

# Early Years Matters

## A Quality Framework for Early Years Provision



**“All children have the right to rest and play.”**

(Article 31 of The United Nations Convention on the Rights of the Child)



## Contents

Foreword	4
Introduction	5
Definition of Early Years Settings and Schools	6
How to use this Quality Framework	6
Vision	7
Extract of the Day Care of Children (Jersey) Law 2002	8
Legislation	9
United Nations Convention on the Rights of the Child (UNCRC)	10
Quality Standards Description	11
Quality Standard 1 - Safeguarding and Promoting Children's Welfare	13
Quality Standard 2 - Healthy Child and Adult	21
Quality Standard 3 - Enabling Environments - Premises	27
Quality Standard 4 - Learning and Development	31
Quality Standard 5 – Interactions, Engagement and Working Together	39
Quality Standard 6 - Effective Leadership and Management	45

## Foreword



### Foreword for Early Years Matters and Childhood Matters Quality Frameworks by Group Director of Education

The Quality Frameworks for Early Years and Childhood providers 'Early Years Matters' and 'Childhood Matters' set out an agreed framework to provide all children with access to the highest quality of care, learning and development in Jersey's registered settings.

This document will enable professionals working in the early years and childhood sectors to engage in a continuous cycle of self-evaluation and reflection, leading to improving on past best and maintaining the highest standards.

The Childcare and Early Years Service (CEYS) team, on behalf of our Department of Children, Young People, Education and Skills (CYPES), will both support and challenge levels of quality and provision for children and families. We will do this through providing development opportunities and by regulating providers to ensure compliance with required standards.

I am therefore delighted to be sharing this document with you, confident in the knowledge that this will support you to achieve positive outcomes and aspirations for our youngest children in Jersey. It is a pleasure to endorse a document that ensures the best possible outcomes for our children by providing standards for safe, positive environments. It supports the Rights of the Child as set out in the United Nations Convention on the Rights of the Child (UNCRC); acknowledging our children as unique individuals who should be nurtured and supported by caring, sensitive well qualified and experienced practitioners.

I look forward to sharing your journey to success as you strive to support the contribution of this Department to give all children the best start as a key part of the Government of Jersey's commitment to put children first.

A handwritten signature in black ink that reads "Seán O'Regan". The signature is fluid and cursive.

Seán O'Regan

Children, Young People and Skills (CYPES)



## Introduction

The Early Years Statutory Requirements have been written with the collective support and guidance of teachers, practitioners and other professionals working to ensure quality provision for Early Years childcare, play, learning and development. The aim of this document is to extend and enrich children's learning from birth to five. The Government of Jersey and the Children, Young People and Skills (CYPES) Department aim for Jersey to be the best place for children to grow up. Children who experience high-quality early provision are well placed to achieve better outcomes throughout their school age and beyond into employment. It is our duty to ensure that every child has the opportunity and indeed has the right to a happy, healthy and best start to their childhood. Through working in close partnership with colleagues, families and other agencies and organisations, we can support this aim.

This document draws on conclusive intentional evidence that early childhood is a vital period in children's learning and development. Early Years practitioners, guided by this document and the Childhood Matters Quality Framework, will enforce in their daily practice the principles laid out in the UNCRC; primarily that all children have the right to an education that lays a foundation for the rest of their lives, maximises their ability and respects their family, cultural and other identities and languages. The Convention does recognise their right to play and be active participants in all matters affecting their lives.

More broadly, this framework supports the ambitions of Jersey's Children and Young People's Plan that children grow up safely, learn and achieve, are healthy and have a voice to be heard.

## Definition of Early Years Settings and Schools

**An Early Years registered setting** – is an organisation that provides childcare for children under the age of 5 years, for a period longer than 2 hours in any day and 6 days in any calendar year, without the child’s parent/guardian being present. An organisation will be registered under the terms of the Day Care of Children (Jersey) Law 2002 on the Early Years register and will have specific conditions of registration attached.

**A School** – the Early Years Foundation Stage in a school refers to the nursery and reception class/classes. Of the 24 state schools in Jersey 20 have a nursery class attached.

## How to use this Quality Framework

This document is designed to support you in reviewing your practice against an agreed standards framework. This will help you in determining your strengths and identifying areas of developments in each of the six quality standards.

For all standards, ‘exceeding’ judgments can only be made if all areas are firstly ‘secure’.

Quality Standard 1 **must be ‘met’** to ensure compliance with the Statutory Requirements (SRs). Where SRs and Articles of the Daycare of Children (Jersey) Law 2002 are relevant to the quality standard, they are clearly identified.

## Vision

Work together with parents, partners and other agencies to provide the best care and education for children in Jersey. In our settings and schools we will aim to nurture children so that they are confident, motivated and excited to learn and play. Through our positive relationships and effective interactions we will put every child at the centre of our practice and will consistently aim to deliver the highest quality provision for our children. Our core values and principles will underpin the offer to all children, families and practitioners in our settings and schools. We will ensure that we value and support well-being, health and safety for all children, enabling them to thrive and grow into strong, independent and caring members of our society.

From birth, children develop their unique qualities, traits, personalities and talents. Our aim through this document set is to nurture, develop and recognise all children as special, unique individuals with the rights to be treated as such. Earliest learning and development takes place through connections and relationships with family and community. As children engage with the joys and challenges of everyday life, their interests and identities are being formed and shaped. Relationships are crucial in early years and childhood in ensuring children develop a sense of belonging, helping to shape who children are and who they can become. Our ambition is that this will be achieved through:

- Having responsive, caring and highly skilled practitioners
- Having an educational programme that seeks to support children's early learning in seven areas of learning with a five bound focus on three Prime Areas of Communication and Language, Physical Development and Personal, Social and Emotional Development.
- Recognising that children's imagination, curiosity and excitement in discovery and creativity are at the forefront of any early learning framework.
- Understanding children develop at different rates and in a variety of ways.
- Ensuring the environment acts as a 'third' educator, so that it supports, facilitates and motivates children to engage fully with the care, learning and development opportunities on offer.
- Ensuring children's needs, interests and well-being are considered, promoted and supported accordingly.

Our core values and principles:

- Listening to children's voices and embedding their rights into everyday practice
- Giving all children and families equal opportunities
- Nurturing respectful and reciprocal relationships
- Working together in partnership with families and communities
- Supporting effective leadership and self-evaluation
- Securing quality and standards that enable all children to thrive

## Extract of the Day Care of Children (Jersey) Law 2002

This law provides regulations for the care of children.

