Requirements of Registration for a Day Nursery

What is a Day Nursery?

A day nursery is a setting that can provide full day, all year round care and learning for children from babies to when they reach school entry.

Any organisation or individual who intends to provide childcare for children under the age of 12 years for reward for a period of longer than two hours in any day and six days in any calendar year, without the child's parent/guardian being present, must be registered under the terms of the Day Care of Children (Jersey) Law 2002.

The information contained in this document provides details on the requirements that must be met before registration of a day nursery can take place.

The document is divided into five parts, and an overview of each part is given for easy reference for the reader.

For reference: School age and school entry are determined as the school year in which a child is five (from 1 September to 31 August). This differs from the compulsory school age detailed in the Education (Jersey) Law 1999 which is:

Compulsory school age

(1) For the purposes of this Law, a child is of compulsory school age throughout the period beginning on the first day of the school term in which the child’s fifth birthday falls and ending on 30th June in the school year in which the child attains the age of 16 years, and the terms “below compulsory school age”, “upper limit of compulsory school age” and “over compulsory school age” shall be construed accordingly.

(2) For the purposes of this Article, the following periods in any school year are school terms –

(a) the period beginning on 1st September and ending on 31st December;
(b) the period beginning on 1st January and ending on 30th April; and
(c) the period beginning on 1st May and ending on 31st August.
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Overview of Contents

Part One
Sections One and Two, are found in Part One of the document, and are essential reading for those involved in setting up a day nursery, or proposing changes to a current setting.

Section One provides an overview of the registration process and the key personnel that must be included at an early point in the project. The responsibilities of the registered person are also highlighted in this section.

Section Two must be read by anyone involved in the design of the premises, whether this is the owner or architects employed for this purpose. If plans are drawn up and submitted for planning approval that do not meet criteria found in this section, or for which prior agreement has not been obtained from officers mentioned in Section One, registration cannot take place.

Part Two
This Part of the document contains Sections Three and Four, which refer to the responsibilities of the registered person and Manager of the day nursery. This covers the employment of ‘fit’ and appropriately qualified staff, and defines the responsibilities of each person to ensure the care, welfare and educational needs of children are met.

Part Three
Sections Five to Eight are found in this part of the document. These contain details on the practice required of staff employed in the centre, and the equipment and organisation needed in support of achieving this. These sections must be read in detail by the person responsible for establishing a new setting, and maintaining equipment in a current setting to the level required for annual re-registration. The requirements detailed in these sections form a major part of the audit carried out for annual re-registration.

Part Four
This contains Section Nine and Ten, which identifies the records which must be kept on children and staff, and the procedures that must be followed in relation to their upkeep. The policies to be formulated by the manager of the day nursery and the staff team are also given in this part of the document.

Part Five
The final part of the document contains Section Eleven, which provides details on the annual audit for re-registration. The responsibilities of the registered person and manager with regard to this process, are also found in this section.

Next Steps
Although this overview has been provided to support easy reference, the document must be read in full by anyone seeking to set up a new setting. This should occur at the preliminary planning stage of the venture, so all aspects of the ‘Requirements for Registration’ can be considered, before progressing to the business planning stage of the project.
Section One:

1: Registration of a New Setting

1:1 Application for the registration of a new setting should be made to:
The Administrator
Childcare & Early Years Service (CEYS)
Education Department
P. O. Box 142,
Jersey, JE4 8QJ
Email: ceys@gov.je

Contact must also be made with the Registration Manager, CEYS, at an early stage in planning. This is essential to seek accurate information on how to meet the requirements for registration, and to be given guidance on the process of registration.

An on-site visit will be arranged to the proposed premises, to establish the suitability for registration as a childcare setting. In addition to the Registration Manager other State’s officers will need to be contacted in order that they too can make a decision about the suitability of the premises from their perspective.

- **Fire and Rescue Service Officer**, to establish whether the structure of the building meets Fire Safety regulations for the purpose of accommodating children in the age group proposed for the setting.

- **Environmental Health Officer**, to determine whether structural requirements for health, hygiene, and serving food on the premises are required.

It may also be necessary to liaise or make formal applications to other States Departments as part of the new project, for example:

- **Planning and Environment**: in the event of change of use or alteration to the premises;

- **Regulation of Undertakings**: to obtain approval for employment of staff;

- **Business Names and Company Registry**: to register the name of the setting;

- **Data Protection Registry**: to register the business.

To avoid unnecessary expense, other States departments should not be contacted or architectural plans drawn up until provisional agreement for registration is given by CEYS.

Regular contact should be maintained with the Registration Manager during the course of the new project. This is so that advice and support on the staffing, equipping and planning of the venture is given, and to ensure that the requirements for registration detailed in this document are fully met. It will also avoid delays in opening the setting when the final assessment for registration takes place.

1:2 Completing the Registration Process

When all the requirements for registration, detailed in this document, are in place and the specifications of other States’ departments met, arrangements for the final registration by CEYS can be organised.

This visit for assessment must be carried out prior to children being received into the premises. A reasonable timescale for addressing any outstanding issues must be taken into account when arranging the timing of this visit. At this final premises visit the setting must be organised as open for business.

Providing that the requirements detailed in this document, and the requirements of the Fire and Rescue and Environmental Officers are in place, registration of the setting will occur, and a certificate will be issued for six months.

The Registration Certificate will contain the following information:

- the name and address of the setting
- the name of the registered person;
- the ages and maximum number of children that can be accommodated in the premises at any one time;
- the hours the setting can accommodate children.
Article 5 (4), of the Daycare of Children (Jersey) Law 2002 requires that this certificate is displayed in a prominent position in the premises to which it applies, so that users can refer to it.

The details found on the certificate are only valid for the period identified on the certificate.

CEYS must be notified in writing of any proposed changes to the setting during this time span, so that approval can be obtained and an amended certificate and conditions of registration can be issued.

The Conditions of Registration, which accompany the certificate of registration cover:

- the organisation of children in each section of the premises;
- the ages and maximum number of children to be accommodated in each section of the premises;
- that the published ‘Requirements for Registration’ for a Pre-School are adhered to at all times.

1:3 Assessment of Practice

A registration officer will make visits to the premises once children are settled in the nursery to carry out an assessment of practice, and determine whether the conditions of registration are being met.

1:4 Insurance

The registered setting must hold a current Public Liability Insurance Cover, and this must be obtained before children are received into the premises.

If children travel in staff cars or setting transport, an appropriate insurance policy is also required.

It is the responsibility of the owner to ensure that appropriate insurance is obtained prior to the visit for final registration.

1:5 Supporting Parental Subsidy

When a service is offered to parents and fees are exchanged, the manager of the setting must provide details of this financial arrangement to other States departments, so that parents can make their rightful claims to subsidy and tax relief. If providers are listed in the Directory of Providers for the Nursery Education Fund (NEF), parents must be given this information.

Under the terms of the Day Care of Children (Jersey) Law 2002 the Minister has the power to refuse or limit registration, or cancel at any time, if any registered person fails to comply with Requirements of Registration, or if in its opinion the registered setting is seriously inadequate in meeting the needs of children.
Section Two:

2: Premises

Article 2 (4) (a) of the Day Care of Children (Jersey) Law 2002 requires the Minister to ensure that the premises children are accommodated in are fit for that purpose.

