal precautions against blood borne illnesses, provided by trained personnel.

Minimum Staffing Levels

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.

Voluntary Requirements

Personal Suitability

1. All practitioners and support staff have completed declaration of character forms.

Other Specific Training Requirements

1. All practitioners have received documented hours of training in the Ministry of Health's immunization requirements

Minimum Staffing Levels

1. All staff members supervising groups of children are at Associate Teacher level or above.

Professional Development

1. At least 50% of practitioners are given the opportunity for professional development, each year.

What does the ECI need to improve on?

Legal Requirements

Other Specific Training Requirements

1. The practitioners are not trained in recognising the signs of child abuse, referral mechanisms and reporting requirements under the Public Health Act or in the referral mechanisms and reporting requirements under the Child Care and Protection Act.

Minimum Staffing Levels

1. The practitioner child ratio of 1:10 is not maintained for children 3 -6 years.

Voluntary Requirements

Other Specific Training Requirements

1. All practitioners are not trained in safety and injury prevention.

Time allocated to meet the Requirements

St. Richard's Early Childhood Education Centre has been granted one (1) year to meet the following requirements:

1. Ensure that all practitioners are trained in recognising the signs of child abuse, the referral mechanisms and reporting requirements under the Public Health Act and the referral mechanisms and reporting requirements under the Child Care and Protection Act.
2. Ensure that the practitioner child ratio of 1:10 for children 3-6 years 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.		√			
2.1.3	Flexible programme plans which allow for individual ability and needs of children to be met.		√			
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.	√				3 Month(s)
2.2.2	Schedule allows flexibility, e.g. related to changes in environment, children's choices, and current events.	√				3 Month(s)
2.2.3	Activities are developmentally appropriate for the age groups present. Special attention is given to children whose developmental progress is slower than others to assist them to meet developmental goals.		√			
2.2.4	The children's daily schedule indicates a variety of activities including: indoor and outdoor play; individual and group activities; quiet and active play; child centered and teacher directed activities.	√				3 Month(s)
2.2.5	Activities include all domains of development. Activities are designed to enhance a single domain at a time.	√				3 Month(s)
2.2.6	Girls and boys are free to choose activities.		√			
2.2.7	A curriculum approved by the Early Childhood Commission is used to plan children's activities.		√			
2.3 Developmental / Educational Programme Content						
2.3.1	Specific language development activities included in daily programme.		√			
2.3.2	Children are allowed to speak most of the day. What they say is actively listened to. Teachers respond pleasantly using developmentally appropriate language.		√			
2.3.3	Teachers actively participate in indoor and outdoor play activities. What children say is actively listened to. Teachers respond pleasantly using developmentally appropriate language.		√			
2.3.4	Teachers listen to children's communications during self-care activities. Teachers respond in a pleasant voice using developmentally appropriate language.		√			

Section Two - Educational and Developmental Programme

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

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

Section Two - Educational and Developmental Programme

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

Section Two - Educational and Developmental Programme

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

2.5 Programmes for Personal Care Activities

Section Two - Educational and Developmental Programme

#	CATEGORY	NI	A	G	N/A	TIME GIVEN
2.5.1	Children's meal times occur at a consistent time each day. Schedule is appropriate to the needs of the children present e.g. children not allowed to go hungry and not over fed.		√			
2.5.2	Snack and meal times are considered a part of the programme. Teachers sit and interact with children during meal times. Teachers give individual attention to children, assisting children who need help, and encouraging independence and self help skills.		√			
2.5.3	Children are encouraged to try new foods, but are not forced to eat. Food never used as reward or punishment.		√			
2.5.4	Sleep / rest times are included in the schedule. Scheduled times meet needs of majority of the children. Other children's individual needs are met. Children who have a difficulty sleeping are soothed and comforted to assist with sleeping. Children who do not require rest are provided with an alternative activity.		√			
2.5.5	Infants toileting needs are addressed as soon as need arises. Older children taught to respond to their body's cues and taught self-help toileting skills.		√			
2.6 Developmental Monitoring of Children's Progress						
2.6.1	Child's development is monitored at least once per term, using established developmental milestones.		√			
2.6.2	Developmental milestone review includes all areas of development: motor, cognitive, speech and language, socio-emotional, and academic (academic for 3 years and over only).		√			
2.6.3	Developmental reviews are used to identify children with special developmental needs whose attainment is behind that of their peers. Children are given special attention and/or are referred for special intervention.		√			
2.6.4	Weekly observations of the children's progress are made and are written on the children's records of progress.	√				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		12	66	4	0	

What is the ECI doing well?

Legal Requirements

Programme planning

1. Flexible programme plans are displayed and copies are available for parents

Programme Structure

1. Activities that are scheduled are developmentally appropriate for age groups present. Special attention is given to children whose developmental progress is slower than others to assist them to meet developmental goals.
2. Girls and boys are free to choose activities.

Programme Content

1. Specific language, gross motor, fine motor, cognitive and reasoning and creative development activities are included in the daily programme.
2. The children's daily supervised activities include running, jumping, balancing, throwing and catching, and using wheeled toys, during outdoor play.
3. The teachers actively guide children in a variety of creative and cognitive and reasoning.
4. The teachers actively provide opportunities for the children to be taught recognition of emotions using developmentally appropriate methods.
5. The children are allowed to speak most of the day and the teachers listen to children's communications during self-care activities. Teachers respond in a pleasant voice using developmentally appropriate language. What they say is actively listened to.
6. The children are provided with opportunities that teach them to recognise and understand their own emotions and those of others and opportunities that teach a sense of identity, self-esteem and independence.
7. The children have daily exposure to books, as they are read to and are allowed to explore books on their own on a daily basis.
8. The children are instructed primarily in Standard Jamaican English.
9. The teachers actively guide fine motor activities, as the infants are assisted in being made aware of hands, fingers, feet and toes through play. The older children are exposed to a variety of fine motor tasks, including building and construction, art, writing, sewing, bead threading and buttoning.
10. The teachers actively participate in indoor and outdoor play activities. What the children say is actively listened to. Teachers respond in a pleasant voice using developmentally appropriate language.