### Article 1 - Interpretation

- (1) In this Law, unless the context otherwise requires – “day care accommodation” means any place where children under the age of 12 years are looked after for reward for a period or periods the total of which exceeds 2 hours in any day and 6 days in any calendar year and which is not –
- (a) wholly or mainly used as a private dwelling;
  - (b) a place (such as a supermarket or hotel crèche) where the parents of, or other persons who normally care for, those children are not expected to leave the vicinity while the children are being looked after; or
  - (c) a place which, in respect of those children, is operating as a school, hospital, nursing home, mental nursing home, residential care home or voluntary home;

“**day carer**” means a person –

- (a) who looks after one or more children under the age of 12 years in his or her home or other place wholly or mainly used as a private dwelling forward;
- (b) who looks after any such child for a period or periods the total of which exceeds 2 hours in any day and 6 days in any calendar year; and
- (c) who is not –
  - (i) a parent or relative of, or person with parental responsibility for, all such children,
  - (ii) an appointed foster parent or a person who is fostering them privately, and
  - (iii) employed as a nanny for all such children by a parent of, or other person who normally cares for, those children and who is looking after the children wholly or mainly in the home of his or her employer;

“**Minister**” means the Minister for Education;

“**premises**” means day care accommodation or the place where a day carer looks after, or proposes to look after, any children. *(Article 1(1) amended by R&O. 158/2015)*

- (2) Words and phrases used in this Law shall, unless the context otherwise requires, have the same respective meanings as in the Children (Jersey) Law 2002. *(chapter 12.200)*



## Article 4 - Power to impose requirements in respect of day care accommodation and day carers

- (1) Where the Minister registers an application under Article 2, the Minister may impose any or all of the following requirements -
  - (a) specify the maximum number of children, or the maximum number of children within specified age groups, who may be looked after (having regard to the number of other children who may at any time be on the premises);
  - (b) require the applicant to secure that the premises and the equipment used on the premises, are adequately maintained and kept safe;
  - (c) require the applicant to keep records in relation to the children received, and persons living or working, at the premises containing such particulars as the Minister may specify; and
  - (d) specify the training and qualifications to be possessed by the day carer or any person employed at day care accommodation;
  - (e) in the case of day care accommodation –
    - (i) specify the number of persons who may be employed at that accommodation,
    - (ii) require to be kept informed of the persons there employed, their names, addresses, training and qualifications, and the facilities provided and the period during which they are provided; and
  - (f) impose such other requirements as to the health and welfare of children being looked after as the Minister considers appropriate.
- (2) The Minister may at any time vary any requirement imposed under this Article, impose any additional requirement or remove any requirement.

## Legislation

[Day care of children \(Jersey\) Law 2002](#)

[Education \(Jersey\) Law 1999](#)

[Children \(Jersey\) Law 2002](#)

[Health and Safety at Work \(Jersey\) Law 1989](#)

[Restriction on Smoking \(Workplaces\) \(Jersey\) Regulations 2006](#)

[Employment \(Jersey\) Law 2003](#)

[Discrimination \(Jersey\) Law 2013](#)

[Discrimination \(Disability\) \(Jersey\) Regulations 2018](#)

[Data Protection \(Jersey\) Law 2018](#)

[Freedom of Information \(Jersey\) Law 2011](#)



## United Nations Convention on the Rights of the Child (UNCRC)

The UNCRC explains what every child should have to make sure they can be happy and healthy wherever they live. The UNCRC has 42 Articles. Below are a number of Articles that your work with children will support through an ambitious drive for quality standards.

**Article 2** “Children won’t be discriminated against. This means they won’t be treated differently or unfairly, just because of who they are.”

**Article 3** “Anyone working with or for children should do what is best for each child.”

**Article 12** “Children have a right to be heard and to say what they think should happen when decisions are being made about them.”

**Article 31** “All children have the right to rest and to play.”

- 1. States Parties recognise the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.*
- 2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.*

The child’s right to play, culture, leisure and rest is recognised in Article 31 of the UNCRC and is often described as the Article that most wholly represents the child’s right to be a child. However, it is also described as one of the forgotten Articles of the convention.

The General Comment 2013 is an official document that clarifies for governments worldwide the meaning and importance of Article 31 of the Convention on the Rights of the Child (CRC) and clearly defines the responsibilities of governments that are implicit in the article.

For further information and resources about Article 31 and the General Comment, visit <http://article31.ipaworld.org/article-31/a31-general-comment/>

## Quality Standards Description

### 1. Safeguarding and Promoting Children's Welfare

- 1.1 Safeguarding and Child Protection
- 1.2 Health and Safety Standards

### 2. Healthy Child and Adult

- 2.1 Responding to individual needs
- 2.2 Key Person
- 2.3 Healthy Practices

### 3. Enabling Environments - Premises

- 3.1 Opportunities for Play and Learning
- 3.2 Safety and Suitability

### 4. Learning and Development

- 4.1 Supporting Framework
- 4.2 Observation, Reflection, Assessment and Planning
- 4.3 Meeting all children's needs

### 5. Interactions, Engagement and Working Together

- 5.1 Respectful and Positive Relationships
- 5.2 The role of parents and carers
- 5.3 Other agencies and services
- 5.4 Transition and Induction
- 5.5 Collaboration

### 6. Effective Leadership and Management

- 6.1 Governance and Service Management
- 6.2 Professional Support and Development
- 6.3 Policies, Procedures and Administrative Systems
- 6.4 Self-evaluation and Quality Assurance

## Quality Standards Description

### 7. Safeguarding and Promoting Children's Welfare

- 7.1 Safeguarding and Child Protection
- 7.2 Health and Safety Standards

### 8. Healthy Child and Adult

- 8.1 Responding to individual needs
- 8.2 Key Person
- 8.3 Healthy Practices

### 9. Enabling Environments - Premises

- 9.1 Opportunities for Play and Learning
- 9.2 Safety and Suitability

### 10. Learning and Development

- 10.1 Supporting Framework
- 10.2 Observation, Reflection, Assessment and Planning
- 10.3 Meeting all children's needs

### 11. Interactions, Engagement and Working Together

- 11.1 Respectful and Positive Relationships
- 11.2 The role of parents and carers
- 11.3 Other agencies and services
- 11.4 Transition and Induction
- 11.5 Collaboration

### 12. Effective Leadership and Management

- 12.1 Governance and Service Management
- 12.2 Professional Support and Development
- 12.3 Policies, Procedures and Administrative Systems

Self-evaluation and Quality Assurance

## Quality Standard 1

### Safeguarding and Promoting Children’s Welfare

#### Core Values

Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adult caring for them. Safe and secure environments are essential for children to play interact, and develop; without this learning is not effective.

For Quality Standard 1, **‘Developing’** practice within this standard is not an option, as the lowest judgement a setting can make is **‘Not met’**. **‘Safeguarding and promoting children’s welfare’** must be **‘Secure’** as a minimum to ensure compliance due to the statutory requirement within this the quality standard. (For all other standards, the heading in the first column for evaluating provision is **‘Developing’**.)

