

Early Years Statutory Requirements

A regulatory framework for Early Years Provision



“Anyone working with or for children should do what is best for each child.”
(Article 3 of the United Nations Convention on the Rights of the Child)

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Foreword

In my role as Head of Early Years, it gives me enormous satisfaction to endorse a document that I believe, will not only ensure that children are safe and well cared for but also enabled to thrive and succeed during their early years of life. The Government of Jersey are committed to ensuring that all children have the best start in life.

It is my ambition that we have systems in place that always put children first and respect their rights as recognised through the United Nations Convention on the Rights of the Child.

I am pleased to endorse a set of regulatory requirements that have at its central core, the wellbeing of children. The principles that underpin the work of the Childcare and Early Years Service are fundamental to my beliefs and values. They acknowledge that experienced, well-trained staff are fundamental in nurturing children's play, learning and development. That high quality settings contribute to positive outcomes for children and their families. Safeguarding and child protection practices that are robust and understood by all are essential, as is effective and reflective leadership and management. Children and their families need to feel assured that through these requirements, schools and settings will promote wellbeing and uphold and teach the fundamental values of equality and inclusion. Children are unique and should be encouraged to be themselves and to express their thoughts and feelings in a safe environment, supported by respectful and empathetic adults.

The standards addressed in this document will ensure all settings meet and maintain compliance with the articles of the Day Care of Children (Jersey) Law 2002.

By working in close partnership across Government and with other agencies to ensure these regulatory standards are maintained, we can be confident that our youngest children, being educated and cared for in our schools and registered early years settings are happy, healthy and continue to thrive as confident, lifelong learners.



Nicola Mulliner

Head of the Childcare and Early Years Service

Introduction

The Statutory Requirements for Early Years Provision apply to those settings registered as an Early Years Setting and have been written with the collective guidance, co-operation and support of our practitioners, teachers, and other professionals.

The Day Care of Children (Jersey) Law 2002 provides the legal framework for the Government of Jersey's Education Department to determine the specific requirements that must be met and maintained as a registered provider. The intention is clear, that by working together we will ensure that children are safe, supported and stimulated.

Definition of Early Years Settings and Schools

An Early Years setting is an organisation that provides Early Childhood Education and Care (ECEC) and is registered under the Day Care of Children (Jersey) Law 2002. It specifically operates for children under the age of 5 and is:

- for more than 2 hours in any 1 day
- for more than 6 days in any calendar year
- without the child's parent or guardian being present
- and/or for reward

A School is an establishment registered under the Education (Jersey) Law 2002, accommodating children between the ages of 3 to 5 in a Nursery or Reception class. This is referred to as the Early Years Foundation Stage.

Additional documentation, including Jersey's "Early Years Matters" quality framework and associated non-statutory guidance documents including "Development Matters in the Early Years Foundation Stage" and "Birth to 5 Matters" will support all Early Years providers to maintain compliance and meet the required quality standards.

Vision

The long-term goal for all children in Jersey is that they grow and develop successfully to find their place in life. The way we, as teachers, practitioners and parents, support and empower children has a significant effect upon these goals.

In our island's settings and schools, the aim is to nurture children so that they are confident, motivated, and excited about their learning and development. The Childcare and Early Years Service (CEYS) will work together with all stakeholders to ensure all providers are both fully compliant, and quality standards are maintained.

Through positive relationships and effective interactions, children's individuality should be at the heart of their experiences, and we will consistently aim to support the delivery of the highest quality provision. Children's wellbeing will be valued and supported, enabling them to thrive and grow into strong, independent, and caring members of our community.

The core values and principles that underpin our work and ambition for all children, families and practitioners in our island settings and schools are:

- Children's voices and rights are embedded and promoted through everyday activity.
- Equality of opportunity for all children and families
- Respectful and reciprocal relationships
- Working together in partnership with families and communities
- Embedding effective leadership and management for continuous improvement
- Securing quality and standards that enable all children to thrive

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

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 for reward;
- (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 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

Which legislation do these Statutory Requirements refer to?

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

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

[Children and Young People \(Jersey\) Law 2022 \(jerseylaw.je\)](#)

[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](#)

Statutory Requirements Description

1. Safeguarding and Promoting Children's Welfare

- 1.1 Safeguarding and Child Protection
- 1.2 Suitable People and Safer recruitment
- 1.3 Information, Records and Data Protection
- 1.4 Staffing Arrangements
- 1.5 Ratios
- 1.6 Outings

2. Healthy Child and Adult

- 2.1 Responding to individual needs
- 2.2 Relationships and Interactions
- 2.3 Children's Wellbeing
- 2.4 Food and drink preparation and provision
- 2.5 Intimate Care
- 2.6 Sleep
- 2.7 Medicines, illness, and injuries; Infection Control
- 2.8 Smoking, vaping, alcohol and illegal substances

3. Enabling Environments - Premises

- 3.1 Safety, Suitability and Sustainability
- 3.2 Evacuation and Fire
- 3.3 Space - Indoors
- 3.4 Space - Outdoors
- 3.5 Equipment and Resources

4. Learning and Development

- 4.1 Induction and Transitions
- 4.2 Curriculum
- 4.3 Observation, Assessment, and Planning
- 4.4 Statutory assessment at the end of the EYFS
- 4.5 Equal opportunity, Diversity, and Inclusion

5. Working Together

- 5.1 Parents and carers
- 5.2 Other agencies

6. Effective Leadership and Management

- 6.1 Organisation
- 6.2 Staffing

Statutory Requirement 1

Safeguarding and Promoting Children's Welfare

Day Care of Children (Jersey) Law 2002: 4 (1) (a) (b) (c) (d) (e) (ii) (f)

In all settings and schools, there must be a safeguarding culture where, keeping children safe is everybody's business and responsibility; children's health and welfare must be of primary consideration.

1.1 Safeguarding and Child Protection

- 1.1.1 All settings must have a Safeguarding and Child Protection policy (protecting children from harm and promoting the welfare of all children). This must include Managing Allegations against staff, Whistleblowing, E-safety and use of Personal Devices, (including the use of smart watches while working) which must be implemented and followed consistently.
- 1.1.2 All staff must be trained, understand, and implement the Safeguarding policy and procedures.
- 1.1.3 All staff must undertake the mandatory safeguarding training and complete an annual update to ensure current knowledge.
- 1.1.4 There must be a Designated Safeguarding Lead (DSL) on premises at all times and staff must know who that person is. Both the DSL and the Deputy DSL must have the relevant, up to date DSL training.
- 1.1.5 Children must always be within sight or hearing of an adult.
- 1.1.6 There must be a Missing Child policy.
- 1.1.7 Children must be appropriately supervised at all times.
- 1.1.8 Settings must only release children into the care of individuals who have been notified to the setting by the parent and must ensure that children do not leave the premises unsupervised.
- 1.1.9 Staff have the responsibility to be alert to any safeguarding issues or concerns they may have about a child's welfare within a setting or at home and must report these to the DSL.
- 1.1.10 If there are concerns about the care/treatment of a child by an adult working in a setting, the DSL must report this to the Standards and Quality Service, the Jersey Designated Officer (JDO) jdo@health.gov.je and CEYS ceys@gov.je immediately.
- 1.1.11 Advice provided by the agencies listed above must be followed.