Learning Resources

1. 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.
2. There is enough material present to allow each child to be involved in a fine motor activity at the same time.
3. More than two (2) different types of fine motor activities are available.
4. There is enough material present to allow each child to be involved in a gross motor activity at the same time.
5. At least two (2) different types of gross motor equipment are available.
6. The children are exposed to learning materials that reflect their own culture and the culture of others.
7. The play materials are clean, safe and complete and are designed for the age groups present.
8. The toys and learning materials are well organised on open shelves that are accessible to the children.
9. A variety of material, including the children's work and some teacher prepared material is at the children's eye level.
10. At least four (4) different varieties of books are available.
11. CD players and other materials using sound are available and are used to play songs, stories and rhymes.

Personal Care Activities

1. The children's meal times occur at a consistent time each day. The schedule is appropriate to the needs of the children present.
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.
3. The children are allotted adequate rest times.
4. The children are taught to respond to their body's cues and are taught self-help toileting skills.

Children's Progress

1. Children's development is monitored at least once per term, using established developmental milestones.
2. Developmental milestone review includes all areas of development: motor, cognitive, speech and language, socio-emotional, and academic
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.

Voluntary Requirements

Programme planning

1. Staff meetings are held at least monthly to review programmes. Records of staff meetings are available.

Programme Structure

1. A curriculum guide approved by the Early Childhood Commission is used to plan the children's activities.

Programme Content

1. Specific socio- emotional development activities are included in daily programme.
2. Early reading, writing and mathematical activities are included in the daily programme.

Learning Resources

1. Enough material present to allow each child to be involved in a cognitive or reasoning activity at the same time.

What does the ECI need to improve on?

Legal Requirements

Programme Structure

1. A flexible weekly schedule indicating the activities for each day is not posted.

Learning Resources

1. Less than two (2) developmentally appropriate toys per child.

Children's Progress

1. There is no documentation of the children's accomplishments, progress and special interests.

Voluntary Requirements

Time allocated to meet the Requirements

St. Richard's Early Childhood Education Centre has been granted three (3) months to meet the following requirements:

1. Develop a flexible weekly schedule of activities and post them in a conspicuous place. Ensure that the schedule include a variety of activities and include all the domains of development.
2. Ensure that two (2) developmentally appropriate toys are available for each child.
3. 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		✓			
3.2.12	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		3	28	1	0	

What is the ECI doing well?

Legal Requirements

Behaviour Management and Discipline

1. There is a written policy prohibiting the use of corporal punishment and physical abuse to manage the children's inappropriate behaviours. This policy also stipulates that parents are not allowed to inflict corporal punishment on the compound. The policy is discussed with every new member of staff and parents.

Voluntary Requirements

Promoting Positive Behaviour

1. 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.

Behaviour Management and Discipline

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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.

What does the ECI need to improve on?

Legal Requirements

Behaviour Management and Discipline

1. There is no written policy regarding the use of physical restraint.

Voluntary Requirements

Time allocated to meet the Requirements

St. Richard's Early Childhood Education Centre has been granted three (3) months to meet the following requirements:

1. 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.		√			
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.		√			
4.1.4	The premises are in compliance with the Public Health Act, including clean, safe and hygienic facilities for food storage and preparation.		√			
4.1.5	Temperature in building does not exceed 30C/86F degrees. Cooling mechanisms e.g. ceiling fans, standing fans present (fans meet safety requirements).	√				3 Month(s)
4.1.6	Premises are not located in an area that allows exposure to air pollution; abandoned pits, wells or other similar dangerous areas; exposure to radiation or other harmful environmental agents.		√			
4.2 Physical Layout of the Building and Premises						
4.2.1	Areas to be occupied by infants are at ground level.				√	
4.2.2	Areas to be occupied by older children are not at ground level. Areas not at ground level have been visited by the fire department and deemed safe		√			
4.2.3	The amount of space per child is at least 1.9 m ² (20 sq. ft.).	√				3 Month(s)
4.2.4	Babies under 24 months and older children have their activities in separate rooms.				√	
4.2.5	There is an internal play area. The internal play area is sometimes used for other activities, but activities are so scheduled that the use of the area for internal play does not interfere with the use of the area for another purpose.		√			
4.2.6	There is an area specifically designated for the separation of ill children from others. The area has beds or cots that allow children to lie.		√			
4.2.7	There is an area specifically designated for food storage and preparation which meets all Public Health Regulations		√			