#### 1.1 Safeguarding and Child Protection

Standard	Not met	Secure	Exceeding
<b>1.1.1 Pre-employment Systems</b>	Safeguarding is ineffective. DBS checks are not current, relevant health checks for all staff are not completed, written references are not available. Official safer recruitment process are not followed. Relevant qualifications and training are not verified.	Safeguarding is effective. Current DBS checks and relevant health checks for all staff are up to date and update service has been joined. Two written references are supplied for all employees. Staff are employed via official safer recruitment processes. Appropriate qualifications and training are verified. All staff have the required experience, skills and ability to do their jobs and are mentally and physically capable of caring for children.	There is an information pack for people interested in available posts. Recruitment processes state the qualification requirements for the post. There is a process for shortlisting candidates for interview, involving more than one person. There is a trial period for all staff and volunteers, with a review before they are confirmed in post. DBS status of staff is checked at least every 6 months.
<b>Supporting Evidence</b>			
<b>1.1.2 Staffing</b>	The setting is not meeting practitioner to child ratios. Qualification requirements are not maintained at all times. CEYS	Staffing arrangements must meet the needs of all children. Children must always be within sight or hearing of staff.	The organisation of practitioners contributes to a high quality learning and care environment for all children. The

Standard	Not met	Secure	Exceeding
	have not been made aware of any child ratio or qualification standards not being met.	Practitioner to child ratios and qualification requirements are maintained at all times.	setting invests in higher qualified and experienced staff to ensure high quality and effective practice.
<b>Supporting Evidence</b>			
<b>1.1.3 Child Protection Systems, training and multi-agency working</b>	Safeguarding is ineffective. Statutory requirements have not been met. Safeguarding processes have not been followed consistently.	Safeguarding is effective. Staff receive training in child protection, multi-agency co-operation and online safety, which is updated annually and additional training is given as appropriate. Staff keep up to date with changing legislation, departmental policies and guidance. Staff manage cases and support children and staff. Staff refer cases to relevant agencies where appropriate, including Children and Families Hub enquiries. Staff keep thorough child protection logs and records.  Staff are aware of their responsibilities to be alert to signs of abuse and neglect and are aware of the correct process regarding how to escalate those concerns. Staff are provided with the name and contact of the designated lead for child protection (and their designate in case of absence).	Support and/or training is available for all staff and volunteers for dealing with all forms of bullying, including racist, sexist, homophobic and sexual bullying. There is regular supervision, support and annual appraisal for all staff and volunteers.
<b>Supporting Evidence</b>			

Standard	Not met	Secure	Exceeding
<p><b>1.1.4 E Safety Policy</b></p>	<p>Safeguarding is ineffective. Statutory requirements have not been met.</p>	<p>Safeguarding is effective. Staff oversee and monitor the safe use of technology when children are in their care and take action immediately if they are concerned about well-being. Management/leaders ensure that all staff receive appropriate online safety training.</p> <p>Management/leaders ensure there are mechanisms in place to support children and staff facing e-safety issues. Staff implement e-safety policies and acceptable use policies, which are clear, understood and respected by all. Staff do not request a website to be unblocked or application installed unless a risk assessment has been completed. Staff devices are used appropriately in accordance with acceptable use policy.</p>	<p>E-safety policies are clear, understood and respected by all. Support to educate children, families and staff with knowledge and skills in online safety is in place. Systems are in place to monitor how the provision is portrayed online by parents, children and staff.</p>
<p><b>Supporting Evidence</b></p>			

## 1.2 Health and Safety Standards

Standard	Not met	Secure	Exceeding
<b>1.2.1 Safety of Premises</b>	Precautions are not taken to protect children from harm and any hazard likely to cause injury.	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury. The staff ensure that the premises, including overall floor space and outdoor spaces are made safe, secure, free from hazards and are fit for purpose. Procedures are taken to ensure the safety of all children, staff and others on the premises and on outings in the case of fire or any other emergency.	Daily routines ensure that the premises conforms to all safety requirements for example, electrical equipment, floors, doors, windows, storage, outdoor areas, hygiene, activities and resources. Settings/schools have considered local environment and surroundings to further protect children and staff, for example, road crossings.
<b>Supporting Evidence</b>			
<b>1.2.2 Equipment and Resources</b>	Premises, furniture, equipment and resources are not all safe, clean or well maintained.	Premises, furniture, equipment and resources are safe, clean and well maintained. For resources and equipment that offers more challenge and an acceptable amount of risk for example, use of tools and work bench, use of outdoor climbing equipment, a written risk assessment is in place.	All premises, furniture, equipment and resources are safe, clean and well maintained and enhance an enabling learning environment for all children. Risk assessments with regard to the use of certain resources/equipment, for example, woodwork bench, outdoor play equipment, are included in the health and safety audit and or policies and all staff using these resources are confident to do so.
<b>Supporting Evidence</b>			



Standard	Not met	Secure	Exceeding
<b>1.2.3 Food Hygiene and Infection Control</b>	Basic hygiene practices are not implemented. Staff engaged in food preparation do not hold level 2 Food Hygiene Qualification.	Effective hygiene practices are promoted and implemented. Children are encouraged and provided with opportunities to learn about hygiene for daily routines. All staff engaged in any food preparation hold an up-to-date Level 2 Food Hygiene qualification.	Hygiene practices are effectively and consistently promoted and embedded in the everyday routines. All children are encouraged to learn about hygiene for daily routines and this is evident in the provision and the children’s knowledge and awareness. All staff engaged in food preparation hold Level 2 Food Hygiene qualification.
<b>Supporting Evidence</b>			
<b>1.2.4 Infection Control</b>	Limited steps are taken to control the spread of infectious diseases and to manage injuries and illness.	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines. Staff refer to and are familiar with requirements and infection control policy.	Preventative steps are evident in controlling the incidence and spread of infectious diseases. In addition, the management of injuries and illness accords with recognised guidelines, and best practice regarding these issues and is embedded in the everyday practice. Adults actively support children’s awareness and understanding of healthy routines and practices. Staff refer to and are familiar with requirements and infection control policy.
<b>Supporting Evidence</b>			
<b>1.2.5 Accidents and Medication</b>	Policy requires review. Practice and documentation does not meet required standard.	Up-to-date or current policies are in place to effectively manage accidents and medication.	All staff are familiar with routines, policies and procedures that support effective practices when managing

Standard	Not met	Secure	Exceeding
		These are developed in consultation with relevant authorities and staff teams, practiced and implemented.	accidents and medication. Staff are regularly updated with any changes to policies and procedures regards accidents and medication. Risk assessments have been carried out for children with long term medical conditions, parents and other agencies have been involved with these where appropriate.
Supporting Evidence			
<b>1.2.6 Smoking/Alcohol/Other Substances</b>	<p>Smoking and alcohol are not permitted on the premises.</p> <p>Practitioners working with babies must consider the health implications of the transfer of toxins from their clothing, if they are a smoker.</p> <p>Practitioners must not be under the influence of alcohol or any other substance that may affect their ability to care for children.</p>		
Supporting Evidence			
<b>1.2.7 Health and Safety Audit</b>	<p>The service is working towards ensuring that every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury. This does not pose an unacceptable risk to the safety, health or well-being of any child or children being educated and cared for by the service. Some records of health and safety incidents and issues are kept.</p>	<p>Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury. Thorough records of health and safety incidents and issues are kept. Policies and/or risk assessments are in place and used in daily practice.</p>	<p>Effective steps are taken to identify and manage risks and the precautions taken to protect children from hazards and harm reflect best practice. Policies and or risk assessments are in place and used in daily practice and reviewed on a regular basis.</p>

Standard	Not met	Secure	Exceeding
Supporting Evidence			
<b>1.2.8 Incidents and Emergencies</b>	Some plans are in place to manage incidents and emergencies.	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented. Emergency evacuation procedures are displayed.	All staff are familiar with routines, policies and procedures that support effective practices when managing incidents and emergencies. Staff are regularly updated with any changes to policies and procedures regards incidents and emergencies.
Supporting Evidence			
<b>Summary</b>			



## Quality Standard 2

### Healthy Child and Adult

#### Core Value

Children make the best progress when their well-being, learning and development is supported by skilled adults. Children will flourish in environments where healthy practices and routines are embedded.