1.2 Suitable People and Safer Recruitment

- 1.2.1 All staff must obtain an "enhanced with barring" DBS certificate; this includes people who live or work on the premises.

- 1.2.2 All staff in Early Years settings must join the DBS update scheme and renew this annually. All Early Years settings must follow a robust safer recruitment process to ensure that people looking after children are suitable to do so.
- 1.2.3 Adults employed must be 18 years or over and suitably qualified. Contact CEYS for advice about employing students who are yet to turn 18.
- 1.2.4 Adults whose suitability has not been checked must not have unsupervised contact with children unless a risk assessment has been shared with CEYS.
- 1.2.5 Adults, including volunteers, who are visiting settings once a week or more must have a DBS.
- 1.2.6 Recorded information must be kept about staff health checks, qualifications, identity checks and safer recruitment processes that have been completed, which include the DBS disclosure number, date it was obtained and who obtained it.
- 1.2.7 A central record of all staff information must be made available to CEYS staff on request.
- 1.2.8 Ensure that a referral to the Disclosure and Barring Service is made where a member of staff is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm.
- 1.2.9 Conform to the Employment (Jersey) Law, 2003.¹
- 1.2.10 All new staff must have completed the Health Declaration booklet and are fit to work with children.

1.3 Information, Records and Data Protection

- 1.3.1 Settings must adhere to their legal responsibilities under The Data Protection (Jersey) Law, 2018 and where relevant the Freedom of Information (Jersey) Law, 2011.²
- 1.3.2 All registered settings must comply with current data protection legislation and be registered with the Jersey Office of the Information Commissioner (JOIC), this includes having their own Privacy Notice and Data Protection Policy. (School nurseries and reception classes are included in the school's registration with the JOIC).
- 1.3.3 Settings must maintain up to date records about staff and children that are held securely and remain accessible.
- 1.3.4 Information on each child must be reviewed and updated annually.
- 1.3.5 Settings must keep a register of child and staff attendance to ensure ratios are met.
- 1.3.6 Sharing of safeguarding concerns and records must comply with current procedures.
- 1.3.7 Safeguarding records must be completed, accurately maintained, and stored securely.
- 1.3.8 CEYS Retention Schedule must be followed.³

¹ [Employment \(Jersey\) Law 2003 \(jerseylaw.je\)](http://jerseylaw.je)

² [Freedom of Information \(Jersey\) Law 2011 \(jerseylaw.je\)](http://jerseylaw.je)

³ [DEPARTMENT FOR EDUCATION, SPORT & CULTURE \(gov.je\)](http://gov.je)

1.4 Staffing Arrangements

In registered settings

- 1.4.1 Managers in registered settings are required to have a minimum 2-year relevant experience in a position of responsibility i.e. Deputy Manager, Team Leader.
- 1.4.2 Training plans must be in place to ensure managers and practitioners are working towards the required qualifications.
- 1.4.3 75% of staff in registered settings must hold a relevant Level 2 or above early years qualification. Of this, 50% must hold a relevant level 3 or above early years qualification.
- 1.4.4 The balance of qualified and unqualified staff must be organised so that no more than 25% of unqualified staff are caring for a group of children at any one time.
- 1.4.5 Where staff are unqualified, they must be working towards a relevant qualification.
- 1.4.6 There must be at least two Early Years Level 3 qualified adults always present on the premises at all times.
- 1.4.7 Each child must be assigned a key person.
- 1.4.8 The key person must have:
 - A recognised Early Years Level 3 childcare qualification or
 - A recognised Early Years Level 2 childcare qualification and be working towards a recognised Early Years Level 3 childcare qualification and have a mentor with a recognised Early Years Level 3 childcare qualification to support their training, practice, and development
 - Where an unqualified staff member is working towards an Early Years Level 3 childcare qualification, they must have support from a mentor when taking a key group

Schools⁴

In nursery classes each child must be assigned a key person (the key person system is not a requirement in Reception; see Early Years Matters, A Quality Framework for Early Years Provision). An appropriate experienced and qualified lead for the EYFS must be identified to develop this important phase of learning and preferably sit on the school's senior leadership team.

Nursery

- 1.4.9 The nursery class must have at least one member of staff who has qualified teacher status as defined by Education (Jersey) Law 1999.
- 1.4.10 In a nursery class, the nursery officers must hold an Early Years Level 3 childcare qualification. Where a nursery officer does not hold this qualification, they must hold a recognised Early Years Level 2 childcare qualification and be working towards an Early Years Level 3. They must also have a mentor to support their training, practice, and development.

⁴ [Securing quality and standards as one \(gov.uk\)](https://www.gov.uk/government/publications/securing-quality-and-standards-as-one)

Reception

- 1.4.11 Each Reception class must have at least one member of staff who has qualified teacher status as defined by Education (Jersey) Law, 1999.⁵
- 1.4.12 In a Reception class, the teaching assistant must hold an Early Years Level 3 qualification. Where a reception teaching assistant does not hold this qualification, they must hold an Early Years Level 2 qualification and be working towards an Early Years Level 3 qualification. If they do not hold a Level 2 qualification, they must be working towards this. They must also have a mentor to support their training, practice, and development.
- 1.4.13 For lunch time cover in Reception classes, there must be at least one adult who holds a paediatric first aid certificate. Adults providing lunchtime cover must have received an induction to the role and have a good understanding of the children. In order to support appropriate routines and healthy eating practices, the adult to child ratio must be considered.

1.5 Ratios

See section 1.6 Outings, Ratios for Outings.

Ratios must be maintained at all times in all schools and settings.

The following people **must not** be included in calculating the minimum adult to child ratio, or given direct responsibility for the care of children:

- Parents / carers (unless on an outing)
- Volunteers
- Students in training or work experience

In determining the overall staffing of the setting, it is important to ensure that the expertise of staff present at any one time covers both the care and education of the children present.

In registered settings

Settings must ensure that deployment of practitioners supports required minimum ratios across the setting and on outings.