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

Section Four - The Physical Environment						
#	CATEGORY	NI	A	G	N/A	TIME GIVEN
4.2.22	There is a fence that is at least four feet high and a gate that has a latch that is beyond the reach of children.		√			
4.2.23	There is an outdoor play area that allows adequate movement of children.		√			
4.2.24	There is access to both sun and shade. Shade is provided by natural environment structures, such as trees.		√			
4.3 Structure of Premises						
4.3.1	Roof is weather-tight. Roof does not leak.		√			
4.3.2	Walls and ceiling are in good repair		√			
4.3.3	Walls and ceilings are clean. Walls painted with light colours and the paint is in good condition		√			
4.3.4	Flooring is solid throughout, with no cracks or holes		√			
4.3.5	Floors are clean. Spills are cleaned shortly after they occur.		√			
4.3.6	Two exits from building exist. Exits are clearly marked.		√			
4.3.7	Doors swing in the exit direction.		√			
4.3.8	Each room has a door which allows the area to be closed off. Doors are in good condition.		√			
4.3.9	Children can easily manipulate all interior doors to child activity areas but cannot manipulate interior doors to adult activity areas or exterior doors due to height of the locks. Exterior doors are designed to protect staff and children by preventing access to unauthorized persons.		√			
4.3.10	Window area is at least 10% of the floor area.			√		
4.3.11	Where grill work exists, design is appropriate. Openings are appropriately sized to prevent entrapment of extremities or other body parts. No sharp metal areas exposed.		√			
4.3.12	Grill work has no exposed sharp metal areas. Grill work is clean and paint is in good condition.		√			
4.4 Infrastructure and Basic Services						
4.4.1	Rooms are adequately lit using natural and/or artificial lighting. Light meter reading is at or above 540 Lux. Food preparation areas also have adequate lighting.	√				3 Month(s)
4.4.2	Legal electrical supply is available on the premises.		√			
4.4.3	Outlets and electrical equipment connected as recommended by manufacturers and meets the NBCJ standards.		√			
4.4.4	A fixed telephone is available at the institution or a cellular telephone service is available during school hours for the purposes of the institution's business and activities.		√			
4.4.5	There is piped running water from the national system in sufficient quantities to meet the institution's needs for drinking, cooking, cleaning and toileting. Where there is an alternative water source, this has been approved by the Public Health Department		√			
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		√			
4.4.13	Garbage is disposed of at least twice weekly.		√			
Total		4	45	1	5	

What is the ECI doing well?

Legal Requirements

Suitability, Zoning and Location

1. The building is approved by the parish council, and meets the requirements of the National Building Code of Jamaica.
2. The premises are 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.
3. The premises are approved by the Jamaica Fire Brigade.
4. The premises are in compliance with the Public Health Act, including clean, safe and hygienic facilities for food storage and preparation.
5. The 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 is an area designated for children's instruction. The instruction area is sometimes used for dining, napping and internal play activities, but activities are so scheduled that the use of the area for dining, napping and internal play does not interfere with the use of the area for instruction.
2. There is adequate space for storage of equipment for the early childhood programme, for storage of records, space for storage of food items, and for the storage of medical supplies, cleaning materials and equipment and other hazardous substances.
3. All storage spaces meet the Public Health Act and Regulations.
4. There is a fence that is more than four feet high and a gate that has a latch that is beyond the reach of children.
5. There is an outdoor play area that allows adequate movement of children.
6. There is access to both sun and shade. Shade is provided by natural environment structures, such as trees.

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7. There is an area specifically designated for the separation of ill children from others. The area has beds that allow children to lie.
8. There is an area specifically designated for food storage and preparation which meets all Public Health Regulations

Structure of Premises

1. The roof is weather-tight and does not leak.
2. The window area is more than 10% of the floor area and allows for adequate ventilation.
3. The walls and ceiling are in good repair
4. The walls and ceilings are clean and painted with light colours.
5. The flooring is solid throughout the building.
6. The floors are clean and spills are removed shortly after they occur.
7. There are at least two clearly marked exits from the building.
8. The outer exits from the building swings out.
9. Each room has a door which allows the area to be closed off and the doors are in good condition.

Infrastructure and Basic Services

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

Voluntary Requirements

Physical Layout

1. There are several areas for large group activities and one or two areas for small group activities.

Structure of Premises

1. Where grill work exists, the design is appropriate. Openings are appropriately sized to prevent entrapment of extremities or other body parts.

Infrastructure and Basic Services

1. A garbage receptacle is present in each classroom/ administration area.

What does the ECI need to improve on?

Legal Requirements

Suitability, Zoning and Location

1. The temperature in building exceeds 30C/86F degrees. The temperature in some rooms ranged from 29 to 32C degrees.

Physical Layout

1. Class 501 met the requirements with a measurement of 20.16 sq. ft. per child. However the space per child in the other rooms did not meet the requirements of 20 sq. ft. per child. The space per child in PreK1, PreK2, 401, 402, 403, 502 and 503 measured 12 sq. ft., 10.76 sq. ft., 14.63 sq. ft., 15.19 sq. ft., 12.48 sq. ft., 19.38 sq. ft. and 13 sq. ft. respectively.

Infrastructure and Basic Services

1. Some of the rooms are inadequately lit. Charts are blocking a large section of the window areas in most classes and in some instances the windows are kept closed. PreK 1 and 2 met the requirements with a light intensity of 828.83 and 1872 lux respectively. However the light intensity in the other rooms ranged from 150 to 322 lux.

Voluntary Requirements

Physical Layout

1. The premises and building are not accessible throughout by persons with physical disabilities.

Time allocated to meet the Requirements

St. Richard's Early Childhood Education Centre has been granted three (3) months to meet the following requirements:

1. Ensure that the temperature in the rooms do not exceed 30 C degrees.
2. Ensure that the space per child in each room is at least 20 sq. ft.
3. Remove charts from the window areas and open all windows so as to ensure that the light intensity in the rooms measure at least 540lux in all the rooms.