#### 2.1 Responding to individual needs

Standard	Developing	Secure	Exceeding
<b>2.1.1 Managing and responding to behavior</b>	Inappropriate behaviour management strategies leads to a lack of engagement. A disorderly environment hinders children's learning and/or puts them and others at risk.	Practitioners manage children's behaviour fairly, consistently and at an appropriate developmental level. As a result children demonstrate stage appropriate behaviour, showing that they feel safe and confident.	Practitioners manage children's behaviour positively and consistently. As a result children develop self-regulation skills and an understanding of how to keep themselves safe according to their level of development.
<b>Supporting Evidence</b>			
<b>2.1.2 Learning to manage feelings and understand those of others and respond appropriately</b>	There is limited modelling of respectful and empathetic behaviour from adults. Children are not given opportunities to develop respect and celebrate differences.	All adults model and encourage respectful and empathetic behavior during everyday practice. Children are given opportunities to develop respect and celebrate each other's differences according to their stage of development. Children are supported to build their understanding of diversity beyond their immediate experience through a range of age appropriate activities that develop their understanding about the wider world.	Respectful and empathetic behaviours are embedded in the practice of adults throughout the setting. Adults consistently encourage and support children to manage their own feeling and understand those of others according to their individual stage of development. Evidence of opportunities to develop children's understanding of the wider world are embedded in the practice of the setting.

Standard	Developing	Secure	Exceeding
Supporting Evidence			

## 2.2 Key Person

Each child should be supported and encouraged to build and maintain positive and responsive relationships with both adults and children.

Standard	Developing	Secure	Exceeding
<p><b>2.2.1 Settings promote warm and positive relationships</b></p> <p><i>*In Reception classes, the 'key person system' can be difficult to establish due to adult:child ratios; the key person is the adult that is available at the time. For some children and families, the key person system will need to continue, in order to support needs where required.</i></p>	Children are not familiar with their key person, and parents/carers do not know who their child's key person is.	Interactions with each child are warm, responsive and build trusting relationships. Children are given autonomy according to their stage of development. Children are familiar and comfortable with their key person. Parents/carers have a trusting relationship with their child's key person.	Interactions with each child are consistently warm, responsive and build trusting relationships. There is evidence that the key person responds to each individual child, in a way that promotes a sense of security, belonging and autonomy. Children are familiar and comfortable with their key person. Parents/carers have a strong and trusting relationship with their child's key person.
Supporting Evidence			

Standard	Developing	Secure	Exceeding
<b>2.2.2 Strong role models, support, trusting, meaningful interactions</b>	Practitioners demonstrate limited expectations of children based on a lack of knowledge and understanding of them.	Practitioners are positive role models. They have developmentally appropriate expectations of children based on accurate assessment of their skills, knowledge and understanding. They use their understanding of each child's development to ensure planned activities are engaging and challenging for all. The activities provided and the quality of interaction support all areas of learning well.	Practitioners are exceptional role models. They have consistent developmentally appropriate expectations of children. Provision across all areas of learning is based on accurate assessments of children's achievement and is planned with flexibility and care. As a result, every child experiences activities and resources which motivate them and stimulate curiosity.
<b>Supporting Evidence</b>			
<b>2.2.3 Each child feels secure, confident and included</b>	Children are not supported to feel secure, confident and included.	Staff ensure that each child is well supported to feel secure, confident and included.	Staff make every effort to ensure that each child is consistently included and involved in the setting and displays confidence and security.
<b>Supporting Evidence</b>			

### 2.3 Healthy Practices

Standard	Developing	Secure	Exceeding
<b>2.3.1 Healthy Eating</b>	Some food provided by the setting is nutritious. Water is provided.	Healthy eating is promoted and food provided by the service is nutritious and meets any dietary needs. The majority of snacks and meals provided includes fruit	Food and water provided by the service is nutritious and appropriate for each child. All snacks and meals provided includes fruit and/or vegetables. A

Standard	Developing	Secure	Exceeding
		and/or vegetables. Water is available at all times. A healthy eating policy is in place. Children have an awareness of where food comes from.	healthy eating policy is in place and shared with parents. Healthy eating is consistently and actively promoted and embedded in everyday practice and routines. Children have an awareness of where food comes from and the opportunity to grow and harvest their own.
<b>Supporting Evidence</b>			
<b>2.3.2 Promoting Physical Development</b>	There are opportunities for children to participate in physical activity.	Physical activity and development is promoted through planned and spontaneous experiences and is appropriate for each child.	Physical activity that builds on children’s interests and development is embedded in all areas of the practice. Children have opportunities to develop their skills and take supervised risks, for example, climbing trees, using outside play equipment, riding bikes.
<b>Supporting Evidence</b>			
<b>2.3.3 Lunch and snack time routines</b>	Lunch and snack times are supported by adults.	Lunch and snack times are supported by adults. Children are encouraged to be independent whilst eating and good practices around eating are discussed and encouraged. Children are independent when clearing up and help with tidying away.	Lunch and snack time is used as an opportunity to sit and socialise with children. Children are encouraged and supported to be independent when eating and clearing up. The routines in place allow children to help with snack/lunch preparation, setting up and tidying away. For example, using the toaster, chopping fruit or vegetables and washing up.



Standard	Developing	Secure	Exceeding
<b>Supporting Evidence</b>			
<b>2.3.4 Well-being</b>	Due to a lack of positive and nurturing relationships, good practice regards children's well-being and mental health is not embedded.	Children's well-being is supported by the consistent implementation of robust policies and procedures. Staff are responsive to children's needs regarding well-being.	Children's well-being is very well supported by the vigilant and consistent implementation of robust policies and procedures. Due to positive and nurturing relations staff are responsive to children's needs regarding well-being and mental health.
<b>Supporting Evidence</b>			
<b>2.3.5 Care Routines – Sleep</b>	Systems do not respond to or meet the needs of all children regards sleep, rest and relaxation.	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation. Where appropriate a dedicated space for sleep and rest is provided to meet individual needs.	Children thrive as a result of highly effective sleep and rest routines. Each child's comfort is provided for and there is a range of opportunities for both individuals and groups that effectively meet each child's need for sleep, rest and relaxation.
<b>Supporting Evidence</b>			
<b>2.3.6 Toileting</b>	The setting does not comply with the minimum statutory requirements and/or where appropriate the Government of Jersey Intimate Care Policy. Staff are not aware of the policies and procedures set out within the standards or Policy. The dignity and rights of every child is not maintained at all times.	Staff within the setting are familiar with and comply with the statutory requirements and/or where applicable the Government of Jersey Intimate Care Policy. All staff involved with intimate care have received specific induction from the setting on the procedures and	Settings/schools work with parents/carers towards toilet training and see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgmental concern of adults. Key persons have a list of personalised changing times for babies and children

Standard	Developing	Secure	Exceeding
		<p>protocols set out in the standards or policy.</p> <p>The dignity and rights of every child are maintained at all times. Changing areas are warm and safe.</p>	<p>who are in nappies or pull ups. Key persons are gentle when changing and use this time to sing to and/or talk to the child. Gloves and aprons are used for changing children and babies.</p>
<b>Supporting Evidence</b>			
<b>Summary</b>			

## Quality Standard 3

### Enabling Environments - Premises

#### Core Value

An enabling environment allows children to have experiences that respond to their individual needs. Children feel safe, secure and supported to develop and grow. The environment enhances and consolidates learning and developing through a rich environment and positive relationships.