The maximum number of children that can be cared for within specified age groups is determined in accordance with Article 4 (1) (a).

This section provides details of how these requirements, must be met, at the minimum level.

2:1 Indoor Premises

The number of children that can be accommodated in a day nursery is determined by the space available, which is calculated in the following way;

- the minimum useable play space to be made available to each child aged three to five years is 2.3 sq metres (25 square feet) per child;
- the minimum useable play space to be made available to each child aged two to three years is 2.8 sq metres (30 square feet) per child;
- the minimum useable play space to be made available to each child below the age of two years is 3.7 sq metres (40 square feet) per child.

Useable play space is defined as the area available for children’s play, exploration or eating.

This may contain furniture and equipment which is used by children during these activities, but excludes permanent fixtures such as cabinets, cupboards and beds/cots.

Toilets, corridors, offices and kitchens are also excluded in this calculation.

Premises must be safe, clean, well maintained and arranged in a child friendly way.

The indoor temperature must not fall below 65°F/18°C. or exceed a comfortable temperature for children and adults. Thermometers must be in place in each area / room to monitor these levels.

There must be adequate ventilation at all times and protection from heat and sunlight during the summer months; for example through the use of blinds, curtains and fans.

Areas for play must be well ventilated and lit with natural light. Windows should be at child height to enable children to see the outside world.

Children must have access to and regular periods of outdoor play throughout the day.

All floor surfaces must be made of materials that are non-slip and which can be readily cleansable and safely maintained;

Carpets in areas used by babies and toddlers must be thoroughly cleaned at a minimum of three monthly intervals or whenever required if earlier.

Carpets in areas used by older children must be cleaned when required, but at a minimum of every 6 months.

All rugs and loose covers must be machine washable and this undertaken on a regular basis.

2:2 Sleep Room

A separate sleeping room / area must be provided for children under two years of age, except where a baby is under 6 months of age, when the current guidance from Health and Social Services Department must be followed and include;

- adequate observation of sleeping babies plus an intercom system to supplement observation;
- adequate ventilation maintained at a comfortable temperature, with a thermometer in place to monitor this range;
- individual bedding if cots and beds are shared, to include a symbol recognisable by the child and stored separately; for example in individual baskets;
- sufficient cots / beds for the number of children requiring a sleep;
- chairs for adults to sit on to feed or comfort babies.
An acceptable distance between each cot / bed or sleep space is required and beds and mattresses used by babies and toddlers must be of a material which can be sterilised frequently.

2:3 Food Preparation and Utensils

If cooked meals are to be provided on site, the Environmental Health Officer (E.H.O.) must be consulted regarding the design of the kitchen.

The size of the kitchen must match the number of children to be accommodated in the nursery, meet EHO requirements and include:

- adequate utensils for serving and consuming food and drink, suitable for the number and developmental age range of the children;
- a designated area for preparation of babies feeds;
- an area dedicated to the preparation and storage of drinks and snacks;
- a refrigerator for storage of perishable food;
- adequate facilities for washing kitchen utensils; either a commercial dishwasher and a deep sink, or a double bowled sink and drainer;
- a regular supply of hot water at the suitably controlled temperature of 50°C;
- a wash hand basin designated for hand washing only.

2:4 Toilet, Nappy Changing and Washing Facilities

A nappy changing area must be provided, which is located away from food preparation areas, to include:

- sealed units or pedal bin for dirty nappies;
- hand washing facilities for staff;
- gloves for staff protection;
- nappy storage facilities; for example pigeon holes at adult level.

A separate potty must be provided for each child who is being toilet trained and disinfected after each use.

The toilet area must be located away from food preparation and include:

- hand washing facilities for staff;
- gloves for staff protection;
- storage facilities for extra clothes; for example pigeon holes at adult level;
- one toilet and one wash basin must be provided for every 10 children, and ideally there should be a minimum of four toilets;
- toilets and washbasins must be of child size, with each toilet separated by a partition and a door to offer privacy, at a height of no less than 3ft 6 ins;
- there must be an adequate supply of hot water, at a temperature of not below 43°C or above 50°C, with soap for hand washing located in the toilet area.

Bowl sharing for handwashing is not acceptable.

Appropriate facilities for washing and hand drying must be provided, for example:

- paper towels, if disposed of after single use;
- hot air dryers.

A single towel shared by children is not acceptable.

Further guidance on how to avoid cross contamination is provided by the Environmental Health Infection Control Officer on 445808 or email: environmentalhealth@gov.je

2:5 Provision for Children’s Personal Possessions

Low level hooks must be provided for children’s outdoor wear. These must be labelled with the child’s name and own symbol, for ease of identification for children, with cubby holes for storage of personal items.

A drying area must be provided for damp outdoor wear.

2:6 Communication

To ensure communication with parents and other agencies, a telephone must be installed on the premises prior to registration and maintained in working order at all times.
In large day nurseries there must also be a system of communication for staff between sections and for parents to have easy access to their child’s key person.

In addition to planning to meet the requirements for children other aspects of the indoor premises must be considered and these are given in the following sections.

2:7 Staff Facilities

To meet the requirements of Health and Safety, facilities must be provided for staff breaks. Planning of the nursery should, therefore, take into account;

- a separate room for staff breaks;
- provision of facilities for making drinks and storage of food;
- toilet facilities for staff;
- facilities for the safe keeping of personal belongings.

These facilities must be located well away from children’s play areas, and must be a non-smoking zone.

2:8 Parents’ Room / Area

Partnership with parents should be encouraged by the provision of a parents’ room / area or a meeting place. This would be ideally located near the entrance to the nursery and include;

- comfortable chairs;
- parent information;
- tea/coffee making facilities;
- parent notice board.

2:9 Office

The office space required will be dependent upon the proposed size of the nursery but should also be of suitable size for;

- administrative work;
- storage of records and information on children;
- staff meetings;
- interviews and confidential discussions with parents and staff.

2:10 Laundry

If laundry is to be done on the premises, a separate room must be provided with appropriate and safe equipment for the washing and drying of children’s items.

Advice must be sought from the Environmental Health Officer on the location of these items.

2:11 Storage

Extensive storage space is needed in a day nursery; therefore, planning should take into account space for;

- walk in storage areas for equipment not accessible to children;
- accessible storage for large outdoor equipment and toys;
- kitchen, linen, bedding and sleeping mattresses for toddlers;
- spare clothing;
- outdoor clothing, with a drying area for damp days;
- prams, pushchairs and car seats;
- cleaning equipment.

2:12 Outdoor Premises

An outdoor play area must be provided.

Currently there is no specified area of space for outdoor play, however, research recommends that the minimum outdoor play area that should be available to each pre-school child is 75sq feet.

Assessment of suitability, size and availability of the outdoor play area will be made by the Registration Manager at the initial visit to inspect the premises.

Planning for outdoor play must include;

- direct access to outdoor play from the indoor play area;
- enough space to freely move, run, pedal and to shout without disturbing others;
- a smooth surface area for wheeled toys;
- safety surface under climbing equipment;
- shaded areas in the summer months;
- fixed covers over sand and water pits to avoid fouling by animals;
- a range of different sensory experiences and textures.