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

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

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

#	CATEGORY	NI	A	G	N/A	TIME GIVEN
5.1.18	There is one toilet for every group of twenty children. There is at least one diaper change area is available for every group of children under two years.	√				3 Month(s)
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).		√			
5.1.26	A working refrigerator is available in the kitchen area.		√			
5.1.27	A working stove is available in the kitchen area.		√			
5.1.28	The Stove at the institution does not constitute a fire hazard as stated by the Fire Brigade Act.		√			
5.1.29	There are sufficient pots and pans available for cooking.		√			
5.2 Outdoor Equipment, Furnishing and Supplies						
5.2.1	Playground has at least two different approved surface areas e.g. grass, concrete, soft sand, wood chips.	√				3 Month(s)
5.2.2	Playground is free of hazards.	√				3 Month(s)
5.2.3	Playground equipment is age appropriate and developmentally appropriate for the children present.		√			
5.2.4	Equipment has no openings that are between 3/8 inch and 1 inch that could entrap digits or between 3½ and 9 inches that can entrap heads.		√			
5.2.5	There is safety surfacing (e.g. wood chips, grass and soft sand) under equipment with a potential for children falling e.g. climbing equipment, slides, and swings. Safety surfacing extends for 6 feet beyond the perimeter of the equipment.	√				3 Month(s)
5.2.6	Play equipment is available for children with disabilities.				√	

Section Five - The Indoor and Outdoor Equipment, Furnishing and Supplies						
#	CATEGORY	NI	A	G	N/A	TIME GIVEN
5.2.7	Equipment is in good condition and presents no danger to children. No broken parts, sharp metal edges or wood splinters.		✓			
5.2.8	All fixed bodies of water e.g. pools, ponds are enclosed by a fence at least 5 feet high, with a latch unable to be reached or manipulated by the children.				✓	
5.2.9	Where there are swimming pools water areas meet Public Health Regulations.				✓	
5.2.10	Drinking water is made available during outdoor play.		✓			
5.2.11	Toilets are easily accessible from the outdoor play area.		✓			
5.2.12	Playground has some natural materials, such as plants, shrubs, trees. Natural materials are non-poisonous and well tended.		✓			
5.2.13	Separate playground periods using the same area for children of different ages.		✓			
5.2.14	Children can be supervised by sight and sound at all times. Staff: Child ratios are maintained on the playground.	✓				
Total		7	30	0	6	

What is the ECI doing well?

Legal Requirements

Indoor equipment, Furnishings & Supplies

1. There are sleeping devices for children 3 to 5 years who require sleep time. The mats are in good condition.
2. The toilets are not located close to the food preparation or sleeping area.
3. There is one sink for every group of forty children. There are six hand washing sinks to the children enrolled.
4. The sinks are close to the toileting areas.
5. Soap and single use towels are available at the hand washing sinks
6. The kitchen is fully equipped with a refrigerator and a freezer.
7. The stove at the institution does not constitute a fire hazard as stated by the Fire Brigade Act.
8. There are sleeping devices present for children 30 to 36 months who require sleep time.

Voluntary Requirements

Indoor equipment, Furnishings & Supplies

1. There is a chair for each child over the age of one year.

Outdoor Equipment, Furnishing and Supplies

1. Drinking water is made available to the children during outdoor play.

What does the ECI need to improve on?

Legal Requirements

Indoor equipment, Furnishings & Supplies

1. Staff and children use the same toilet facilities.
2. There is less than one toilet for every group of twenty children. There are six toilets and two urinals to the 172 children that are enrolled.

Outdoor Equipment, Furnishing and Supplies

1. The playground surface is inappropriate. The area has fine pebbles and tufts of grass. The grass in some areas is dried and the pebbles have eroded.
2. A section of the playground is hazardous to children. There is debris from construction to the shaded area of the playground.
3. There is no safety surfacing under equipment with a potential for children falling.

Voluntary Requirements

Time allocated to meet the Requirements

St. Richard's Early Childhood Education Centre has been granted three (3) months to meet the following requirements:

1. Ensure that there are separate toilet facilities for the staff and children.
2. Ensure that additional toilets are in place so as to ensure that there is one toilet per group of twenty children.
3. Ensure that the playground has at least two appropriate surface areas.
4. Ensure that debris from construction is removed from the play area.
5. Ensure that there is safety surfacing (soft sand, grass) under play 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.	√				3 Month(s)
6.1.5	There is a written health plan for children and staff. The health plan is discussed with every new member of staff.		√			
6.1.6	The health plan includes standard procedures for emergency medical care, including an evacuation plan to be used in an emergency. The plan is discussed with every new member of staff.	√				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.		√			
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)

Section Six - Health						
#	CATEGORY	NI	A	G	N/A	TIME GIVEN
6.1.10	Children are observed daily for their general health, activity level and feeding. A daily record of each child's well being is kept.	√				
6.1.11	There are clear guidelines which indicate the illnesses and symptoms of illnesses for which children shall be excluded from the institution. Guidelines for exclusion of ill children are reviewed with every new member of staff.		√			
6.1.12	There is a record available for exclusion of children with illnesses. A log book at the institution also has the information above recorded.	√				
6.1.13	The health plan includes staff health requirements, including periodic health assessments. The staff health requirements are discussed with every new member of staff.		√			
6.1.14	There are clear guidelines which indicate the illnesses and symptoms of illnesses for which staff (including service and/or domestic staff) shall be excluded from the institution. Guidelines for exclusion of staff are reviewed with every new member of staff.	√				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.		√			
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)
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)