1.5.1 The adult to child minimum ratios, up to school entry are:

- A minimum of 1 to 3, for children aged 0 - 2 years
- A minimum of 1 to 4, for children aged 2 - 3 years
- A minimum of 1 to 8, for children aged 3 - 4 years

1.5.2 For children aged 3 - 4 years, the adult to child ratio can be 1 to 10, only if a member of staff has QTS and:

⁵ [Education \(Jersey\) Law 1999 \(jerseylaw.je\)](http://jerseylaw.je)

- Is working directly with these children
 - All other staff in the room have an Early Years Level 3 childcare qualification.
 - The space requirements meet the ratio for 10 children (2.3 m2 per child for internal play)
 - There is adequate support from other qualified and supernumerary staff members, if required
- 1.5.3 At least half of all staff must have experience and training opportunities that specifically addresses the age group of the children they are caring for and working with.
- 1.5.4 The Nursery Manager, and Deputy Manager when acting in the Manager's role, must be proportionately supernumerary and not be included in the minimum adult to child ratios. For settings registered for under 30 children, the Nursery Manager must be supernumerary for a minimum of 50% of the registered hours. For settings registered for over 30 children, the Nursery Manager must be supernumerary.

In Schools

Nursery

- 1.5.5 At least one adult must hold Qualified Teacher Status (QTS) and have Early Years experience.
- 1.5.6 Other staff must hold an Early Years Level 3 qualification (Nursery Officer).

Reception

- 1.5.7 At least one adult must hold Qualified Teacher Status (QTS) and have Early Years experience.
- 1.5.8 One practitioner with a Level 3 Early Years qualification in each reception class.

1.6 Outings

- 1.6.1 Settings must have an Outings policy.
- 1.6.2 Schools should refer to the Education Department's Educational Visits Policy and procedures.
- 1.6.3 Children must have regular outings (a minimum of 6 per year) as part of planned learning experiences and opportunities.
- 1.6.4 All outings must be evaluated.
- 1.6.5 Vehicles used for transporting children must conform to legal requirements and be road worthy and the driver must hold a valid and appropriate licence and insurance.
- 1.6.6 A list of contact numbers and names must be taken on all outings.

Ratios for Outings

For ratios in settings / schools, see section 1.5 Ratios.

- 1.6.7 For all outings, ratios for babies must be maintained.
- 1.6.8 For registered settings and school nursery classes, the ratio for outings is 1 to 4.
- 1.6.9 For registered settings and school nursery classes, outings that are regular and familiar to children and/or pose a lower risk, then a higher ratio than 1 to 4 may be appropriate. This must not exceed 1 to 6.
- 1.6.10 For reception classes the ratio for off site visits is 1 to 6.
- 1.6.11 According to the nature of the outing a risk assessment must be in place that takes into account the needs of the children. It may be necessary to exceed the staffing ratios.
- 1.6.12 The risk assessment must acknowledge the activities to take place and how the staffing ratio will support this.
- 1.6.13 The staffing ratio on the risk assessment must consider the individual needs of children.
- 1.6.14 The staffing ratio on the risk assessment must consider the nature of activity and environmental factors.
- 1.6.15 A minimum of two adults must be present on any outing.
- 1.6.16 At least one adult on any outing must hold a paediatric first aid certificate as well as the relevant Early Years Level 3 childcare qualification or QTS.
- 1.6.17 A minimum of two staff must be present in any vehicle used for transporting children.
- 1.6.18 Children must never be left alone in a vehicle and children should always be accounted for on and off any transport used.

Statutory Requirement 2

Healthy Child and Adult

Children's wellbeing must be promoted and their care, development and play needs met in a responsive, inclusive, nurturing atmosphere. Practitioners must provide a broad range of stimulating age-appropriate play opportunities, activities, and resources, considering children's individual needs and interests, which promote their learning and social, emotional and physical development.

2.1 Responding to individual needs

- 2.1.1 There must be a developmentally appropriate Promoting Positive Relationships policy in place that is shared with parents and followed by all staff.
- 2.1.2 Each child must be allocated a Key Person. (See Early Years Matters, A Quality Framework for Early Years Provision for reception class guidelines).⁶
- 2.1.3 Each Key Person should be responsible for:
 - Ensuring secure emotional attachment and promotion of their key children's wellbeing
 - Responding to, promoting, and recording their key children's individual care needs
 - Sharing information with parents daily on food and liquid intake, sleep, intimate care
 - Contributing to planning to meet their key children's individual needs and sharing knowledge of the child with other practitioners within the setting
- 2.1.4 There must be a co-person system in place to support the child and family if the key person is absent or unavailable.

2.2 Relationships and Interactions

- 2.2.1 Adult interactions should be positive, respectful and engaging. There should be individual and group interactions throughout the day to help children develop confidence, independence, and self-esteem.
- 2.2.2 Strategies should be in place to support age-appropriate and secure attachments and positive relationships.
- 2.2.3 There should be many opportunities for children of all ages to develop and make their own decisions and choices.

⁶ [Securing quality and standards as one \(gov.uk\)](https://www.gov.uk/government/publications/securing-quality-and-standards-as-one)

- 2.2.4 Children's rights should be acknowledged and respected by the adults present and their thoughts, feelings and voices respected and acted upon.⁷⁸

2.3 Children's Wellbeing

- 2.3.1 The practice, environment and opportunities afforded to the children, should ensure warm and trusting relationships are developed and children's emotional wellbeing is promoted.
- 2.3.2 Where possible, children's daily personal routines are considered within the best interest of the group.
- 2.3.3 Children must be given the opportunities to be active both indoors, and outdoors, as well as time to relax.
- 2.3.4 Systems and strategies must be in place to monitor and meet children's emotional and mental wellbeing needs in all aspects of their care.
- 2.3.5 Children should be encouraged to explore their emotions and feelings and adults respond sensitively and empathetically.
- 2.3.6 Practitioners caring for young babies, must be given opportunities to ensure they are up to date with the latest guidance with regards to care routines.
- 2.3.7 When starting to care for a new age group of children, practitioners should ensure their Continuous Professional Development (CPD) is relevant to the age group.

[Health and wellbeing \(gov.ie\)](https://www.gov.uk/government/publications/health-and-wellbeing)

2.4 Food and drink preparation and provision

- 2.4.1 Settings must comply with Environmental Health (EH) requirements concerning food preparation and provision.
- 2.4.2 Settings must have a Food Safety and Nutrition Management (including Allergens) policy that is implemented.
- 2.4.3 A designated area must be provided for the preparation of babies' feeds.
- 2.4.4 Preparation and storage of babies' feeds must comply with current best practice guidance.
- 2.4.5 Sterilisation equipment must be used for bottles and dummies.
- 2.4.6 Meals, snacks, and drinks provided must be healthy, balanced, nutritious and portion size must be proportionate to the age of the child.
- 2.4.7 Settings must provide healthy snacks; this must include fruit and/or vegetables.
- 2.4.8 Fresh drinking water must be available and accessible at all times.
- 2.4.9 Information from parents and carers about a child's dietary needs must be recorded and consistently acted upon.
- 2.4.10 All practitioners who handle food must hold a level 2 qualification in Food Hygiene.
- 2.4.11 The chef must hold a level 3 qualification in Food Hygiene.