The outdoor area must be securely enclosed and free from poisonous plants and shrubs. Access
to ponds or pools must be secured, so children may only enter this area under adult supervision.

2:13 Dedicated Premises

In accordance with Article 4 (1) (f), and for reasons of Safeguarding and the appropriate care and education of children, registered premises that are located in settings used by other user groups are subject to the following restrictions;

- access to the area of registered premises must be secured;
- other users of the setting must not share registered areas during the hours stated on the certificate of registration, when children are present;
- facilities, such as toilets which are used by children cannot be shared with other user groups during the hours of registration;
- equipment for the care and education of children must be left in situ to enable continuity of experiences.

2:14 Health and Safety in the Day Nursery

The overriding law which governs health and safety in the daily running of the day nursery is the current Health and Safety legislation, and contact must be made with the relevant States department to obtain this information.

The registered person is ultimately responsible under the Health and Safety at Work (Jersey) Law 1989 for the health and safety of staff, children and students, and for all other persons who enter the premises.

The owner and manager must take all reasonable and practicable steps to meet this responsibility, paying particular attention to the provision and maintenance of;

- equipment and systems of work (for example policies);
- arrangements for the safe use, handling, storage, transport and disposal of articles and substances;
- appropriate information, instruction, training and supervision to support employees in avoiding hazards and contributing to their own safety and health at work;
- a safe place of work, with safe access and exit;
- a healthy working environment;
- safety training, together with the necessary safety equipment and protective clothing.

The owner and manager must prepare a health and safety policy clearly defining the intent of the nursery’s management, the organisational responsibility, and the arrangements for all procedures to take place in a safe manner.

The owner and manager must ensure that they are trained in the principles of Health and Safety in order that they understand their responsibilities and liabilities.

A regular safety audit of premises and equipment must be carried out. This must be documented and be made available for inspection at the time of annual re-registration.

All accidents/incidents that are recorded in an accident incident book must be retained for future reference, and full signatures obtained on these documents.

All serious accidents and incidents (A&E visits) must be reported to the setting’s insurance company and to CEYS@gov.je via a scanned Accident Report form or by post for the Minister’s information. CEYS will provide information on all accident reports received from registered settings with the Health & Safety Inspectorate on a quarterly basis.
Section Three

3: Adults in Registered Settings

Article 2 (4) (b and c) of the Day Care of Children (Jersey) Law 2002 requires that persons in close proximity (regulated activity as identified by DBS) to children in registered settings are ‘fit persons’.

To meet this requirement, everyone aged age 16 years and over, employed or working in a voluntary capacity in the setting, is subject to a “fit person” assessment.

The “fit person” assessment is carried out on the basis of a partnership between the CEYS on behalf of the Minister and the manager/owner of the proposed, or currently registered setting, by following the process for Pre-employment checks below.

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<td><strong>To keep:</strong></td>
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<td>- A central log of all staff you employ, specifying their names, addresses, training and qualifications and fit person status;</td>
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<td>- a record of facilities provided and the period during which they are provided.</td>
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3:1 Disclosure and Barring Service (DBS), DBS Update Service and Health Checks

The first part of the fit person check involves the combination of a Declaration of Health, an Enhanced DBS check and confirmation of joining DBS Update Service by the individual.

a) Disclosure and Barring Services check (DBS)

The potential owner, directors or main trustee, and adults who will be in contact with children in the setting, are subject to an enhanced DBS check.

In the case of a new registration the DBS check will be carried out by an ID verifier at CEYS.

For settings already registered, a suitable senior representative from the setting, either the owner or manager must be a registered ID verifier with the Jersey Vetting Bureau.

The ID verifier will carry out the Enhanced DBS check on each person employed in regulated activity.

All new staff must join the update service and keep this updated annually while still working in registered childcare.

This will be checked by the Registration Manager before a new setting can open and by officers at each annual Re-registration. The original Disclosure certificate must be seen and be satisfactory and the update status checked and be satisfactory, before any person can begin work in the setting. This information must be recorded on a central log.

b) Health Check

The potential owner, directors or main trustee, and adults who will be in contact with children in the setting, must complete a Declaration of Health.

Forms for health checks are available from CEYS and must be completed by the individual to whom this applies. It cannot be submitted on behalf of another person.

Any declarations on the form must be followed up with the medical professional identified, (usually the GP) should any medication or conditions be disclosed. A written record of dates that information has been requested and decisions made must be recorded on a central log.

These records will also be checked at re-registration or at other visits by officers from CEYS as applicable.
Giving false information will result in the setting not being registered, and renders the individual submitting it liable to prosecution.

3:2 Reference and Qualification check

It is the responsibility of the owner/manager applying for registration to carry out the second part of the fit person assessment.

An approach to Safer Recruitment must be followed throughout the recruitment process.

This involves checking the authenticity of the person that they are employing, checking references and certificates of qualifications. This process should take in to account the following:

- certificates must be verified and must be originals not a copy;

- the identity of the person must be verified through sight of documentation that contains a photograph; for example a passport;

- references must be checked via both written correspondence and personal contact by telephone from the most recent employer. This will ensure that discussion as to the suitability of the applicant to work with young children can occur;

- references on previous staff must be provided to new employers to enable them to assess the suitability of the applicant to work with young children.

This information must be recorded on a central log for staff employed both at the time of new registration, and between annual re-registration and will be checked by the Registration Officer as part of the re-registration process.

Failure to provide this information will result in a delay in registration of the setting.
Section Four

4: Requirements for Staff Employed in Registered Settings

Article 4 (1) d of the Day Care of Children (Jersey) Law 2002 requires that the training and qualifications to be held by the adult employed in registered setting be determined for the purpose of registration.

Whilst there are certain exceptions to this, CEYS must be consulted before employment is confirmed and anyone under 18 years of age must never be in an unsupervised situation with children.

4:1 Selection of Staff
Staff are seen to be a key factor in determining the quality of childcare and research has persistently found a link between the knowledge and training of staff and positive development in children.

It is the responsibility of the owner/manager to ensure all staff are trained and have skills in the care of children, for the appropriate age range; or are prepared to embark on relevant training.

4:2 Assessments for Employment
The following provides a guide to employing staff to work with children in registered settings, for inclusion in the interview procedure.

Do they;
- like young children and are they physically and emotionally able to care for them;
- seem able to set appropriate limits on children’s behaviour in a warm, caring and relaxed manner;
- have a practical and theoretical understanding of children’s needs and behaviour, or are they willing to obtain this knowledge;
- seem able to provide an age appropriate stimulating environment;
- value the individuality of each child in respect to race, gender, religion and ability;
- seem able to provide a high standard of hygiene and nutritional knowledge when handling food.

4:3 Qualification Requirements
Although not all staff are expected to hold a qualification, or have completed training, a plan must be devised so that any requirements are met within an agreed time frame.

The qualification structure for staff employed in registered settings is divided into four ‘Bands’, which directly relate to the position that they hold in the setting. (see next page for table of acceptable qualifications).

Contact should be made with the Registration Manager for clarification on the status of qualifications not on this framework,

Band 4:
Managers of a single day setting or co-ordinators of multiple settings must hold a relevant occupational qualification in Band 3, plus a management qualification in Band 4.