#### 3.1 Opportunities for Play and Learning

Standard	Developing	Secure	Exceeding
<b>3.1.1 Spaces available/areas created</b>	The configuration of indoor and outdoor spaces provides children with opportunities to engage in activities.	Indoor and outdoor access is available to children for most of the time that they spend in the setting. Indoor and outdoor spaces are designed and organised to engage every child in appropriate experiences.	Indoor and outdoor access is available to children for most of the time that they spend in the setting. Indoor and outdoor spaces are designed and effectively organised to engage every child in quality experiences. The spaces provide the flexibility to respond to children's individual needs, development, self-initiated play and exploration.
<b>Supporting Evidence</b>			
<b>3.1.2 Resources</b>	Resources, materials and equipment are not developmentally appropriate. Children are unable to access resources independently. There are insufficient and poor-quality resources.	Resources are in good condition and are valued. Materials and equipment to support all children's interests and needs are made available. Resources are organised and presented in ways that ensure appropriate and effective use and allow for independent access.	Resources and equipment are organised in ways that extend every child's participation in the setting, allowing for independent access. It is evident that the adults have spent time thinking about the learning environment and by including rich and stimulating resources it is enhanced and valued.

Standard	Developing	Secure	Exceeding
Supporting Evidence			
<b>3.1.3 Celebrating and valuing children's work</b>	There are no opportunities to celebrate, share and/or display children's achievements.	Children's work is celebrated and valued. Highlighting their achievements and independence, supports and consolidates their learning and development. Where possible displays are at children's eye level and are prominently of the children's own work. Staff talk about the display in a way that interests the children.	Children are encouraged to add to displays independently. Staff regularly refer to the displays and point to the photos, work and pictures in a way that interests the children. Work displayed demonstrates the skills and processes involved, celebrating individuality and creativity. Children's experience and own words are documented alongside the child's work where appropriate.
Supporting Evidence			
<b>3.1.4 Access and Routines</b>	Aspects of the routine provide some opportunities for learning. Facilities are sometimes designed or adapted to allow access and participation by children.	Routines are organised in a way that maximise opportunities for children's learning. Facilities are designed or adapted to ensure access and participation by every child in the setting. Routines allow for flexible use and interaction between indoor and outdoor space.	Routines are organised in ways that maximise each child's involvement and engagement in learning. Facilities are designed or adapted to ensure child led participation. Routines allow for and promote flexible use and interaction between indoor and outdoor space at all times.
Supporting Evidence			

Standard	Developing	Secure	Exceeding
<b>3.1.5 The routines and environment support and promote independence</b>	The environment does not always enable children to follow their own interests and explorations. Routines do not promote independence or support children’s development.	The environment is organised in a way that enables children to access resources independently and promotes a sense of exploration and investigation. Routines promote independence and support children’s development.	The environment is organised in a way that enables children to access resources independently and promotes a sense of exploration and investigation. Routines actively promote independence and support children’s development. Practitioners recognise and celebrate children’s independence.
<b>Supporting Evidence</b>			

### 3.2 Safety and Suitability

Standard	Developing	Secure	Exceeding
<b>3.2.1 Storage and Availability</b>	The setting does not enable children to access resources. Storage is inappropriate for the age group.	The setting ensures that resources are accessible to all children through age-appropriate storage systems.	The setting ensures that resources are accessible to all children. Storage facilities support independent learning and self-selection of resources.
<b>Supporting Evidence</b>			
<b>3.2.2 Participation and Flexibility</b>	The premises are not flexible and do not meet the needs of all children.	The premises is organised in a way that meets the needs of all children. Providers ensure all reasonable adjustments are made to enable a fully inclusive offer for all children.	The premises provides opportunities that enable children to thrive indoors and outdoors. The needs of all children are provided for through well-planned provision and a rich child-centered environment.

Standard	Developing	Secure	Exceeding
Supporting Evidence			
<b>3.2.3 Caring for the environment and sustainable practices</b>	Consideration given to sustainable practices is minimal. More information about environmental responsibilities should be shared with children.	Sustainable practices are embedded. Children are supported to become environmentally responsible and show respect for the environment, appropriate to their stage of development.	Sustainable practices are embedded and consistently promoted in everyday routines and practices. Children are actively involved in being environmentally responsible and supported to continue this involvement with in the setting and in the broader community.
Supporting Evidence			
Summary			

## Quality Standard 4

### Learning and Development

#### Core value

An effective early years curriculum is carefully structured, rich, stimulating, engaging and play based. It enables each unique child to have the opportunity to interact in positive relationships and enabling environments. Children have the opportunity to engage in planned, child initiated and independent activities both inside and outside. Assessment of children's progress ensures that all children reach their full potential. Development Matters in the EYFS 2012, is used in Jersey as the non-statutory guidance to support the learning and development requirements.

#### 4.1 Supporting Framework

Standard	Developing	Secure	Exceeding
<b>4.1.1 Curriculum and Areas of Learning</b>	The delivery of the curriculum does not ensure every child's needs are met or that they make the progress they should.	The delivery of the curriculum provides a broad range of interesting and challenging experiences that meet children's needs and supports them to consolidate their knowledge and work towards their next steps.	All children's needs are met through the delivery of a broad and rich curriculum. There is flexibility for practitioners to follow children's interests and leads. Practitioners engage children in all areas of learning, supporting their development and next steps as a result all children make good or better progress.
<b>Supporting Evidence</b>			

Standard	Developing	Secure	Exceeding
<b>4.1.2 Characteristics of Effective Learning</b>	<p>Children’s motivation to initiate and engage with activities in the provision is low. There is limited opportunity for children to play, explore and to be active in their learning.</p>	<p>Most children are motivated to initiate and engage with activities. Practitioners recognise and support children’s engagement in provision both indoors and outdoors. There are a number of appropriate opportunities for children to play, explore and to be active in their learning.</p>	<p>Children are highly motivated and interested in a wide and varied range of activities. They are keen learners and demonstrate consistently high levels of involvement and engagement. Practitioners skillfully recognise and support children’s engagement through effective interactions and observations. The learning environment both indoors and outdoors provides a broad range of interesting and challenging experiences, enabling children to play, explore and to be active in their learning.</p>
<b>Supporting Evidence</b>			
<b>4.1.3 Opportunities for play and learning both indoors and outdoors</b>	<p>Children do not have consistent access to appropriate play and learning opportunities in both the indoor and outdoor provision.</p>	<p>Practitioners ensure that all children have access to indoor and outdoor play provision and experiences. When planning for children’s learning opportunities, practitioners ensure that elements from both the indoor and outdoor environment are utilised. Areas of provision in both the indoor and outdoor environment enable children to have experiences and opportunities in all areas of learning and development.</p>	<p>Indoor and outdoor spaces are used effectively to engage every child in quality learning. The provision provides the flexibility to respond to children’s individual needs, self-initiated play, and exploration. Practitioner’s effective interactions consolidate and develop children’s learning and development, both indoors and outdoors.</p>
<b>Supporting Evidence</b>			