⁷ [Layout 1 \(unicef.org.uk\)](https://www.unicef.org.uk)

⁸ [Best Start Jersey - Working Together for Early Years](#)

2.4.12 Opportunities to support parents in breast-feeding should be made available.⁹

2.5 Intimate Care

- 2.5.1 All schools and settings must have an Intimate Care Policy identifying the procedures for nappy changing, toilet training, and toileting must be available. This must be implemented and appropriate to the age and needs of the child, supporting their growing independence as well as including discussions with parents/care givers.
- 2.5.2 A supportive and individualised approach must be taken to support children and families where there is a medical or developmental need and toilet training has not yet begun.
- 2.5.3 Appropriate changing facilities must be provided for children who are not toilet trained. E.g., a changing table at adult height, or toilet cubicles where children can be changed standing.
- 2.5.4 When intimate care is being provided the privacy of all children must be respected.
- 2.5.5 The nappy changing area must be located away from any food preparation area and sanitised between each use.
- 2.5.6 When potties and training seats are being used these must be cleaned and disinfected after each use.
- 2.5.7 Changing areas and toilets must have:
- A purpose-built unit with integral steps or a system for height adjustment where necessary for younger children still in nappies
 - Sealed units or pedal bin for soiled nappies
 - Hand washing facilities with an adequate supply of hot water and liquid soap for hand washing that children and adults are able to access independently
 - Suitable hygienic facilities and equipment, and an adequate supply of clean towels, spare clothes, and other necessary items
 - Drying facilities to include air dryers or paper towels
 - A minimum of 1 toilet and wash basin for every 10 children
 - Toilets and washbasins at appropriate child height. Each toilet to be separated by a partition with a door to offer privacy at a height no less than 1.2 metres. Every effort must be made to ensure high standards of hygiene are maintained and steps taken to mitigate against any risks identified
- 2.5.8 Only qualified members of staff are able to change nappies and provide support with toileting. Students must be supervised.¹⁰

⁹ [Help for early years providers : Food safety \(education.gov.uk\)](https://www.gov.uk/guidance/help-for-early-years-providers-food-safety)

¹⁰ [Intimate Care Policy](#)

2.6 Sleep

- 2.6.1 All settings must have a Sleep policy ensuring children's individual needs are met according to their stage of development for sleep and rest. Practitioners must have secure knowledge of current guidance on sleep routines and care.
- 2.6.2 There must be strategies in place to support children and families with sleeping patterns.
- 2.6.3 All children including babies under 2 must sleep in an appropriate bed, cot or basket that complies with the current safety specifications and is flat, firm, and waterproof.
- 2.6.4 Babies under 2 years of age must have an area for sleeping which ensures their safety. This area must not take away from the play space.
- 2.6.5 Babies under the age of six months must sleep in the main room.
- 2.6.6 Each child must have clean individual bedding with cots and beds arranged that allow practitioners to attend to children's needs.
- 2.6.7 Toddlers must have somewhere safe and easily accessible to store comforters.
- 2.6.8 Regular checks must be made on sleeping children and babies.
- 2.6.9 Room temperature must be checked frequently and recorded. The temperature for sleeping babies and children should be between 16-20 degrees Celsius.
- 2.6.10 A sufficient number of fire evacuation cots must be available to safely accommodate the number being cared for whilst maintaining ratios for babies under 2.

2.7 Medicines, illness, and injuries; Infection Control

- 2.7.1 There must be an illness and infection control policy
- 2.7.2 Providers must have an Administering Medication policy that includes details on procedures and safe storage.
- 2.7.3 Only medication or treatment prescribed by an approved medical professional is to be administered. Settings must have documented permission forms to include date prescribed, child's name and date of birth, details of medical condition, name of medicine, storage advice, details of prior dosage given, dosage amount & frequency to be given, and parent's signature prior to and after administration.
- 2.7.1 In the case of an emergency, i.e., high temperature, analgesics (such as Calpol and Ibuprofen) can be administered without a prescription. This must be supplied in single use sachets only, and written parental consent must be obtained, prior to administration, this can be in the form of an email or text.
- 2.7.2 Medication accepted must be in the original pharmacist's bottle or package, with the name of the child printed on the packaging and be within expiry date.
- 2.7.3 Training must be provided for staff where the administration of medicine requires specialist medical or technical knowledge by the relevant body
- 2.7.4 If a child has a long-term health condition or requires regular support, a Health Care Plan must be completed with advice from a healthcare professional.
- 2.7.5 The procedure for administering medicines to a child must include a record form with parents/carers signature confirming:

- Date
 - Name of child
 - Date of birth
 - Details of medical conditions
 - Name of medicine
 - Frequency and dosage required
 - Date, time, and dosage of last administration, signed by parent and practitioner
 - Date, times, and dosage of medication administered at the setting, signed by practitioner and witness after each dose
 - Medication administered in setting and medication returned
- 2.7.6 Providers must have a First Aid policy to include Injuries and Incidents and these must be recorded as soon as possible in the accident recording system.
- 2.7.7 Any injuries to a child that were not sustained in the setting but noticed by a practitioner must be recorded and signed by parents/carers.
- 2.7.8 Providers must inform parents of any injury and/or accident sustained by the child on the same day and of any first aid treatment given. In the event of any head injury, parents/carers should be informed immediately, and appropriate action taken.
- 2.7.9 Completed records must be retained on the premises according to the retention schedule and made available for inspection. This information should also be used in regular health and safety audits and assessments.
- 2.7.10 In the case of serious accident (visit to A&E), illness, injury or death, the Notifiable Accident policy must be followed and complete the on-line link as soon as reasonably practicable.
- 2.7.11 The setting must ensure that, there is always a First Aid box readily accessible. It must be checked and missing and out of date contents replaced as necessary.
- 2.7.12 All practitioners must have a current paediatric First Aid certificate.
- 2.7.13 All settings / schools with 5 or more members of staff must have at least one member of staff with a current First Aid at Work certificate (on the premises at any one time).
- 2.7.14 Settings must follow the Prevention and Control of Infection Guidelines¹¹ for Early Years and School settings issued by Health and Community Services Department.
- 2.7.15 Relevant hygiene practices must be followed if you have animals on the premises.

2.8 Smoking, vaping, alcohol, and illegal substances

- 2.8.1 There must a Smoking, Vaping, Alcohol, and Illegal Substances policy.
- 2.8.2 Staff must not be under the influence of alcohol or any illegal substance, either during working hours, prior to or sufficiently close to a period of work that may affect their ability to care for children.
- 2.8.3 Settings must not allow smoking or vaping in or on the premises and is not permitted near to children.