Deputy managers and Practice managers (where a co-ordinator is employed) must hold an occupational qualification in Band 3 and a management qualification in Band 3 upon appointment to the post, or working towards it.

Band 3:
Staff with responsibility for groups of children must hold relevant occupation qualifications at Level 3. If managing a staff team they must hold a supervisory management qualification at Level 2, or working towards it upon appointment to the post.

Band 2:
Staff holding qualifications in this Band cannot take responsibility for children or staff, but can work under supervision, in an assistant capacity. Whilst they may hold some relevant or related qualifications, these qualifications are not of a level that means they can be in charge of registered settings at any time.

Band 1
Staff in this Band do not hold relevant or related qualifications upon commencing employment. They must undertake a basic course of training after the probationary period within the first year of employment.

All staff caring for children must have basic literacy skills so that the record keeping required by registration can be achieved.
## Minimum Qualification Requirements - Day Nurseries

The information in this chart provides information of the minimum qualifications for staff employed in a day nursery registered under the terms of the Day Care of Children (Jersey) Law, 2002. However, it should be noted that many employers in these settings require standards above this level.

<table>
<thead>
<tr>
<th>Band</th>
<th>Role</th>
<th>Occupational Qualifications</th>
<th>Management Qualifications</th>
<th>Mandatory Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Manager</td>
<td>Level 3 qualification in early years, which provides evidence of assessed practice, for example NNEB and subsequent equivalents</td>
<td>Diploma in Management at Level 4/5 or NVQ Level 4 in Management; Diploma in Business Management. Management Modules on other courses are classed as Underpinning Knowledge only, assessment is required</td>
<td>6 hour Safeguarding (updated every year) Food Hygiene Level 2 (updated every three years) Paediatric First Aid (updated every three years)</td>
</tr>
<tr>
<td></td>
<td>Deputy</td>
<td>Level 3 qualification as above</td>
<td>Management qualification at Level 3 for example, Certificate in Business Management; NVQ Level 3 in Management</td>
<td>Additional training required as above</td>
</tr>
<tr>
<td>3</td>
<td>Team Leaders</td>
<td>Level 3 qualifications as above</td>
<td>Supervisory qualification at Level 2, for example Certificate in Team Leading. Management and Leadership in the Children's Workforce, which is a module on the local FdA Degree in Childhood Studies</td>
<td>Additional training required as above</td>
</tr>
<tr>
<td></td>
<td>Nursery Officers</td>
<td>Level 3 qualifications as above</td>
<td>Management optional</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Assistants</td>
<td>Level 2 qualification in early years, which includes evidence of assessed practice</td>
<td>May have qualifications but not to have supervisory role</td>
<td>Additional training required as above</td>
</tr>
<tr>
<td>1</td>
<td>Assistants</td>
<td>Newly employed with no qualification Introduction to Working with Children training</td>
<td>Not applicable</td>
<td>Additional training required as above</td>
</tr>
</tbody>
</table>

Please note:
1. An early years qualification at Foundation (FdA) or degree level is not acceptable for a managerial or Level 3 position unless it includes evidence of assessed occupational competence.
2. Any queries about occupational qualifications obtained in other jurisdictions should be directed to the Registration Manager, CEYS, with a copy of the certificate and a transcript of studies and assessment of competence.
4:4 Mandatory Training and Updates required

In addition to meeting the requirements for relevant training and qualifications in the four bands, each person employed in a registered setting that work directly with children must hold or complete the following:

- Safeguarding Training 6 hour course (current certificate). This must be updated annually. This could take the form of relevant online or face to face training, setting reviews on policies and procedures or relevant research which is documented;
- Food Hygiene Level 2 Training (current certificate) if involved in food preparation including snack. This qualification must be updated every three years in line with Environmental Health recommendations;
- First Aid Training (current certificate). This qualification must be updated every three years in line with current Paediatric First Aid recommendations.

4:5 Continuing Professional Development (CPD)

All staff working directly with children in registered settings are expected to undertake continuing professional development relevant to the type of setting in which they are employed.

It is the responsibility of the manager to identify training needs as a consequence of supervision, performance review and appraisal. Staff CPD plans are discussed with the manager at the annual audit for re-registration.

CEYS provide a Children’s Workforce Training Directory on the gov.je website which can be used by the manager to book staff on to mandatory training and CPD. This can be accessed through the link below:

https://www.gov.je/Caring/Children/Childcare/Pages/ChildcareQualifications.aspx

4:6 Roles and Responsibilities

Where the proprietor is not the Manager of the setting, or the setting is owned by a Committee, Company or Trust, responsibilities for meeting the requirements for registration must be clearly defined as follows:

a) The Proprietor / Committee / Company / Trust is responsible for seeing that the Requirements of Registration are implemented at site. This includes meeting the health and safety requirements for the premises and all legislative requirements, which are detailed in this document.

The Proprietor or a Committee/Trust member must be available to parents in the event of a disagreement with the Manager. The name of this person, plus the procedure for a grievance, must be evident in parent information.

b) The Manager is responsible for:

- supervising the maintenance of health and safety in the setting;
- ensuring that appropriately qualified, fit and experienced staff are employed;
- ensuring each person employed in the setting has a personal copy of the ‘Requirements for Registration’ and is familiar with its contents;
- supervising and planning training for staff;
- ensuring the aims of the setting are understood by staff, and regularly reviewed;
- supervising the quality of the programme of activities and care of children;
- dealing with safeguarding issues ;
- liaising with other agencies;
- communicating and regularly reviewing the nursery policies;
- supervising the maintenance of records for staff and children;
- supervising or managing the financial operation of the nursery in relation to equipment;
- ensuring the self-evaluation for annual re-registration is completed by all staff and submitting documentation for registration.

The manager must be supernumerary and not be involved in lengthy administrative duties, or have direct care of children that will deter from these responsibilities.
c) The Deputy Manager

In the absence of the Manager, the Deputy must assume the Manager’s responsibilities. They must not have direct responsibility for children, but be supernumerary at these times.

d) The Section/Team Leader

In a setting divided into sections, an appropriately qualified person, holding qualifications in Band 3, must be responsible for the staff team in each section.

Staff employed to work directly with children must not be involved in lengthy domestic chores that will take them away from this primary task.

4:7 Domestic Staff

Staff must be employed to undertake cleaning of registered settings, and the necessary washing and drying of clothes. Areas and equipment used by children must be maintained to a satisfactory level of hygiene.

If domestic staff are employed whilst children are present they are subject to a fit person check.

4:8 Cook or Chef

The cook or chef must be experienced in catering for young children and hold a current certificate in Food Hygiene level 2.

This person is subject to the same checks as all other staff employed in the setting.

4:9 Volunteers

Volunteers not employed in the setting must not be included as staff in calculating the minimum adult/child ratio, or given direct responsibility for the care of children.

Included in this group are;

- child care students in training;
- students from schools on work experience;
- parents with children during settling in periods.

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, education, needs and development of the children.

The balance of qualified and unqualified staff must be organised so that no more than 25% of unqualified staff are caring for children at any one time.