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

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

Section Six - Health						
#	CATEGORY	NI	A	G	N/A	TIME GIVEN
6.3.11	Toys are cleaned or washed weekly.		√			
6.3.12	Mops and cleaning cloths are cleaned and sanitized daily.		√			
6.3.13	Serving utensils are sanitized daily, immediately after use.		√			
6.3.14	Serving utensils are stored in a dust/insect proof environment.		√			
6.4 Management of Infectious (Communicable) Diseases, Other Illnesses and Injury						
6.4.1	There is a listing of communicable diseases at the institution. The listing includes the symptoms of the disease, mode of transmission, period of time condition is communicable and whether condition is reportable. The listing is discussed with every new staff member.		√			
6.4.2	Reportable communicable diseases are reported to the Local Health Authority. Reporting mechanisms are discussed with every new staff member.		√			
6.4.3	There is one complete first-aid kit available that meets Red Cross First Aid Kit Guidelines. The first-aid kit is taken on all field trips and outings that take place off the premises.	√				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.		√			
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.	√				3 Month(s)
6.4.8	Staff member(s) consistently follow written instructions.		√			
6.4.9	Written parental consent for the administration of medication at the institution.		√			
6.4.10	Written record of physician prescribed medication.	√				
6.4.11	Medication is handed to senior staff institution in the original container, labeled with child's name, medication name, dose and frequency of administration.	√				
6.4.12	Only senior staff members, i.e. Level III and trained teachers, are allowed to administer medication to children.	√				

Section Six - Health						
#	CATEGORY	NI	A	G	N/A	TIME GIVEN
6.4.13	There is a record of every medication administered to a child enrolled at the institution. The record includes the name of the medication, the quantity administered, the date and time of administration and the name and signature of the person administering the medication.		√			
6.4.14	There is an injury report log		√			
6.4.15	There are complete records of the injuries of children, which require first aid or medical attention and which occur while at the institution. The records include the name, gender and age of the person involved; the date and time of the injury; the location where the injury occurred; a description of the circumstances leading to the injury; a description of the nature of the injury; the name of the employee responsible for the care of the child at the time of the injury (if injured person is a child); the action taken to treat the injury; the name of the person who treated the injury; the name of the person completing the report and the name and address of the institution.		√			
6.4.16	Injury report is completed in triplicate with one copy given to the parent/guardian, one placed in the child's file and the other placed in time order in the injury report log for the purposes of monitoring injuries.		√			
6.4.17	Injury report is completed in triplicate with one copy given to the adult, one placed in the staff member's file (if adult is a staff member) and the other placed in a special file for monitoring injury reports.		√			
6.4.18	The institution has contact numbers for the nearest health clinic, general practitioner or pediatrician and the nearest hospital.		√			
Total		23	38	0	9	

What is the ECI doing well?

Legal Requirements

Health Promotion and Preventative Measures

1. An immunization record, a medical certificate of health and an illness record is available for each child at the institution.
2. 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. There is a written health plan for children and staff. The health plan includes; staff health requirements and 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.

Institutional Hygiene Practices

1. There is a written sanitation plan. The sanitation plan is discussed with every new staff member.
2. The cook is appropriately attired for work.
3. Universal Precautions are followed and is discussed with staff.

Personal Hygiene

1. 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.

Cleaning and Sanitation Schedule:

1. Floors, countertops, doors cabinets and tables not used for food preparation or eating are cleaned and sanitised daily.
2. Toys are cleaned or washed weekly.
3. Serving utensils are sanitised daily, immediately after use.
4. Serving utensils are stored in a dust and insect proof environment.
5. Tables used for food preparation and eating are cleaned and sanitised before and after food preparation and eating.
6. Linen and other bedding material are washed weekly.
7. 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 a record of every medication administered to each child. 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.
2. There is an injury report log and 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. The injury report is completed in triplicate with one copy given to the parent or guardian, one is placed in the child's file and the other is placed in time order in the injury report log for the purposes of monitoring injuries.
3. There is a mechanism for the reporting of communicable diseases to the Local Health Authority. The reporting mechanisms are discussed with every new staff member.
4. There is a 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.
5. There is an illness report log and complete records of the illnesses of children, which occur while at the institution. The records include the date and time of the illness, the person affected, a description of the symptoms of the illness, the response of the staff upon becoming aware of the illness or injury and the name of the persons notified.
6. Staff members are consistent in following written instructions.

Voluntary Requirements

Health Promotion and Preventative Measures

1. There is a record available for exclusion of staff with illnesses. A log book at the institution also has the information above recorded.

Personal Hygiene

1. Disposable single use paper tissues are used to wipe children's noses.

Cleaning and Sanitation Schedule:

1. Mops and cleaning cloths are cleaned and sanitised daily.

Management of Infectious Diseases/ Injury

1. The institution has contact numbers for the nearest health clinic, general practitioner or paediatrician and the nearest hospital.

What does the ECI need to improve on?

Legal Requirements

Health Promotion and Preventative Measures

1. There are no guidelines for the exclusion of ill staff (including service and/or domestic staff) from the institution.
2. A medication record is not available for each child at the institution
3. The written health plan does not include standard procedures for emergency medical care, policies for determining which children need to be isolated or procedures for the treatment of communicable diseases and precautions to protect the health of other children and staff at the institution.

Institutional Hygiene Practices

1. The written sanitation plan is incomplete. The plan does have 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

Personal Hygiene

1. Hands are not washed as recommended.

Management of Infectious Diseases/ Injury

1. There is no first aid kit is incomplete and does not meet Red Cross First Aid Kit Guidelines.
2. There are no written instructions for children with special health needs (dietary restriction, allergy or requiring medication), provided by their parents or guardians.