Standard	Developing	Secure	Exceeding
<b>4.1.4 Opportunities for off-site visits, links with the local environment and community and visitors</b>	There are limited opportunities for off-site visits to take place.	Regular off-site visits, links with the local community and visitors are planned for and take place. These opportunities enhance the practice and curriculum for the children in the setting/school.	Regular off-site visits, links with the local community and visitors to the setting/school provide children with rich and varied experiences. Children's interest are developed and enhanced through these opportunities. These experiences and activities address all areas of learning.
<b>Supporting Evidence</b>			

#### 4.2 Observation, Reflection, Assessment and Planning

Standard	Developing	Secure	Exceeding
<b>4.2.1 Opportunities and experiences are planned to enhance all children's learning and development</b>	Children's individual needs, interests and stages of development are not taken into account when planning for learning and development.	Practitioners consider the individual needs, interests and stage of development of each child and use this information to plan challenging and enjoyable experiences for all children across all areas of learning. Practitioners support children's learning experiences in the 'here and now'.	Stimulating and engaging experiences and opportunities are planned that consider the individual needs of all children, their interests and stages of development. Planning provides the flexibility for practitioners to skillfully support children's learning in the 'here and now' and makes use of moments of curiosity, challenge and interest.
<b>Supporting Evidence</b>			

Standard	Developing	Secure	Exceeding
<p><b>4.2.2 Practitioners are responsive and reflective of children’s ideas and interests</b></p>	<p>Practitioners do not respond to what children are experiencing in the ‘here and now’ and key ‘teachable’ moments are missed.</p>	<p>Practitioners are responsive to what children are experiencing in the ‘here and now’. Practitioners use these moments of curiosity, challenge, exertion or interest as ‘teachable moments’ where they can make a difference. Each child’s ideas and interests are promoted, enabling them to make choices and decisions.</p>	<p>Each child’s ideas and interests are consistently considered and promoted, enabling them to make independent decisions that influence the activities that they choose. Practitioners are highly responsive to what children are experiencing in the ‘here and now’. Practitioners use these moments of curiosity, challenge, exertion or interest as ‘teachable moments’ where they can make a difference.</p>
<p><b>Supporting Evidence</b></p>			
<p><b>4.2.3 Progress is recognised and consolidation of learning and next steps are identified</b></p>	<p>Practitioners sometimes identify children’s strengths and any areas where progress is less than expected. There is some evidence to show that this information is used to plan for children’s next steps within their learning and development. Gaps between different groups show little sign of closing or may be widening.</p>	<p>Practitioners identify children’s strengths and any areas where progress is less than expected. They use this information to plan for children’s consolidation and next steps in their learning and development, moving progress forwards. Where children’s starting points are below those of other children of their age, assessment shows they are making progress.</p>	<p>All practitioners consistently identify children’s strengths and any areas where progress is less than expected. Practitioners use this information effectively to plan for children’s next steps in their learning and development. Where needed, practitioners skillfully plan play based interventions, activities and opportunities for children to make better than expected progress. Gaps between the attainment of groups of children and all children nationally, including disadvantaged children, have closed or are closing rapidly.</p>
<p><b>Supporting Evidence</b></p>			

Standard	Developing	Secure	Exceeding
<p><b>4.2.4 Observations of children’s learning and development</b></p>	<p>Practitioners undertake observations of children’s learning and development, although not routinely. Practitioners make some assessments linked to observations of children’s play, which provide some insight into a child’s development and achievement.</p>	<p>Ongoing observations of children’s learning and development are undertaken routinely and as part of everyday practice. Practitioners observe children as they act and interact in their play, everyday activities and planned activities and learn from parents about what the child does at home. Practitioners make assessments based on their observations, which provide an accurate picture of children’s development and achievement. This information is provided in an accessible way to parents. Observations of children’s learning and development are used to plan for children’s next steps.</p>	<p>All practitioners undertake observations of children’s learning and development and these are integral to the setting’s practice. Practitioners make accurate and insightful observations of children as they act and interact in their play, undertake everyday activities and planned activities, and learn from parents about what the child does at home. Practitioners make assessments based on their observations, which provide a broad and accurate picture of children’s development and achievement. This information is provided in an accessible way to parents. Observations of children’s learning and development are used to plan for children’s next steps.</p>
<p><b>Supporting Evidence</b></p>			
<p><b>4.2.5 Supporting language development</b></p>	<p>There is limited support for children to express themselves and develop their confidence in language within the environment. Some support is provided for children whose home language is not English.</p>	<p>Children have the opportunity to experience a language-rich environment; to develop their confidence and skills in expressing themselves; and where appropriate to speak and listen in a range of situations. Resources reflect and promote the language needs and development of the cohort. Where there are children whose home language is not English, settings provide opportunities for children to develop and use their home language in their play and learning</p>	<p>Children have many opportunities to experience a rich and stimulating language environment to develop their confidence and skills in expressing themselves. Where appropriate children are supported and encouraged to speak and listen in range of situations. Displays and resources reflect and promote the language needs and development of the cohort. Where there are children whose home language is not English, settings provide rich and varied</p>

Standard	Developing	Secure	Exceeding
		where appropriate. CPD opportunities based around children’s language development are evident in daily practice.	opportunities for children to develop and use their home language in their play and learning where appropriate. Practitioners access CPD opportunities based around children’s language development and these are embedded into daily practice.
<b>Supporting Evidence</b>			

### 4.3 Meeting All Children’s Needs

Standard	Developing	Secure	Exceeding
<b>4.3.1 Child and adult-initiated activities</b>	There is not a balance of adult-led and child-initiated activity and as a result children are unable to reach their full potential.	Each area of learning and development must be a balance of adult-led and child-initiated activity which is planned and purposeful. Play is often open-ended and does not necessarily result in producing something. The process is often more important than the outcome.	Practitioners are skilled in planning for adult-led and child-initiated activities. They are flexible in their approach, and effective interactions enable children to feel supported, challenged and motivated by learning opportunities and activities.
<b>Supporting Evidence</b>			

Standard	Developing	Secure	Exceeding
<b>4.3.2 Provision for meeting individual needs through early identification and intervention (EAL/SEN and Speech and Language)</b>	Children with additional needs, for example EAL/SEND, are not identified. Some information from relevant community and support agencies is sourced. There is some access to inclusion support and assistance.	Children with additional needs (EAL/SEND) are identified early, following setting procedures. Links with relevant community and support agencies are established and maintained. Access to inclusion and support assistance is facilitated. There is a written policy about how they identify SEND, support the children and their families to enable them to access a full and balanced curriculum.	Children with additional needs (EAL/SEND) are identified early, following setting procedures. Links with relevant community and support agencies are well established and maintained consistently. Inclusion and support assistance is consistently facilitated, ensuring each child is able to participate fully in the program. There is a written policy about how they identify SEND, support the children and their families to enable them to access a full and balanced curriculum.
<b>Supporting Evidence</b>			
<b>Summary</b>			



## Quality Standard 5

### Interaction, Engagement and Working Together

#### Core Values

Relationships are successful when each partner is valued and listened to equally. Respectful partnerships between families, practitioners and other agencies support the best outcome for each child.