4:10 Staff Induction

Each new member of staff and volunteer must receive a comprehensive induction prior to working with children. This must include;

- emergency health and safety procedures and staff responsibility identified;
- the nursery’s policy on managing behaviour and groups of children;
- aims and philosophy of the day nursery;
- daily routine and group activities;
- safeguarding procedures including whistle blowing;
- Infection Control guidance (to link with mandatory Food Hygiene Level 2 training)
- information on children as relevant;
- a copy of the Requirements for Registration and the relevant complaints procedure;

The form and length of induction should vary in accordance with the size of the nursery and the previous experience of the worker. However, it is usual that this occurs over a number of days.

Parents must be provided with current information on staff working in the setting; for example through the use of an information board with photographs, or details in the parent handbook.
Section Five

5: Organisation of Adult / Child Ratios and Interactions with the Nursery

Article 4 (1) (a) of the Day Care of Children (Jersey) Law 2002 requires the Minister to determine the maximum number of children that can be cared for within specified age ranges at any one time.

The number of staff required to care for children is determined by the minimum adult/child ratio, which is dependent on the age groups of children in the setting.

The maximum number of children to be cared for by an adult is given by the following minimum ratios:

5:1 Adult/Child Minimum Ratios

The adult/child minimum ratios for children up to the age of five years and which must be maintained at all times are:

- one adult to every three children aged birth - two years;
- one adult to every four children aged two - three years;
- one adult to every eight children aged three - five years.

There must be adequate staffing levels to meet children's needs at staff break times, minimum levels must be met at meal times.

The Nursery Manager must not be included in the minimum staff/child ratios, nor must the Deputy Manager when acting in the Manager’s role.

No less than two adults must be present on the premises at all times, or with any group of children in a section of the nursery.

5:2 Adult Child Interactions in the Day Nursery

It has been found that when groups of children are large, staff interaction with the children can become impersonal and institutional, and spontaneity can be ignored, which is not in keeping with quality care.

Children will feel valued, accepted and accepting of themselves if they can have the opportunity to have positive relationships with the adults with whom they may spend much of their day.

This can be best encouraged through:

- smiles;
- words of encouragement;
- listening;
- gentle touching and holding when the child is distressed;
- getting down to children’s eye level to communicate;
- encouragement in managing their own activities and behaviour.

Staffing levels in the day nursery should be such that it is possible to support children’s learning and interact with them in a positive way throughout the day.

5:3 Key Person System

The key person, or, key person and co-person system should be used in the day nursery, in the following situations:

- meal times;
- nap times;
- toilet and nappy changing times;
- when introducing children to new materials and experiences where support in learning is needed;
- time of stress or tiredness;
- maintenance of observational records on children and links with parents.

When the system is used with older children, this does not require that children only do organised activities with their key person.

The key person relationship should be established prior to the settling in period for parent and child.

Responsibilities that are undertaken by the key person are:

- completion of child observation records and planning to meet their individual developmental needs;
- personal record keeping of children in their care;
- sharing daily information with parents.
Parents must be informed of any written information kept on their child and this must be made available to them in the section of the nursery in which their child is located. Parents should be encouraged to contribute to this.

Children must be under adult supervision at all times throughout the nursery day. They must not be left under the supervision of a visitor to the nursery without a member of staff being present.

5:4 Outings

Children must have regular outings from the day nursery, as part of planned learning experiences.

On each occasion that children leave the premises the following minimum ratios and conditions must apply;

For children age birth – three years – original minimum ratio’s must apply.

For children age three – school entry:

- at least one member of the staff group must be in Band 3 level of training and take responsibility for organization of the outing and complying with the outings policy;

- a minimum of two adults must be present on an outing;

- one adult must be present with every four children.

Parents and adult volunteers may be included in this calculation.

Students must not be included in this calculation.

The owner/manager of the day nursery is responsible for ensuring that all vehicles used on an outing for transporting children are regularly serviced and maintained in a safe condition, insured and drivers are fully licensed.

CHILDREN MUST NEVER BE LEFT ALONE IN A VEHICLE.

A minimum of two adults must be present in any vehicle used.
Section Six

6: Equipment and Organisation of Play Areas for Children Under Three

Article 2 (4) (b) of the Day Care of Children (Jersey) Law identifies the requirement for adequate and appropriately organised equipment for children in day care accommodation.

This section provides details of these requirements for children aged from birth to 3 years, which is organised into three parts;

i) babies; ii) toddlers; iii) children aged two - three years.

Areas of play and learning must be clearly defined to help children understand what materials are located within a designated section of the nursery. This will also help them return items to the appropriate place at clearing up time.

For reasons of safety babies and confidently mobile toddlers must spend non sleeping time in separate sections of the nursery. They must be organised in small rather than large groups with no more than twelve children in each section at any one time.

The areas of play which must be offered to children throughout each day are given in the following sections:

6:1 Play Experiences for Babies

Examples of the experiences which must be provided to non walking babies under adult supervision at all times are given in the following sections.

i) Sensory and Imaginary Experiences

- soft hanging objects of different textures and at different level;
- musical toys;
- moving lights;
- objects to roll and reach out to;
- soft relaxing background music;
- soft toys and objects;
- low level wall mirrors;
- paint and similar materials for tactile experiences;
- treasure basket.

A DVD on the Treasure Basket is available on loan from CEYS.

ii) Physical Experiences

- firm rings for support in sitting;
- sturdy furniture/bars for pulling up;
- large clear area for rolling, crawling and exploring;
- soft play/ball pool;
- hanging activity centre for reaching out to
- objects for banging and shaking.

iii) Language/Quiet Area

- a selection of age appropriate books;
- books containing photos of familiar people;
- a comfortable chair or cushion enabling the adult to comfortably hold the baby when sharing books;
- quiet times for talking and listening.

iv) Free Exploratory Play Area

A range of age appropriate toys must be provided to which children have free access. These must be changed in accordance with the changing developmental needs of the children present in the section.

6:2 Play Experiences for Toddlers

Due to the short concentration span of toddlers and the constant need to explore, equipment in these areas must be exchanged on a frequent basis and determined through careful observations of the children.

Play experiences must be arranged at child level, either on the floor, or in low level open shelving to which children have free access.

Areas of play must be clearly defined through the use of furniture or items of equipment, in contrast to one large open space.
With the potential conflict related to the growing awareness of self, a few items of the same sought after toys must be provided.

**Play and learning experiences which must be regularly offered to toddlers are:**

**i) Sensory and Imaginative Play**
- sand and water play, with variations of playdough and other malleable textures;
- hand, easel and table painting;
- hats, bags, scarves, dolls and soft toys;
- miniature household items for imitation of adult activities;
- musical instruments;
- music for dancing;
- large boxes and cozy corners for hiding and escaping from the bustle of activity.

**ii) Physical Activities and Problem Solving.**
- blocks for building;
- items for posting, putting inside each other and rolling, such as tins;
- large items for construction;
- small piece jigsaws;
- large clear play area with equipment for climbing into, up and over.
- heuristic play sessions.

A DVD on Heuristic Play is available on loan from CEYS.

**iii) Language/Quiet room**

A room must be available away from the noise of the nursery to include:
- a selection of age appropriate books, puppets and soft toys to use when sharing stories;
- cushions or small sofas for exploring books/sitting with the adult, or ‘opting out’;
- small table and chair with crayons and paper for mark making.