Voluntary Requirements

Personal Hygiene

1. The children are not supervised when using the toilet.

Cleaning and Sanitation Schedule:

1. Carpets and rugs are not cleaned monthly.

Time allocated to meet the Requirements

St. Richard's Early Childhood Education Centre has been granted three (3) months to meet the following requirements:

1. Develop and implement clear guidelines for the exclusion of ill staff (including service and/or domestic staff) from the institution.
2. Ensure that a medication record is available for each child at the institution
3. Ensure that the written health plan include standard procedures for emergency medical care, policies for determining which children need to be isolated or procedures for the treatment of communicable diseases and precautions to protect the health of other children and staff at the institution.
4. Ensure that the written sanitation plan include 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
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 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. The hand washing indications are discussed with every new member of staff.
6. Ensure that the first aid kit is complete and meet Red Cross First Aid Kit Guidelines.
7. Ensure that there are written instructions for children with special health needs (dietary restriction, allergy or requiring medication), provided by their parents or guardians.

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

Section Seven – Nutrition						
#	CATEGORY	NI	A	G	N/A	TIME GIVEN
7.1.15	Children are fed according to age requirements and time spent in the institution per day. Snacks promote good health and are low in sugar and salt.	√				
7.1.16	Dependent on age main meal consists of: Staples, foods from animals, fruits, vegetables, fats/and oils. Meals or snacks do not include nuts		√			
7.1.17	Children have a different menu each day of the week.		√			
7.1.18	Substitutions made for children with special diets. Listing of children with special dietary requirements posted in kitchen and dining area.	√				
7.1.19	Serving sizes appropriate for children's ages. Solid food sizes no larger than ½ inch square.		√			
7.1.20	Potable water easily available to children throughout the day at a central area.		√			
7.1.21	Child sized utensils for older children 3 – 6 yrs. (knives, forks, and spoons), bowls and plates available. High chairs where appropriate.		√			
7.1.22	Children are seated for all meals. Staff members are seated with the children. Children who do not wish to eat are gently encouraged to eat or are offered another type of meal. Food is never used as reward or punishment. Children are encouraged to feed themselves, to assist in developing independence.		√			
7.1.23	All meals brought from home are in sealed containers labeled with the child's name and date received, and refrigerated promptly and should offer a variety of food groups.		√			
7.1.24	Menus are posted for the current week and the following week. Menus kept for a 4 week period.		√			
7.1.25	Food is stored appropriately, i.e. in accordance with food safety. Unused breast milk and formula that is un-refrigerated is discarded after 1 hour.		√			
7.1.26	Hot foods are kept hot, and cold foods are kept cold.		√			
7.1.27	Expiry dates are adhered to.		√			
7.1.28	A daily record of the child's eating pattern is kept. Unusual eating behaviour is reported to parents on the day this occurs.	√				
7.1.29	There is a written Nutrition Plan. The Nutrition Plan is discussed with every new member of staff.		√			
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.		√			
Total		3	13	0	14	

What is the ECI doing well?

Legal Requirements

Meals- Children 1- 6 years

1. Food is stored in accordance with food safety practices.
2. There are no expired food items at the institution.
3. Hot foods are kept hot and cold foods are kept cold.
4. There is 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.

Voluntary Requirements

Meals- Children 1- 6 years

1. Children have a different menu each day of the week.

What does the ECI need to improve on?

Legal Requirements

Meals-Children Under One Year

St. Richard's Early Childhood Education Centre has met the legal requirements in this standard.

Voluntary Requirements

Meals- Children 1- 6 years

1. A daily record of children's eating pattern is not kept.

Time allocated to meet the Requirements

St. Richard's Early Childhood Education Centre has adhered to the legal requirements in this standard.

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 ¾ 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		✓			
8.3 Fire and Disaster Safety						
8.3.1	Emergency telephone numbers (nearest fire department, nearest clinic or doctor, nearest ambulance service, nearest police department, nearest taxi service) displayed in administrative area.		✓			
8.3.2	There is a written fire safety plan. The fire safety plan is discussed with every new member of staff.		✓			
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.		√			
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.		√			
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		11	25	0	4	

What is the ECI doing well?

Legal Requirements

Indoor Safety

- 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.

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2. Cleaning agents, chemicals and other toxic substances are appropriately stored in labelled bottles, in locked cupboards that are inaccessible to children. Materials stored in appropriate areas away from equipment and away from food storage areas.
3. Electrical outlets are placed within children's reach, but are appropriately covered with safety covers.

Outdoor Safety

1. There has been an assessment of the vulnerability of the institution to hazards and minimum mitigation strategies have been applied.

Fire and Disaster Safety

1. Emergency telephone numbers (nearest fire department, nearest clinic or doctor, nearest ambulance service, nearest police department, nearest taxi service) are displayed in the administrative area.
2. There is a written fire safety plan. The fire safety plan is discussed with every new member of staff.
3. Fire and other safety equipment are in an easily accessible area. Equipment is appropriate for the ECI and is checked at least annually.
4. 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.
5. 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.

Voluntary Requirements

Indoor Safety

1. Electrical devices are not located so that they can be plugged in by someone in contact with a water source, such as a sink, shower, tub or pool.

Transportation and excursion safety

1. 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.
2. Attendance is checked before departure from the institution and prior to departure from the place visited.

What does the ECI need to improve on?

Legal Requirements

Fire and Disaster Safety

1. The fire safety plan is inadequate in content and is not approved by the fire department.

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2. There are no records to indicate that fire and earthquake drills are practiced.