¹¹ [ID Prevention and Control of Infection, Guidelines for Early Years and School Settings.pdf \(gov.ie\)](#)

- 2.8.4 Staff and/or adults working with children must make every effort to remove the odour of tobacco smoke before starting or returning to work. Please refer to Restriction on Smoking (Workplaces) (Jersey) Regulations.¹²

¹² [Smoking law: guidance for businesses and organisations \(gov.je\)](https://www.gov.je/smoking-law-guidance-for-businesses-and-organisations)

Statutory Requirement 3

Enabling Environment - Premises

Day Care of Children (Jersey) Law 2002: 2 (4) (a)

Reasonable steps must be taken to ensure that staff and children are not exposed to unacceptable risk and that risk is managed appropriately.

3.1 Safety, Suitability and Sustainability

- 3.1.1 Providers must have a Health and Safety policy identifying processes used to ensure premises are safe.
- 3.1.2 Settings must comply with current building regulations and relevant legislation
- 3.1.3 Premises must be kept safe, hygienic, and well maintained and must comply with requirements of the Health and Safety at Work (Jersey) Law, 1989.¹³
- 3.1.4 Settings must be able to demonstrate how risks are safely managed by providing written risk assessments, clearly showing where the benefit outweighs the risk.
- 3.1.5 Health and Safety risk assessments will identify aspects of the environment that must be checked on a regular basis. Daily checks both indoors and outdoors must be undertaken and demonstrate how the risks will be removed or minimised.
- 3.1.6 Registered premises must be secure and dedicated to their sole use during the hours of operation.
- 3.1.7 In order to safeguard children, registered premises within centres used by other groups are subject to the following restrictions:
 - Secure access to the registered area
 - When children are present other users of the centre must not share the registered areas during the hours stated on the certificate of registration
 - Facilities, such as toilets that are used by children must not be shared with other user groups during the hours of registration
 - Settings must take all reasonable steps to prevent unauthorised persons entering the premises
- 3.1.8 There must be a separate area for staff breaks and personal storage, and adult toilet facilities.
- 3.1.9 There must be a separate administration/office space for the secure storage of documentation and staff/child records in line with the Data Protection (Jersey) Law, 2018.¹⁴
- 3.1.10 Appropriate IT/digital equipment should be available to enable compliance with the statutory requirements

¹³ [Health and Safety at Work \(Jersey\) Law 1989 \(jerseylaw.je\)](http://jerseylaw.je)

¹⁴ [Data Protection \(Jersey\) Law 2018 \(jerseylaw.je\)](http://jerseylaw.je)

- 3.1.11 There must be a system for managing access to the premises and a record of visitors kept.
- 3.1.12 Areas for play must be well ventilated and maximise opportunity for natural light.
- 3.1.13 All glass doors and windows if they are child height must be fitted with safety glass.
- 3.1.14 Shade and protection must be in place to protect all children from direct sunlight and heat.
- 3.1.15 All rooms must be maintained at a temperature between 16 and 22 degrees Celsius (60.8- and 71.6-degrees Fahrenheit). Thermometers must be in place to monitor these levels.
- 3.1.16 Nursery windows should be at child height to enable children to see the outside world wherever possible.
- 3.1.17 Prams and carts must be maintained and serviced.
- 3.1.18 If laundry is to take place on the premises, advice must be taken from Environmental Health and Infection Control on the location of this facility.

3.2 Evacuation and Fire

Settings must take every reasonable step to ensure the safety of children, staff, and others on the premises in the case of fire or any other emergency.¹⁵

- 3.2.1 Providers must have an Evacuation and Fire policy identifying safe procedures for the emergency evacuation of all children, staff, and others
- 3.2.2 A “suitable and sufficient” Fire Risk Assessment must be provided to CEYS reviewers on request.
- 3.2.3 All staff must know and follow the defined procedures for emergency evacuation.
- 3.2.4 Fire drills must be carried out and records of checks on fire detection and control equipment must be available. The recommendation from the Children, Young People, Education and Skills Department is that a fire drill should be carried out at least 2 or 3 times a year.
- 3.2.5 Fire exits must be clearly identifiable, and fire doors must be free of obstruction and easily opened from the inside.
- 3.2.6 Registers, contact details, medication and visitors book must be easily accessible in case of emergency evacuation.
- 3.2.7 A working phone must be on the premises and available at all times.

3.3 Space – Indoors

- 3.3.1 Registered settings must meet the following minimum indoor space requirements:
 - Children aged below 2 years 3.7 m2 per child for internal play
 - Children ages 2 to 3 years 2.8 m2 per child for internal play
 - Children ages 3 to 4 years 2.3 m2 per child for internal play

¹⁵ [Fire safety at work \(gov.ie\)](https://www.gov.ie/en/publications-and-resources/publication/15-fire-safety-at-work/)

3.3.2 School nursery classes must meet the following minimum indoor space requirements:

- Children aged 3 to 4 years 2.3 m² per child for internal play

These calculations should be based on the useable space of the rooms for children, defined as the area available for children's play, exploration and eating, not including storage areas, thoroughfares, dedicated staff areas, cloakrooms, utility rooms, kitchens, or toilets.

3.4 Space – Outdoors

'Play is great for children's well-being and development. When planning and providing play opportunities, the goal is not to eliminate risk, but to weigh up the risks and benefits. No child will learn about risk if they are wrapped in cotton wool.'¹⁶

- 3.4.1 A dedicated, safe, and enclosed outdoor space must be provided and be sufficient in size to allow all children to move freely and energetically.
- 3.4.2 There must be direct and continuous access from the indoor space into the outdoor space. If no direct access is available, children must be supported to independently gain access to the outdoor area safely.
- 3.4.3 Only fixed climbing equipment over 0.6m high should have a safety surface
- 3.4.4 Shade must be provided for outdoor areas.
- 3.4.5 Equipment and resources in the outdoor area must allow for challenge and development in all areas of learning.

3.5 Equipment and Resources

All furniture, equipment and resources must comply with relevant safety standards, be clean and well maintained. Children should be supported and encouraged to use resources with care and respect.

- 3.5.1 There must be sufficient equipment and resources that provide challenge and purpose for the child's age and stage of development within an accessible and stimulating indoor and outdoor environment.
- 3.5.2 The learning environment and continuous provision must promote the characteristics of effective learning both inside and outside.
- 3.5.3 Children must be able to access resources independently to support their needs, interests, and ideas for learning.
- 3.5.4 Resources, equipment, and activities should reflect diversity in children from all backgrounds including race, culture, religion, gender, ability, disability, age, family background, and language spoken. All children should have access to the full range of experiences and play opportunities.
- 3.5.5 The layout of the environment must be flexible enough to allow change, if necessary, to meet the needs of all children.
- 3.5.6 Settings must display information and the work of children that supports and celebrates all children and families.