Quiet times for talking and listening must be provided on a daily basis with an adult as this is essential to language development.

**iv) Free Exploratory Play for Toddlers**

A range of age appropriate equipment of both man-made and natural textures must be provided at child level, changed at regular intervals in accordance with the observed developmental needs of the children in the section.

**v) Outdoor Equipment and Activities**

Toddlers must have access to the outdoor play area on a daily basis throughout the year.

Adults must be clear about how the outdoor activity they offer contributes to children’s development.

A variety of age appropriate equipment and experiences across the toddler age range must be provided, for example;
- a range of push along wheeled toys;
- “painting” with water and brushes;
- equipment for climbing up, on, over, under and through;
- exploring grass and shrub areas;
- balls and items for throwing and rolling;
- open ended materials for exploring
- small slides and climbing equipment.

There must be separate outdoor play areas for babies and confidently mobile toddlers.

**6:3 Children Aged Two to Three Years**

Whilst children aged two - three years will appear older in contrast to babies and toddlers, they will still not yet have the concentration skills of older children.

Flexibility is required in the daily routine, so planning must arise from observation of children, rather than the imposition of an inappropriate curriculum framework.

The play and learning opportunities which must be provided for children aged 2-3 years are given in the following sections.

**These experiences must be available to children on a daily basis.**

**i) Quiet/Language Activities**

This should be used to accommodate small groups of children and have the following equipment available;
- a selection of appropriate books;
- a comfortable chair, rug, or cushions;
- a small activity table;
- quiet activities to develop concentration;
- a good selection of books puppets and pictures;
- a selection of paper and age appropriate writing materials to encourage mark making.
This area of play and learning allows children to withdraw from the general noise of the nursery when they so choose. It also provides a more appropriate background for listening and speaking in small groups which is necessary for language development with this age group.

This area must be available to children at all times during the day as a space for privacy.

There must be regular opportunities for the development of language, listening and thinking, for example;

- opportunities for conversation on a one to one basis or in small groups;
- stories using age appropriate books;
- rhymes;
- songs;
- open ended questions;
- games and puzzles to develop problem solving.

ii) Imaginative Play Activities

A large area is required for children to move freely in this activity and must include;

- a range of items found in the homes of various cultures, to enable imitation of adult activity;
- dressing up clothes for many roles and occasions;
- a variety of miniature and real household items;
- posters which reflect gender equality in everyday tasks and positive images of ethnic groups.

During imaginative play children explore their own feelings and those of others through recreating real life situations.

To provide different experiences there should be variation of play props, for example;

- post office;
- hairdressers;
- hospital;
- supermarket.

This area of play and learning must be enclosed at child level to allow for privacy during this activity.

iii) Creative Activities

This area of play and learning must be organised so that children have access to a range of creative materials and tools for working with adult support and supervision. This arrangement must have an emphasis on the creative process rather than the end product.

Materials and equipment must include;

- easels for painting;
- low level shelves containing paper, paint, glue and age appropriate scissors;
- sand and water trays with appropriate play equipment;
- a range of different texture materials and items for three dimensional work;
- tables for printing and painting with age appropriate materials and equipment;
- play dough with age appropriate tools;
- a surface or stand for drying.

v) Block Play

A wide range of blocks and construction activities must be provided in an enclosed floor area, which is away from the main flow of nursery activity.

This organisation also helps children concentrate on the activity without distraction from other groups of children.

vii) Learning about Self and the Environment

Children must have regular experiences of the environment and opportunities to learn about themselves and each other. For example;

- a nature table;
- animal handling;
- outings with a purpose;

viii) Mathematical and Fine Manipulative Experience

Children should be introduced to classification, number and problem solving through every day experiences. For example;

- setting the lunch/snack table;
- number games;
- activities with size and shape;
- puzzles and games;
- construction and small items as a table top activity.

These should be located in a less active section of the play room, to encourage concentration.
ix) Gross Motor

An area of floor space should be free of permanent equipment and be available for children’s free access to vigorous play opportunities, or organised vigorous play, for example;

- exercises listening to a tape;
- climbing on large equipment;
- obstacle course.

x) Musical Experiences

Children must experience a range of musical activities to include;

- simple musical and rhythm instruments;
- singing songs and rhymes, with adults;
- free access to explore instruments and organised activities;
- dancing and movement to music.

xi) Outdoor Equipment and Activities

Children must have daily access to outdoor play throughout the day as part of planned learning opportunities.

Adults must be clear about how each outdoor activity they offer to the children contributes to their development.

A variety of outdoor areas must be provided, to include small gardens, hideaway places and vigorous play opportunities.

A range and variety of age appropriate equipment across the age range two - three years must be provided, for example;

- riding and wheeled equipment, which should vary across the age range two - three years.
- a range of balls, and beanbags for throwing and catching;
- “painting” with water and brushes;
- washing with water, dishcloth or mop;
- equipment for climbing up, on, over, under and through for balance and spatial relationships.

All furniture, equipment and toys used in the day nursery must comply with relevant safety standards, and age appropriate furniture and equipment must always be used.

Only a limited number of examples of indoor and outdoor play equipment and experiences have been given in this section.

Trained practitioners must make their own judgements as to the full range of equipment required within these categories, in accordance with the number of children that are being accommodated in the setting.

A detailed audit of all equipment for children in the age range birth - five years must be provided for inspection prior to registration, and at each annual re-registration assessment.

This information must include details of regular checks and cleaning of toys and equipment plus a record of replacement.

Planning to meet the needs of children under aged three years in a day nursery, should take account of individual characteristics and interests.

A quality framework for children under three years should be available in each nursery.
Section Seven

7: Equipment and Organisation of Play Areas for Pre-School Children

This section provides details of requirements for children aged three to school entry.

Equipment must be organised at child level with a selection of age appropriate equipment in each area and adequate additional items for rotation.

Moveable units and furniture are useful in providing divisions in areas of play, in addition to providing easily accessible storage facilities.

7:1 Indoor Play Areas

Areas of play and learning which must be on permanent offer indoors each day are:

i) Quiet/Language Area

This should be used to accommodate small groups of children and have the following equipment, either available or stored for rotation;

- a selection of appropriate books;
- a comfortable chair, rug, or cushions;
- a small activity table;
- quiet activities which require concentration;
- a good selection of books, puppets and pictures;
- IT Technology or computer;
- a selection of paper and age appropriate writing materials to encourage emergent writing;
- opportunities for listening to music, stories e.g. CD’s or digital equipment;
- examples of different languages and scripts on display.

This area of play and learning allows children to withdraw from the general noise of the nursery when they so choose. It also provides a more appropriate background for listening and speaking in small groups which is necessary for language development with this age group.

This area must be available to children at all times during the day as a space for privacy and opting out.

Planning and organisation of play activities should include regular opportunities for the development of language, listening and thinking, for example;

- opportunities for conversation on a one to one basis or in small groups;
- stories using age appropriate books;
- rhymes;
- songs;
- open ended questions;
- small and full group circle time, dependent on the age of the children in the nursery;
- problem solving games and puzzles.

ii) Imaginative Play Area

A large area is required for children to move freely in this activity and must include;

- a range of items found in the homes of various cultures;
- dressing up clothes for many roles and occasions;
- a variety of miniature and real household items;
- posters which reflect gender equality in everyday tasks and positive images of ethnic groups.