Voluntary Requirements

Indoor Safety

1. Electric fans are easily accessible to the children.

Outdoor Safety

1. There is no written policy regarding the supervision of children around bodies of water.

Time allocated to meet the Requirements

St. Richard's Early Childhood Education Centre has been granted three (3) months to meet the following requirements:

1. Ensure that the written fire safety plan 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. Ensure that the plan is approved by the Jamaica Fire Brigade.
2. 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.
3. 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.		√			
9.2.3	All suspect cases of Child Abuse and Neglect occurring at the institution are reported to the Early Childhood Commission. Copies of the reporting forms are available within the institution.		√			
9.3 EQUALITY						
9.3.1	There is a written policy on the equality, indicating that all children (including children with disabilities, children with HIV/AIDS, and children from other disenfranchised groups) are welcome at the institution. The policy is discussed with every new staff member and with every new parent.	√				
9.3.2	Between 5% and 9% of children in the institution are known to have disabilities				√	
9.3.3	Written information is available on each disabled child, indicating the nature and severity of the disability.				√	
9.3.4	There is existing play/learning equipment or material suitable for children with special needs and available in appropriate numbers for children with special needs in the institution.				√	
9.3.5	Children with special needs are given special attention during the normal programme activities.		√			
9.3.6	Practitioners have received documented on the job training in the management of HIV/AIDS in schools, including the National Policy on HIV/AIDS in schools.	√				
Total		2	5	0	3	

What is the ECI doing well?

Legal Requirements

Child Protection

1. There are 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. Additionally, there is a log book in place to record same, should any such incident occur.

Equality

1. Children with special needs are given special attention during the normal programme activities.

Voluntary Requirements

Child Rights

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.

Child Protection

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.

What does the ECI need to improve on?

Legal Requirements

Child Protection

St. Richard's Early Childhood Education Centre has met the legal requirements in this standard.

Voluntary Requirements

Equality

1. There is no written policy on equality.

Time allocated to meet the Requirements

St. Richard's Early Childhood Education Centre has adhered to the legal requirements in this standard.

Section Ten - Interactions with Parents and Community members						
#	CATEGORY	NI	A	G	N/A	TIME GIVEN
10.1 Interactions with Parents						
10.1.1	There is a written policy encouraging and promoting parental involvement. The policy is discussed with every new staff member and with every new parent.	√				3 Month(s)
10.1.2	There is an orientation programme that includes visits of parents and children to the school prior to children attending.		√			
10.1.3	Staff from the institution warmly welcomes parents and caregivers at each scheduled contact (drop-off and pick-up times) and at unscheduled visits.		√			
10.1.4	There is a brief written record which provides parents with information on their own child's experiences and responses during the day's programme.	√				
10.1.5	Meetings to discuss the school's policies and procedures, and the children's general and specific needs are held prior to children's admission.		√			
10.1.6	Meetings to discuss each child's progress in each aspect of the programme and other matters with parents / caregivers are scheduled at least every 6 months. Meetings are documented in the child's record and are signed to by the parent / caregiver and the staff member.		√			
10.1.7	The institution provides information on upcoming ECI events e.g. parent and teacher seminars, PTA meetings, national events. Information is up to date and is easily accessible, e.g. on a notice board, at a parent information desk or corner. There is a posted Calendar of events.		√			
10.1.8	The institution provides parent information leaflets and other materials in at least three different areas of child development, including (1) health e.g. immunisation (2) nutrition (3) stimulation of physical development (4) stimulation of socio-emotional development (5) stimulation of cognitive, language and academic development (6) any other area of development.	√				
10.1.9	The institution provides general information on a range of adult issues e.g. adult health, educational, social services information, birth registration, family planning, nutrition etc.	√				
10.1.10	Parenting workshops provided. General parenting issues are discussed at PTA meetings.	√				
10.1.11	Parent teacher meetings are held at least once per term. Meetings discuss institution matters and hear and address parental concerns.		√			
10.1.12	A meeting is held at least annually for the purpose of parental evaluation of the programme. Suggestion boxes or other mechanisms to receive comments are available to parents throughout the year.		√			
10.1.13	Staff member(s) offer guidance on enrolment procedures for primary level schooling.		√			
10.1.14	There is a Log Book available to parents and employees to share their observations, concerns and comments.		√			
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	6	14	0	0	

What is the ECI doing well?

Legal Requirements

Interactions with Parents

1. There is a log book that is accessible to parents and employees to share observation, concerns and comments.
2. Meetings to discuss school policies and procedures and the children's general and specific needs are held prior to children's admission.
3. 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.

Voluntary Requirements

Interactions with Parents

1. Parent teacher meetings are held at least once per term. Institution matters and parental concerns are addressed at meetings.

Interactions with the Community

1. The institution provides information on community events.

What does the ECI need to improve on?

Legal Requirements

Interactions with Parents

1. There is no written policy for parental involvement

Voluntary Requirements

Interactions with Parents

1. There is no information available to parents on their own child's experiences and responses during the day's programme.