¹⁶ [Children's Play and Leisure - Promoting a balanced approach](#)

- 3.5.7 Children must have a place to accommodate their personal items. Low level hooks or storage should be provided for children's coats and belongings.
- 3.5.8 There must be adequate storage space both indoors and outdoors for resources and equipment.
- 3.5.9 Settings must demonstrate a commitment to sustainability through a shared respect and care for the material environment, and a culture that values and promotes the importance of our natural environment.

Statutory Requirement 4

Learning and Development

Day Care of Children (Jersey) Law 2002: 4 (1) (a) (b) (c) (d) (e) (ii) (f)

4.1 Induction and Transitions

The induction process must be robust and well documented; induction sessions and the transition process should allow for children and their families to gain confidence with the provision ensuring their needs are understood and met, and they feel safe and secure.

- 4.1.1 Settings must refer to the 'Jersey Transition Guidance for the EYFS' document to ensure a robust induction and transition process ¹⁷.
- 4.1.2 Settings must have a clear induction process for each child to ensure:
- Secure attachment and positive relationships are prioritised
 - Practitioners have a sound understanding of the child's and family's needs
 - The child and family have a clear understanding of practice and policies within the setting
 - The child is familiar with their key person, routines, physical environment, and other adults
- 4.1.3 Settings must have a clear transition process for each child's movement from room to room and setting to setting, including from Reception to Year 1, which ensures:
- Practitioners share their knowledge of the child's and family's needs
 - Practitioners share their knowledge of the child's learning and development progress
 - The child is familiar with their new key person/teacher, routines, physical environment, and other adults
 - The child and family are closely involved with the transition process at all stages
 - The Jersey Early Years Profile is shared and discussed when moving from Reception to Year 1
- 4.1.4 All relevant information must be obtained from parents/carers and previous settings regarding each child's home situation, health and physical needs, and general development which enables appropriate care and inclusive opportunities to be given. This should be kept in the children's individual records.

4.2 Curriculum

The guiding principles, of the unique child, positive relationships and an enabling environment must underpin and shape effective EYFS practice when developing an appropriate and relevant educational programme.

¹⁷ [Best Start Jersey - Working Together for Early Years](#)

- 4.2.1 Rich teaching and learning experiences must be supported by a combination of child led and adult directed opportunities; providing an engaging and exciting curriculum that places the child at the centre.
- 4.2.2 Leaders and practitioners must be knowledgeable about the EYFS areas of learning and child development to support and promote challenge and facilitate progress for all children.
- 4.2.3 Settings must adopt an appropriate Early Years developmental framework that includes:
- the EYFS seven areas of learning that shape activities and experiences for all children: Communication and Language, Personal, Social, and Emotional Development, Physical Development, Literacy, Mathematics, Understanding the World, Expressive Arts and Design
 - ensure that providers support children in making progress towards their next stage of development
 - ensure the assessment arrangements for measuring progress against the Early Learning Goals at the end of Reception are in place
- 4.2.4 Settings must work in partnership with parents and/or carers to promote the learning and development of all children in their care, and to ensure they can manage next steps and new experiences.
- 4.2.5 Children's levels of wellbeing and involvement must be considered and supported using the Leuven scale ¹⁸ as a measure as they build relationships, reach developmental milestones, and acquire independent skills.
- 4.2.6 Children's characteristics of effective learning must be supported and planned for, these include playing and exploring, active learning, creating and thinking critically.
- 4.2.7 A variety of regular outings which support the setting's curriculum must be planned for.
- 4.2.8 Opportunities for visitors and celebrations must be included in the setting's curriculum to promote children's understanding of the natural world, our environment, and communities.
- 4.2.9 Non-statutory guidance materials must be used to support delivery of the EYFS learning and development requirements. See ¹⁹ for further details.
- 4.2.10 Educational programmes must involve activities and experiences for children, as set out under each of the EYFS areas of learning.

4.3 Observation, Assessment and Planning

In planning and guiding what, and how best children learn, practitioners must consider the different rates that children develop and reflect these in their practice.

- 4.3.1 Settings must have planning which is informed by observations and practitioners' knowledge, developmental milestones and children's interests and individual needs.

¹⁸ [Best Start Jersey - Working Together for Early Years](#)

¹⁹ [Birth To 5 Matters – Guidance by the sector, for the sector](#)

- 4.3.2 Each child's current knowledge, ideas, culture, abilities, and interests must form the foundation for the planning and provision of the setting's practice.
- 4.3.3 Practitioners' interactions and observations must respond effectively to each child's emerging needs and interests and be underpinned by the guiding principles of the EYFS to ensure high quality practice is maintained.
- 4.3.4 Observations must consider skills and knowledge demonstrated, and areas for development. Observation and assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork.
- 4.3.5 Formative assessment must be an integral part of the learning and development process and inform future planning.
- 4.3.6 Observations that parents and carers share with the setting must be considered, valued, and inform the learning and development of the unique child.
- 4.3.7 When assessing communication, language, and literacy skills, practitioners must assess children's proficiency in English and/or their home language, to ensure timely intervention and appropriate support.
- 4.3.8 Practitioners must actively seek and value the 'voice of the child', through participation and engagement opportunities. (footnote to EY participation toolkit link from BS website)
- 4.3.9 Evidence of children's learning and development must demonstrate a curriculum that is informed by child's own interests and practitioner knowledge of the EYFS.
- 4.3.10 Settings must include opportunities for quality development activities such as peer to peer observation or moderation between settings, to ensure consistency of highly effective practice.
- 4.3.11 Practitioners must acknowledge each child's individual stages of development and work closely with other agencies in supporting developmental checks and assessments, e.g. the Healthy Child Programme.
- 4.3.12 Early years settings should comply with the reporting expectations of the Education department.
- 4.3.13 Schools must comply with the summative reporting expectations of the Education department at the end of the EYFS.

4.4 Statutory assessment at the end of the EYFS

- 4.4.1 At the end of the EYFS, Reception staff must complete the Jersey Early Years Profile for all children including those with special educational needs or disabilities (SEND). Reasonable adjustments to the assessment process for children with SEND must be made as appropriate. Each child's level of development must be assessed against the Early Learning Goals. Practitioners must make a judgement on whether children are meeting expected levels of development, or not.
- 4.4.2 Schools must provide parents with a written summary at the end of the EYFS, reporting on all areas of learning, the Characteristics of Effective Learning, and Wellbeing and Involvement.

4.5 Equal Opportunity, Diversity, and Inclusion

Schools and settings must promote equal opportunities and inclusion for all children and their families. Anti-discriminatory practice must be embedded, and biases challenged. Diversity, Equality, and Protected Characteristics must be values and upheld. Schools and Settings must have processes in place to identify and support children with Special Educational Needs and Disabilities (SEND).