During imaginative play children explore their own feelings and those of others through recreating real life situations.

Variations in this important aspect of play for children in this age range should be planned, for example;

- post office;
- hairdressers;
- hospital;
- supermarket.

This area of play and learning must be enclosed at child level to allow for privacy during this activity.

iii) Creative Area.
This area must be organised so that children have free access to a range of creative materials and tools for working with these materials.

This arrangement must have an emphasis on the creative process rather than the end product.

Materials and equipment must include;

- easels for painting;
- low level shelves containing paper, paint, glue and age appropriate scissors;
- staples, sellotape and cardboard in various shapes;
- sand and water trays with appropriate equipment;
- a range of different texture materials and items for three dimensional work;
- tables for printing and painting with appropriate materials and equipment;
- dough or clay with appropriate tools;
- a surface or stand for drying.

In addition to these permanent areas, which must be on offer each day, regular opportunities must be provided for the following play and learning experience as part of planning.

iv) Technology

Materials in this area of learning are more appropriately located next to, or in, the creative area, as many of the materials and tools are used in both areas of learning; for example;

- woodwork with age appropriate real tools, under adult supervision;
- large block play in a designated corner or adjacent to the imaginative play area.

v) Science and Nature

Children must have regular experiences of the local environment and opportunities to understand about change, for example;

- a nature table;
- animal handling;
- outings with a purpose;
- cooking and baking;
- ice melting.

vii) Mathematical/ Fine Manipulative

Children should have regular experiences of classification, number and problem solving in day to day experiences. For example;

- measuring growing plants or themselves;
- setting the lunch/snack table;
- number games;
- activities with size and shape;
- puzzles and games;
- determining the maximum number of children in an area of play;
- construction and small items as a table top activity.

These should be located in a less active section of the play room, to encourage concentration.

viii) Gross Motor

An area of floor space should be free of permanent equipment and be available for children’s free access to vigorous play opportunities, or organised vigorous play, for example;

- exercises listening to a music with action songs;
- climbing on large equipment;
- balancing on beams;
- obstacle course.

A range of large and small blocks, imaginative play and construction activities should be provided as sections of floor play, which is enclosed or the area defined.

This organisation also helps children concentrate on the activity without distraction from other groups of children.

ix) Musical Experiences

Children should have experience of a range of musical activities to include;

- musical and rhythm instruments from different cultures;
- singing songs and rhymes;
- free access to explore instruments and organised activities;
- dancing to music.

7:2 Outdoor Equipment and Activities

Children must have daily access to outdoor play throughout the day as part of planned learning opportunities.

Adults should be clear about how each outdoor activity they offer to the children contributes to their development.
A variety of outdoor areas must be provided, to include small gardens, hideaway places and vigorous play opportunities.

A range and variety of age appropriate equipment across the age range three years to school entry must be provided, for example;

- balancing beams, which should vary in accordance with the age range for which they are used;
- riding and wheeled equipment, which should vary across the age range three years to school entry;
- a range of balls, and beanbags for throwing and catching;
- “painting” with water and brushes;
- washing with water, dishcloth or mop;
- equipment for climbing up, on, over, under, for balance and spatial relationships.

7:3 Children in the Foundation Stage

Children aged three to school entry must be given experiences which are determined by the relevant developmental framework chosen, when planning the Play and Learning Experiences for children in a Day Nursery.

7:4 Breaks in Routine for Children in Full Day Care

During the summer months, which coincide with the school holidays, children must have the opportunity to experience a different play routine, for example;

- outings to places of interest;
- trips to the beach;
- visits to other day nurseries.

This more relaxed holiday approach will ensure that children are not subject to a repetitive routine throughout the year.

Only a limited number of examples of indoor and outdoor play equipment and experiences have been given in this section.

Professionals must make their own judgments on the full range of equipment required within these categories in accordance with the number of children that are being accommodated in the setting.

As with the younger age group of children, a detailed audit, checks on and evidence of replacement of equipment for children aged three to school entry, must be provided for registration and re-registration.
Section Eight

8: Organisation of the Day Nursery

8:1 Organisation of Day Care

Accommodation

Decisions about the number of children to be accommodated in a day nursery at any one time
should take into account the following:

- in large nurseries, the importance of responding to children as individuals, can take second place to issues of control and organisation;
- larger numbers of children have been found to cause stress for staff, leading to job fatigue, less job satisfaction and higher rates of staff turnover which is unsatisfactory for the care of the children;
- if a nursery caters for more than 50, children must not be in a home base unit with more than 24 children;
- each unit must be self contained with its own equipment, staff and, ideally, toilet facilities;

Some nurseries prefer to organise groupings by age, whilst others prefer family groupings (mixed ages).

Each has its own strengths and weaknesses. This decision is the choice of the owner/manager.

Whichever decision is taken, there should be some part of the day when children can have the opportunity to learn from and interact with children in other sections of the nursery.

8:2 Observation, Recording and Planning

A clear system of observation and recording of children’s development must be in place. This should provide evidence of how the system informs planning of age appropriate activities for children. This must include:

- a developmental record which illustrates the progress of each child;
- a framework for planning age appropriate learning experiences for children, which is informed by the children’s records, and takes account of the individual characteristics and interests of children and is developmentally appropriate to their stage of development.

Further information on different types of age appropriate observation, records and planning is available from CEYS.

8:3 Organisation of Activities and Involvement of Children

The nursery day should be planned, so that there is a balance between active and quiet experiences for children, between adult and child directed activities and regular outdoor play.

Activities and experiences which are made available to children must take into account how they contribute to children’s development.

Play equipment must be located at child level in containers or shelves which are clearly labelled with text and a picture of the item contained, and accessible to children to support their increasing independence.

Children should be encouraged to participate in setting out and clearing up after a project or activity as soon as confidently mobile.

Many valued skills are involved in this activity, for example:
- classifying;
- sorting;
- assigning a place to things;
- developing a memory of a place;
- text recognition.

Children must be provided with the opportunity to develop their own rhythms for learning, depending on their individual level of development and adults should be flexible in routine to facilitate this. Staff must encourage skills of independence appropriate to a child’s level of development, by providing opportunities to practice skills, such as:

- dressing;
- using the toilet;
- selecting and putting away play equipment;
- hand washing;
- snack and meal times.

Children who are stimulated and allowed to have choices in the environment will be easier to manage than those who are bored and over directed by adults.
8:4 Nutrition

Meals and snacks served in the day nursery must meet the requirements of children's nutritional and developmental needs.

Adequate nutrition is necessary for growth and for children to participate in an active programme.

This planning must take into account:

- how meals and snacks contribute to a balanced diet;
- how portions of food and drink are appropriate to the age of the children;

Children in all day care must be provided with the minimum of a lunch and a simple morning and afternoon snack and drink.

**Water must be available between and during snack and lunch time.**

Parents must be informed of menus for all meals, which should be planned at least a week in advance.