#### 5.1 Respectful and Positive Relationships

Standard	Developing	Secure	Exceeding
<b>5.1.1 Effective communication, collaboration and consultation</b>	Parents are not kept informed and up to date about their child's learning and development, health and well-being.	The expertise of families is recognised and they share in decision-making about their child's learning and well-being. Providers ensure that effective communication is in place to inform parents about their child's learning and development, health and well-being.	The expertise of families is actively sought and valued and they have the opportunity to share in decision-making about their child's learning and well-being. Settings/schools ensure that effective communication is consistently in place to inform parents about their child's learning and development, health and well-being. There are opportunities for parents to contribute.
<b>Supporting Evidence</b>			
<b>5.1.2 Views, attitudes and beliefs of parents/carers acknowledged</b>	Staff fail to recognise parents/carers as the child's first and prime educator. No effort is made to seek views, attitudes and beliefs of parents/carers.	Staff actively seek parents views, attitudes and beliefs and where appropriate incorporate this into their everyday practice.	Parents/carers views, attitudes and beliefs are actively sought and valued and where appropriate are incorporated into everyday practice. Settings/schools have considered different strategies for involving fathers, or parents who work or live apart from their children.

Standard	Developing	Secure	Exceeding
Supporting Evidence			

## 5.2 The Role of Parents and Carers

Standard	Developing	Secure	Exceeding
<b>5.2.1 Parents/carers as partners in care, learning and development</b>	Strategies for engaging parents about their child’s learning and development are weak. As a result, parents do not know what their child is learning or how they can support and help with their progress.	Parents/carers contributions to the settings assessments of their child are valued. Parents are kept well informed about their child’s progress. They are encouraged to support their child’s learning and development at home. Trusting and positive relationships between the setting and parents/carers enables the sharing of parent held records and supportive conversations around the child’s development.	Practitioners are highly effective in supporting parents and carers, to engage positively with their children’s learning. A partnership approach encourages involvement and enhances progress and ensures better outcomes for children.
Supporting Evidence			
<b>5.2.2 Support, guidance and sign posting to enhance parenting capacity and confidence</b>	Limited information about community services is available to families.	Current information is available about community services and resources to support parenting and family well-being.	Practitioners are highly effective in supporting parental engagement with community services and resources to support parenting and family well-being.
Supporting Evidence			



### 5.3 Other Agencies and Services

Standard	Developing	Secure	Exceeding
<b>5.3.1 Work in partnership with other services to meet the needs of child and family (See SEND Code of practice)</b>	Children with additional needs (including SEND) are not identified OR where they have been identified support is not in place.	Children’s/families’ needs (including SEND) are identified. Support is in place and the setting is working with other services/agencies to effectively the needs.	Highly effective partnerships with other agencies ensure children’s/families’ needs are identified early and met. Due to this positive and robust approach, children with additional needs (including SEND) make good or better progress.
<b>Supporting Evidence</b>			
<b>5.3.2 Access to inclusion and support services</b>	There is limited support in place to support children and their families. There is no written policy in place.	A written policy is in place to support children and their families and meet the needs of children with additional needs (including SEND), which highlights how staff, parents and children can access inclusion and support services. Staff ensure that parents are fully informed, involved and part of any support and intervention decisions made in the interest of the child. Parents are made aware of support services available to them and their child.	Access to inclusion and support services is consistently facilitated, ensuring all children and their families are able to participate fully in the setting.
<b>Supporting Evidence</b>			

## 5.4 Transition and Induction

Standard	Developing	Secure	Exceeding
<b>5.4.1 Work in partnership with home and setting to ensure smooth transfers and sharing of information and records</b>	Lack of partnership with parents and carers does not enable records and information to be shared effectively.	Staff liaise with parents, families, other settings and other professionals involved with the child using robust systems that are in place to support the transition for each child. This includes the sharing of records and formal/informal discussion with parents and other professionals.	Effective and robust systems are in place, which outline the smooth transfer and sharing of information and records. This ensures that key information is shared effectively to support the transition for each child. Providers regularly liaise with parents, families, other settings and other professionals to share records and information.
<b>Supporting Evidence</b>			

## 5.5 Collaboration

Standard	Developing	Secure	Exceeding
<b>5.5.1 Staff work together to develop collaborative learning opportunities for children</b>	Limited support is given to children to engage and play with others.	Each child is supported to play with, learn from and help others through collaborative learning opportunities.	Collaborative learning opportunities are effectively facilitated and every child is consistently supported to play with, learn from and help others.
<b>Supporting Evidence</b>			

Standard	Developing	Secure	Exceeding
<p><b>5.5.2 Settings model appropriate, sensitive, effective interactions that allow children to learn skills for life</b></p>	<p>Interactions are not always responsive and/or respectful. Opportunities for adults to engage with children in meaningful and effective interactions are limited.</p>	<p>Interactions with each child and adult are warm, responsive and build trusting relationships. Every child is able to engage with adults and children in meaningful, effective interactions that support the acquisition of skills for life and learning.</p>	<p>Interactions with each child and adult are consistently warm, responsive and build trusting relationships that promote children's sense of belonging. Every child is consistently encouraged and supported to engage with practitioners and children in meaningful, effective interactions that enhance the acquisition of skills for life and learning.</p>
<p><b>Supporting Evidence</b></p>			
<p><b>Summary</b></p>			



## Quality Standard 6

### Effective Leadership and Management

#### Core Value

Effective leadership and management promote a positive organisational culture and builds a professional learning community. Effective leadership is essential in creating a shared vision, and a passionate, focused, reflective workforce in order to drive continual improvement and ensure the best possible outcomes for children.

#### 6.1 Governance and Service Management

Standard	Developing	Secure	Exceeding
<b>6.1.1 Well embedded systems of management (committee/governance etc.) support the settings vision and values</b>	A statement of visions and values is not available.	A statement of visions and values guides all aspects of the settings operations.	A statement of visions and values are regularly reviewed by leadership and management and is consistently evident in all aspects of the settings operations.
<b>Supporting Evidence</b>			
<b>6.1.2 Middle and senior management are effective in maintaining a good provision</b>	Leaders and/or staff have a poor understanding of how to promote children's learning and development, resulting in practice that does not meet children's needs.	A suitably qualified, experienced management/leadership team lead the development of the practice that meets the needs of all children.	Suitably qualified and experienced leadership/management teams consistently lead the effective development of the practice. It is evident that clear goals and high expectations for teaching and learning are established.
<b>Supporting Evidence</b>			

Standard	Developing	Secure	Exceeding
<p><b>6.1.3 Robust systems that manage safer recruitment, fit person, ratios, qualifications, insurance etc.</b></p>	<p>Staff are not supported by leaders and management to fulfil their safeguarding responsibilities. Safeguarding training is not offered to staff, volunteers or governors. Leaders and management fail to implement safeguarding policies, leading to failures within safeguarding procedures.</p>	<p>Leaders and management support all staff, governors and volunteers to meet their safeguarding responsibilities. They facilitate safeguarding training for staff, governors and volunteers, including allocating necessary resources and time. Leaders and management implement the child protection policy and other safeguarding policies and support all staff in doing the same. They ensure that appropriate site security arrangements are in place and that there is a representative at departmental and safeguarding board briefings e.g. subsequent to serious case reviews. Leaders and management ensure oversight and implementation of the requirements.</p>	<p>The setting/school can demonstrate how staff are kept up to date with developments in safeguarding practice, statutory requirements and findings from reviews and current reports, for example, by cascading learning from advanced safeguarding training or briefing sessions.</p>
<p><b>Supporting Evidence</b></p>			