Interactions with the Community

1. The institution does not have a listing of community resources, relevant to early childhood.

Time allocated to meet the Requirements

St. Richard's Early Childhood Education Centre has been granted three (3) months to meet the following requirements:

1. Develop and implement a written policy for parental involvement.

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

Section Eleven - Administration

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

Section Eleven - Administration						
#	CATEGORY	NI	A	G	N/A	TIME GIVEN
11.2.18	There is a clear mechanism for responding to complaints. Complaints are documented with information on person making complaint, nature of complaint, investigation of complaint and outcome.	√				
11.3 Registration Documentation and Records						
11.3.1	A valid certificate of registration or permit to operate is available and displayed conspicuously. For institutions with a permit to operate, interim reviews undertaken within the permit period show good progress.	√				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.		√			
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.	√				3 Month(s)
11.3.11	Each child who has special dietary needs has a written record provided by the child's parent or guardian.	√				3 Month(s)
11.3.12	Each child's file has an accident and incident report form.	√				3 Month(s)
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.	√				3 Month(s)
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)
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.		√			

Section Eleven - Administration						
#	CATEGORY	NI	A	G	N/A	TIME GIVEN
11.3.18	Each personnel record has a job description.		√			
11.3.19	Each personnel record has a signed copy of the employee's contract.		√			
11.3.20	Personnel record has a list indicating the person's qualifications and has copies of certificates, diplomas, degrees and other qualifications.		√			
11.3.21	Each personnel record has a medical certificate of health obtained at the time of employment.		√			
11.3.22	Each personnel record has the name, address, and telephone contact number of a single party to be notified in case of emergency.		√			
11.3.23	There is a daily attendance record for each employee which includes the hours worked.		√			
11.3.24	A daily register is available, indicating the names of all children present each day, the times of arrival and departure for each child and the person(s) responsible for their supervision.		√			
11.3.25	There is a daily register of all persons in the facility.		√			
11.3.26	There has either been no physical change or physical changes have been reported to the Early Childhood Commission in a timely fashion i.e. within 30 days.		√			
11.3.27	There has either been no staff employment change or staff employment changes have been reported to the Early Childhood Commission in a timely fashion i.e. within 30 days.		√			
11.3.28	There has either been no change to student enrolment or student enrolment changes have been limited to less than 10 students or changes involving more than 10 students have been reported to the Early Childhood Commission in a timely fashion i.e. within 30 days.		√			
11.3.29	Children, staff and institution records are kept for 7 years.		√			
11.4 Facilitation of Inspection Process						
11.4.1	Operator co-operates with inspection process.		√			
11.4.2	Records kept at the institution are easily retrieved and presented to inspectorate.			√		
11.4.3	Parents co-operate with inspectorate.		√			
11.4.4	When interviews are deemed necessary staff at the institution cooperates with inspectorate.		√			
11.4.5	Staff co-operates with inspector's observation of classroom activities.		√			
Total		27	34	1	0	

What is the ECI doing well?

Legal Requirements

Management

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
2. A valid food handlers' permit is available for all members of staff.

Registration Documentation and Records

1. There is a separate record for each member of staff at the institution.
2. Each personnel record has a job description, a list indicating the person's qualifications and has copies of certificates, diplomas, degrees and other qualifications, a medical certificate of health obtained at the time of employment and the name, address, and telephone contact number of a single party to be notified in case of emergency.
3. Records of inspection by the Fire and Public Health Departments are available, and indicate that requirements have been met.
4. There is a daily attendance record for personnel.
5. A daily register is available, indicating the names of all children present each day and the person(s) responsible for their supervision.
6. There have either 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.
8. There is a separate file for each child enrolled at the institution. The files are easily accessible and include; the child's name, gender and date of birth, a photograph of the child, an immunization record and a medical report obtained at the time of admission to the institution.

Facilitation of inspection process

1. The operator facilitated the inspection process and ensured that the process went smoothly.
2. Records are stored in a well -organized manner in water-proof containers. Records appear to always be in state of readiness for review in an administration area.
3. Staff members communicated freely and easily with the inspector.
4. Staff members were very comfortable with the observation process.

Voluntary Requirements

Management

1. The management team meets at least once per term. Minutes are kept which indicate matters raised and actions taken.

Plans, Policies and Procedures

1. The institution has a written mission and vision statement.

Registration Documentation and Records

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1. Each personnel record has a signed copy of the employee's contract.

Facilitation of inspection process

1. Parents co-operated with the inspector.

What does the ECI need to improve on?

Legal Requirements

Registration Documentation and Records

1. A valid certificate of registration or permit to operate is not available.
2. Each child's file does not have a food and drug allergy record, special dietary needs, an accident and incident report form, the names, addresses and telephone numbers of two persons to be contacted in an emergency, a listing of persons authorized to collect the child, an attendance record and assessment reports.

Voluntary Requirements

Management

1. A current police record is not available for all members of the management body.

Plans, Policies and Procedures

1. There is no professional evaluation for staff.

Registration Documentation and Records

1. Each child who is receiving medication does not have a medication record.

Time allocated to meet the Requirements

St. Richard's Early Childhood Education Centre has been granted three (3) months to meet the following requirements:

1. Ensure that each child's file have a food and drug allergy record, special dietary needs, an accident and incident report form, the names, addresses and telephone numbers of two persons to be contacted in an emergency, a listing of persons authorized to collect the child, an attendance record and assessment reports.

And six (6) months to:

1. Submit the necessary documents to the Early Childhood Commission so as to obtain a permit to operate. A

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		√			
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	9	0	1	

What is the ECI doing well?

Legal Requirements

- Financial records are kept, which include, income and expenses (invoices, receipts, authorization letters), cash book, and a fixed asset register

Voluntary Requirements

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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.
2. All significant purchases are approved by the management body
3. Cheque payments used for significant purchases and employee payments. Cheque payments require two signatures, supporting invoices are reviewed carefully by signing officers and are never signed out to Cash

What does the ECI need to improve on?

Legal Requirements

St. Richard's Early Childhood Education Centre has met the legal requirements in this standard.

Voluntary Requirements

1. Monthly cash flow forecasts are not prepared.

Time allocated to meet the Requirements

St. Richard's Early Childhood Education Centre has adhered to the legal requirements in this standard.