- 4.5.1 Providers must have an Equal Opportunities, Diversity and Inclusion policy.
- 4.5.2 Leaders and managers must advocate strongly for children whose circumstances may educationally disadvantage them or make them more vulnerable ensuring that meeting their needs, and keeping them safe, is embedded into all aspects of the provision.

Special Educational Needs and Disabilities (SEND)

- 4.5.3 Settings must have policies and procedures in place that cover inclusion, SEND, and equal opportunities.
- 4.5.4 Settings must be inclusive, valuing the children's race, religion, home language, family background, gender, disability and/or SEN.
- 4.5.5 Resources, equipment, and activities must reflect diversity for all groups and protected characteristics. All children must have access to the full range of experiences and play opportunities.
- 4.5.6 Prior to a child with SEND starting, settings must ensure that the premises and any public places visited are suitable for that child and adaptations put into place.
- 4.5.7 Appropriate action must be taken when any additional needs are identified by working in partnership with parents and other relevant agencies, including the sharing of all documentation.
- 4.5.8 Settings must identify a member of staff as lead practitioner for SEND, to be the Special Educational Needs Coordinator (SENCO).
- 4.5.9 SENCOs should be supported to fulfil the requirements of the role.
- 4.5.10 The SENCO must work closely with a child's family, key person, and any external agencies to ensure that identified needs are adequately met.

Multilingual Learners

- 4.5.11 For children whose home language or languages is not English, settings must provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.
- 4.5.12 Settings must ensure that children have sufficient opportunities to learn and reach a good standard in English during the EYFS.
- 4.5.13 Children who are multilingual learners must be supported with opportunities to use and recognise their home language, for example, greetings, displays and environmental print.

Statutory Requirement 5

Working Together

5.1 Parents and carers

- 5.1.1 Settings must have a Partnership with Parents policy which includes a Complaints policy and/or handbook that informs and supports the development and maintenance of collaborative and respectful relationships with parents/carers. Information must be shared with parents/carers and include the following:
- The induction and/or transition process
 - The vision and approach of the setting that underpins the experiences and learning and development provided for children
 - The daily routines of the setting
 - Details of the setting's policies (see Appendix A) and procedures
 - A telephone number for parents and/or carers to contact in an emergency
 - The process parents should follow if they have a concern or complaint
 - How the setting supports learning and development for all children, including the range and type of activities offered
 - Food and drinks provided for children
 - Details of additional fees
 - Privacy and confidentiality agreements
 - CEYS contact details
- 5.1.2 Settings must have a contractual agreement (document) with the parents and/or carers for each individual child they are caring for.
- 5.1.3 Information must be provided to parents about staff in the setting including their roles and qualifications.
- 5.1.4 Parents must be informed of any written information held on their child and this must be made available to them when requested.
- 5.1.5 There is an effective induction process in place to support parents/carers and children with transition and settling in. see section 4.1
- 5.1.6 Parents/carers should be given opportunities to contribute to decisions around routines for their child
- 5.1.7 Settings should seek and value the views of parents and act on or respond to their feedback.
- 5.1.8 Regular communication must support the relationship between the setting and parents/carers.
- 5.1.9 Information about the child's progress and development and individual support must be shared with parents.
- 5.1.10 Practitioners must understand and maintain privacy and confidentiality for each child and their family.
- 5.1.11 Settings must actively engage with other agencies and relevant professionals to support parents/carers according to family circumstances including those who have children with additional needs.

- 5.1.12 Settings must work together with children and parents/carers to promote and encourage healthy lifestyles and practices including oral health.

5.2 Other agencies

- 5.2.1 Settings must work to develop links and work closely with relevant agencies and services to support children, families, and staff.
- 5.2.2 Settings must engage with multi-agency training and professional development opportunities.
- 5.2.3 Settings should act on recommended strategies and guidance from relevant external agencies and facilitate any prescribed activities in order to best support the needs of the child where able.
- 5.2.4 Opportunities to foster and build relationships with the neighbouring community and local organisations must be embraced.

Statutory Requirement 6

Effective Leadership and Management

6.1 Organisation

The leadership and management team must:

- 6.1.1 Develop, review annually and implement all mandatory policies and procedures, considering the relevant laws, guidance, and the setting practice. See Appendix A for a list of mandatory policies where possible.
- 6.1.2 Ensure that all staff attend staff meetings, including whole staff meetings, team leader meetings and room meetings. Minutes must be kept and made available for CEYS officers.
- 6.1.3 Ensure that all staff and external 1:1 support-workers understand their roles and responsibilities in the setting's policies and procedures. Staff are involved in their annual review.
- 6.1.4 Have a clear and ambitious vision for providing high-quality early education and care for all children.
- 6.1.5 Ensure accurate records and details of individual children and families are maintained and reviewed annually.
- 6.1.6 Have in place adequate public liability insurance and vehicle insurance.
- 6.1.7 Display their Certificate of Registration where families can easily view it.
- 6.1.8 Ensure processes and written procedures are in place for dealing with concerns and complaints from parents, carers, and others. For further information on raising concerns please see ²⁰.
- 6.1.9 Keep a record of all complaints and their outcome.
- 6.1.10 Make available to parents/carers details about how they can contact CEYS if they feel the provider is not adequately caring for their child or taking their concern seriously.
- 6.1.11 Ensure the relevant organisations are notified of any changes to the operation of service, serious incidents and any complaints that allege a breach of legislation.
- 6.1.12 Inform parents, when asking for a financial contribution towards snack and consumable resources, what the money is spent on
- 6.1.13 Notify CEYS immediately, in writing, should any of the following be proposed:
 - Changes with regards to the premises that may affect the space available to children and quality of care
 - Ability to meet ratios
 - Annual leave or long-term absence of senior staff members (manager or deputy manager)
 - Any proposal to change the hours during which childcare is provided
 - Where the provision is provided by a company or charity, any change to the registration of the company or charity

²⁰ [Raising concerns of a childcare provider \(gov.uk\)](https://gov.uk/raising-concerns-about-childcare/)

A new registered person, including their name, any former names or aliases, date of birth, and home address

- If there is a change of manager or deputy manager, providers must notify CEYS that new staff have been appointed

6.2 Staffing

- 6.2.1 There must be a robust safer recruitment process in place, which considers staff suitability.
- 6.2.2 Managers must ensure the induction of new practitioners and staff members is comprehensive and documented.
- 6.2.3 Managers must ensure that all staff mandatory training is completed within the first three months of employment or at the next available opportunity.
- 6.2.4 Senior leaders must develop and maintain an effective, engaged team of practitioners who understand how babies and young children learn and develop.
- 6.2.5 Managers must make every effort to maintain staff stability and wellbeing.
- 6.2.6 Managers must ensure that staff report any possible changes in personal circumstances that may affect their capacity to work with children, ensuring records are stored securely.
- 6.2.7 Managers must ensure that practitioners are suitably qualified and experienced for the role they undertake.
- 6.2.8 Managers must assess the staff team's training and qualification needs. Where a member of staff does not hold a relevant qualification a training plan must be in place so that requirements can be met within an agreed time frame.
- 6.2.9 Managers must support staff to commit to a minimum of 15 hours of CPD opportunities per year and are kept abreast of current early years practice, to ensure they offer quality learning and development experiences for children.
- 6.2.10 The leadership team must provide a formal supervision and appraisal system for all practitioners and records must be kept.
- 6.2.11 All staff medication kept on the premises must be always stored securely and out of reach of children.
- 6.2.12 Manager must ensure that all staff complete the annual staff survey and personal declaration.