## 6.2 Professional Support and Development

Standard	Developing	Secure	Exceeding
<b>6.2.1 Induction for new staff is robust and effective</b>	Procedures for the induction of new staff are not in place.	The induction of new staff members follows the settings/schools written procedures and guidelines.	The induction of new staff is comprehensive and contributes to sustained quality relationships and environments that facilitate children's learning and development.
<b>Supporting Evidence</b>			
<b>6.2.2 Commitment to develop and retain staff</b>	Limited effort is made to maintain continuity of staff within the service. Staff training and development opportunities are limited.	Every effort is made to promote continuity of staff at the service. Staff have opportunities to attend training and development opportunities and the impact of this is evident in the provision.	Effective processes are in place to consistently achieve continuity of staff resulting in the establishment and maintenance of secure relationships with children and families. Staff have regular training and development opportunities. Staff can talk about the positive impact this has had on the provision and children's well-being, learning and development. Staff feel that their practice has improved as a result of the settings/schools investment in their development.
<b>Supporting Evidence</b>			
<b>6.2.3 Opportunities to lead; have supervision and effective performance management</b>	The performance of leadership and management is not evaluated.	The performance of leadership and management is evaluated and individual development plans are in place to support performance improvement. There is evidence that this leads to	Regular evaluation of the performance of leadership and management leads to individual development plans that provide a focus for continuous performance management.

Standard	Developing	Secure	Exceeding
		improvements in practice and effective teaching.	
<b>Supporting Evidence</b>			

### 6.3 Policies, Procedures and Administrative Systems

Standard	Developing	Secure	Exceeding
<b>6.3.1 Confidentiality and data protection</b>	Records are not kept secure and are not accessible to those who have a right or professional need to see them. Staff do not understand the requirement to protect the child's privacy nor their legal requirements.	Records are well organised. Confidential information and records about staff and children are kept secure, and only accessible and available to those who have a right or professional need to see them.	All staff understand the requirement to protect the child's privacy as well as any legal requirements when handling information to ensure confidentiality.
<b>Supporting Evidence</b>			
<b>6.3.2 Contact /emergency information</b>	Contacts and emergency information are not kept secure and are not accessible to those who have a right or professional need to see them. Staff do not understand the requirement to protect the child's privacy nor their legal requirements.	Contacts and emergency information are well organised. Contacts and information are kept secure, and are only accessible and available to those who have a right or professional need to see them.	All staff understand the requirement to protect privacy as well as any legal requirements when handling information to ensure confidentiality.
<b>Supporting Evidence</b>			



Standard	Developing	Secure	Exceeding
<p><b>6.3.3 Policies are reviewed, shared with parents and owned by all</b></p>	<p>Some practices are based on documented policies and procedures that are available at the setting.</p>	<p>The settings practices are based effectively on documented policies and procedures that are available at the service and reviewed regularly by both staff and parents.</p>	<p>Children’s health, safety and well-being are very well supported by the vigilant and consistent implementation of robust policies and procedures. The settings practices are based on effectively documented policies and procedures that are readily available at the service and reviewed regularly in partnership with staff, coordinators and families.</p>
<p><b>Supporting Evidence</b></p>			
<p><b>6.3.4 Records (retention) must be kept</b></p>	<p>The service is working towards ensuring records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements. This does not pose an unacceptable risk to the safety, health or well-being of any child or children being education and cared for by the setting.</p>	<p>Records and information are stored appropriately to ensure confidentiality, are available from the setting and are maintained in accordance with legislative requirements.</p>	<p>Records and information are regularly reviewed, stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.</p>
<p><b>Supporting Evidence</b></p>			

Standard	Developing	Secure	Exceeding
<b>6.3.5 Equal opportunities actively promoted in all policies and procedures</b>	<p>The leadership/management team does not treat all staff with equal concerns. Failure to comply with anti-discriminatory legislation, leading to poor practice.</p>	<p>Policies and procedures are available that require all adults to be treated with equal concern and leaders and management complies with relevant anti-discriminatory legislation and good practice. The setting promotes equal opportunities in the areas of employment, training, admission to care and access to the resources, activities and facilities available, with cultural awareness.</p>	<p>Staff are confident that policies and procedures are embedded in practice to ensure all adults are treated with equal concern and leadership/management complies with relevant anti-discriminatory legislation and good practice. The setting prides itself on promoting equal opportunities in the areas of employment, training, admission to care and access to the resources, activities and facilities available, with cultural awareness.</p>
<b>Supporting Evidence</b>			
<b>6.3.6 Administrative systems support the good business model and complaints are minimised due to sound procedures</b>	<p>Basic systems are in place to investigate and respond to grievances and complaints.</p>	<p>Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.</p>	<p>Effective practice and consultation processes minimise escalation of grievances and complaints. Any grievances and complaints are actively addressed, investigated fairly, resolved and documented in a timely manner. Action taken by the service contributes to continuous improvement.</p>
<b>Supporting Evidence</b>			

## 6.4 Self-Evaluation and Quality Assurance

Standard	Developing	Secure	Exceeding
<p><b>6.4.1 Reflective, values self-evaluation and use of tools to support continuous improvement cycle</b></p>	<p>Self-evaluation is limited, with little focus on raising achievement and improving the quality of provision. Any actions taken to tackle areas of identified weakness have been insufficient or ineffective.</p>	<p>Leaders and managers have an accurate picture of the strengths of the provision. There are effective self-evaluation processes in place that have identified areas for development.</p>	<p>Leaders have an accurate picture of the strengths and areas for development in the setting. The implementation of well-focused plans has led to rapid improvements in achievement or has maintained the highest levels of achievement for all children over a sustained period. Accurate and insightful evaluation of the impact of practitioners' work leads to improvements in practice and highly effective teaching.</p>
<p><b>Supporting Evidence</b></p>			
<p><b>6.4.2 Committed to working with CEYS/Education Department to develop practice through shared opportunities for self-evaluation</b></p>	<p>Use of self-evaluation tools is minimal. Staff are not encouraged to attend training. There are gaps in mandatory training.</p>	<p>Leaders and managers work with the CEYS team/Education Department. A range of self-evaluation tools are used and evidence provided of team meetings that demonstrate the willingness to develop. Whole sector leader meetings are attended.</p>	<p>Leaders and managers actively seek to work with the CEYS team/Education Department in a range of ways. Whole sector leader meetings are attended and support for other settings is provided. There is a willingness to share own knowledge and experience and a willingness to take part in projects and island wide quality development for EYFS.</p>
<p><b>Supporting Evidence</b></p>			
<p><b>6.4.3 Voice of staff, parents and children used to support</b></p>	<p>Families and staff have some opportunity to be involved in setting decisions and the development of a setting growth plan.</p>	<p>Families and staff have opportunities to be involved in the setting and contribute to setting decision and the development of a setting growth plan.</p>	<p>Families and staff are offered a range of opportunities to be actively involved and are encouraged to significantly contribute to decisions made about the</p>

Standard	Developing	Secure	Exceeding
setting's development plan			setting and the development of a setting growth plan.
Supporting Evidence			
Summary			