Appendix A: Mandatory Policies

The list below details the policies required however, your organisation may also have other policies to support practice and procedures.

For policies that do not apply to your setting – for example Sleep in schools – a short statement will be sufficient.

Administration of Medication	2.7.1
Complaints	5.1.1
Data Protection (to include a Privacy and Confidentiality Notice)	1.3.2
Emergency and Fire Evacuation (Fire Risk Assessment)	3.2.1
Equal Opportunities	4.5.1
E-Safety and Online Safety	1.1.1
First Aid and Accidents	2.7.8
Food Safety and Nutrition Management (including Allergens) must adhere to the current standards.	2.4.2
Health and Safety (to include Risk Assessments, Illness and Infection)	3.1.1
Inclusion	4.5.2
Intimate Care and Toileting	2.5.1
Missing Child	1.1.6
Outings	1.6
Partnership with Parents	5.1.1
Promoting Positive Relationships (to include Biting)	2.1.1
Safeguarding and Child Protection (including Late Collections)	1.1.1
Sleep	2.6.1
Smoking, Vaping, Alcohol, and Illegal Substances	2.8.1
Whistle-blowing	1.1.1

Appendix B: Qualification and Training Matrix

Minimum Early Years required qualifications and mandatory training framework. The information in this chart provides details on the minimum qualifications and mandatory training required for staff employed in an Early Years regulated setting and a school nursery and Reception class under the terms of The Day Care of Children (Jersey) Law 2002 and The Education (Jersey) Law 1999.

Role in Setting	Qualifications Required	Mandatory Training
Organisational Lead Coordinator/Manager	<ul style="list-style-type: none"> • Early Years Level 3 Qualification which must have evidence of assessed practice and 2 years post qualifying experience in an Early Years provision. • Management Qualification at Level 4/5 • One staff member must hold a First Aid at Work qualification to ensure the safety of the adults on site if over 5 staff members employed. 	<ul style="list-style-type: none"> • CEYS Safeguarding training course or agreed equivalent – Safeguarding in Education online. • Designated Lead training via SPB • JCF Role and Responsibilities of the Lead Worker • Safeguarding annual CPD update* • Food Safety and Hygiene Level 2 if handling food (updated every 3 years) • Paediatric First Aid (updated every 3 years) • Fire awareness (updated every 3 years, or when building changes).
Deputy Manager	<ul style="list-style-type: none"> • Early Years Level 3 Qualification which must have evidence of assessed practice. • Management Qualification at Level 3. 	
Team Leader	<ul style="list-style-type: none"> • Early Years Level 3 Qualification which must have evidence of assessed practice. • Management/Team Leading Qualification at Level 2. 	<ul style="list-style-type: none"> • CEYS Safeguarding training course or agreed equivalent- Safeguarding in Education online. • JCF Role and Responsibilities of the Lead Worker • Safeguarding annual CPD update* • Food Safety and Hygiene Level 2 if handling food (updated every 3 years) • Paediatric First Aid (updated every 3 years). • Fire awareness (updated every 3 years, or when building changes).

SENCO (Special Educational Needs Co-ordinator)	<ul style="list-style-type: none"> • SEND Level 3 Early Years SENCO 	<ul style="list-style-type: none"> • Good Autism Practice training at the next available opportunity • MAYBO Positive Approaches
Nursery Officer	Early Years Level 3 Qualification which must have evidence of assessed practice	<ul style="list-style-type: none"> • CEYS Safeguarding training course or agreed equivalent – Safeguarding in Education online. • JCF Level 1: Introduction to Jersey's Children First (Virtual College Learning Course) • JCF Level 2: Jersey's Children First Essentials (Virtual College Learning Course) • Safeguarding annual CPD update * • Food Safety and Hygiene Level 2 if handling food (updated every 3 years) • Paediatric First Aid (updated every 3 years)
Nursery Assistant	Early Years Level 2 qualification which must have evidence of sufficient assessed practice	
Unqualified Assistant	<ul style="list-style-type: none"> • Apprentice Level 3 course in progress (must be working in childcare for 6 months prior to application) • Any Unqualified staff must be at least 18 years of age 	
Role in School	Qualifications Required	Mandatory Training
Nursery/Reception Teacher	Qualified Teacher Status	<ul style="list-style-type: none"> • Relevant Safeguarding training • Safeguarding annual CPD update* • JCF Level 1: Introduction to Jersey's Children First (Virtual College Learning Course) • JCF Level 2: Jersey's Children First Essentials (Virtual College Learning Course) • Food Safety and Hygiene Level 2 • Paediatric First Aid (updated every 3 years)
Nursery Officer	Early Years Level 3 qualification which must have evidence of assessed practice.	<ul style="list-style-type: none"> • Relevant Safeguarding training (Foundation stage 3 hrs + extended safeguarding 3 hrs) • Safeguarding annual CPD update* • JCF Level 1: Introduction to Jersey's Children First (Virtual College Learning Course) • JCF Level 2: Jersey's Children First Essentials (Virtual College Learning Course) • Food Safety and Hygiene Level 2
Reception Teaching Assistant	Early Years Level 3 qualification which must have evidence of assessed practice.	

		<ul style="list-style-type: none"> • Paediatric First Aid (updated every 3 years)
Chef	Hospitality and Catering Level 3 or equivalent	<ul style="list-style-type: none"> • Safeguarding and Child Protection training • Food Safety and Hygiene Level 3
Other staff (caretakers, bus drivers, maintenance and administration staff)	Relevant qualifications	<ul style="list-style-type: none"> • Safeguarding and Child Protection training

* Safeguarding updates are required annually, this can be completed on-line, via the Safeguarding Partnership Board, by in-house training or own study. Practitioners must retain a record of their own study; this could be research into a particular area of interest. An Early Years Qualification at Foundation or degree level is only acceptable for a Level 3 position if it includes evidence of assessed occupational competence in the early years age range. States schools – please refer to Education Department Health and Safety Matrix. Any queries about occupational qualifications obtained in other jurisdictions should be directed to CEYS officers, with a copy of the certificate and a transcript of studies and assessment of competence – staff must not be employed until CEYS have provided permission.