*This can be achieved by displaying the weekly menu on the parents' bulletin board or in the group room where the children leave their personal belongings.*

Any special dietary needs must be discussed with parents and noted in the child's record at the time of registration.

These, plus the dietary customs of children, must be planned for and an alternative to the main menu offered.

Information on children's allergies must be made available to all adults who work with children.

*A menu record showing food actually served must be made available for inspection at annual re-registration.*

8:5 Meal Times/Babies and Toddlers

The key person must follow the individual eating and sleeping schedules for all children under one year of age.

Parents must always be consulted about when they wish solids to be introduced to their children and when weaning from a bottle to a cup is to commence.

Babies must be supervised at all times when taking food or drink. For example;

- babies must be held in responsive physical contact with an adult whilst being bottle fed;
- babies must not be propped up feeding themselves with bottles, this is potentially dangerous and inappropriate to emotional needs.

The key person and co-person system ensures that the baby is fed by familiar adults each day.

Meal times with babies and toddlers should be a time of pleasant social sharing, which can be achieved by;

- babies in chairs facing each other in a circle;
- toddlers eating in small groups around a table with key persons sitting with the group;
- children and adults eating together in a way that provides the opportunity to support independence and learn social rules.

**Babies and toddlers must be given the opportunity to explore their food, as this is a normal phase of development.**

8:6 Snack Time/Babies and Toddlers

In addition to meal times, children must be given the opportunity to make choices about food at snack times. This can be achieved by providing finger foods. For example;

- cheese sticks;
- cheese slices/cubes;
- slices of peeled apple/banana;
- bread fingers and small cakes.

8:7 Organisation of Snack and Meal Times for Children Aged Two to Five Years

Snacks must be available to children during defined periods in the morning or the afternoon.

A cafeteria system of taking snacks rather than a large group sitting, is more appropriate to children aged two - five years.

This should be organised in the following way;

- a small table, seating a maximum of six children;
- children's names on a board, which they collect prior to sitting to take their snack;
• an open and closed sign, with clocks indicating the length of snack time;  
• children setting out the snack items and clearing the place settings when finished.

The adult should prepare the snack, cups and plates and make them available to children on a food trolley at child level.

This child centered activity, with children deciding when to take a break in play avoids interruption of a valuable learning experience.

There is a wide range of learning experiences in this activity which allows children to develop skills of independence through:

• setting and clearing the table, taking finger foods or spreading bread or biscuits;  
• estimating volume through pouring from a jug to a cup;  
• recognising their own name and those of others;  
• developing conversation skills in small groups;  
• developing social skills through turn taking and learning to wait for a space at the table;  
• estimating time by being advised the minutes prior to the snack area closing.

Children should be encouraged but not be forced to take snacks.

All children who feed themselves, regardless of age, must have the opportunity to totally immerse their hands in water for washing prior to eating.

CHILDREN MUST NEVER BE FORCED TO CONSUME FOOD OR DRINK.

A food trolley must be provided for the serving and clearing of meals/snacks at all times. Placing food items on play equipment or items of furniture is not acceptable.

Meal times must be a time of pleasant social learning and sharing, which can be achieved through:

• children eating in small groups with their key person at the table;  
• adults supporting children’s learning of social rules;  
• an organised table setting routine done by children;  
• adult role models who participate in relaxed conversation on topics other than food.

Child-sized utensils, crockery, tables and chairs must be provided and children given the opportunity to serve food independently.

Some children eat more slowly than others, which must be respected and not criticised, and children must not be humiliated.
Section Nine

9: Records on Children and Staff

Article 4 (1) (c) of the Day Care of Children (Jersey) 2002 determines what records and information must be kept on children and staff employed in registered settings.

This and the following section provides details on the records and policies that have been deemed appropriate.

9:1 Child’s Personal Record

Each child must have a personal record that contains the following information:

- the child’s name and date of birth; home address and telephone number;
- the name of the parent/guardian/carer, and current work address and telephone number;
- the name and contact details of who has parental responsibility;
- any information on court orders regarding access;
- the child’s own doctor’s telephone number;
- a health record of the child, including recent vaccinations, allergies, dietary requirements and special needs;
- the current contact number for a named person other than the parent, guardian or carer;
- written permission for adult collection other than the parent, guardian or carer;
- written permission for emergency medical treatment;
- written permission for outings/travel in vehicles;
- written permission for administration of prescribed medication.

It is the responsibility of the manager to ensure that this record is reviewed at least every six months and relevant updates made.

Parents must have access to any documentation kept on their child.

9:2 Daily Attendance Register

A daily register to record each child’s attendance must be kept and up to date, to include:

- each child’s date of birth;
- a system of recording attendance and non attendance;
- the number of children attending each day totaled for each session;
- record of staff in attendance in each area of the nursery.

If the nursery is divided into sections, a register for each section must be kept and maintained in the same way.

Additional information held on the number of children present, such as for the purpose of evacuation of the building, or parent signing in sheets, is in addition to this register.

Completed registers must be retained and made available for inspection at the annual re-registration audit, or unannounced visits.

Failure to provide this information not only contravenes registration requirements but will delay the registration process.

9:3 Record of Accidents/Incidents

All accidents/incidents that occur on registered premises must be recorded and retained for future reference in an appropriate format, to include:

- the date of accident or incident;
- the time of occurrence;
- the full name and signature of the staff member dealing with the accident/incident with full details of action taken or treatment administered;
- details of when parent/guardian/carer is notified, with the time, date and signature obtained.

They must be made available for inspection at all times. This information should also be used in regular health and safety audits and assessments.

All serious accidents and incidents (A&E visits) must be reported to CEYS@gov.je via a scanned Accident Report form or by post for the Minister’s information. The setting’s insurance company must also be advised.
9:4 Recording and Storing Medication

The setting must have a written policy and procedure on the administration of medication, and how treatments are carried out, and parents must be notified of this.

Only medication or treatment prescribed by a doctor is to be administered to children whilst they are in the registered setting. This must be at the written request of parents. Medicine accepted must be in the original pharmacist’s bottle or package.

The procedure must ensure that a designated member of staff:

- is responsible for the safe storage of any medicine or treatment, (in a locked cupboard);
- witnesses and countersigns the administration of medicine or treatment;
- obtains parental signature that acknowledges the administration and return of medicines.

9:5 Staff Personal Record

A record must be kept of each member of staff working in registered settings, it must include:

- copies of authenticated certificates that are relevant to the requirements for the sector of group care;
- evidence of the person’s induction procedure;
- an individual training plan, which links to the overall plan of the establishment and the Requirements for Registration;
- a record of supervision and annual appraisal that includes any unsatisfactory work or performance with children and actions taken;
- a record of continuing professional development;
- evidence of the receipt of a personal copy of the ‘Requirements for Registration’.

Staff must be aware of the records kept on them and have access to this information upon request.

It is the responsibility of the manager to ensure that all records are maintained. The manager must ensure that they are kept in a secure place on the registered premises and available for inspection by registration officers at all times.
Section Ten

10: Policies

All written policies in registered settings must be a true reflection of the service being offered and must be published in parent and staff information.

It is the responsibility of the manager of the setting to ensure that each member of staff is familiar with policies at induction and aware of the procedure for policy implementation.

A framework for regular review of policies with the staff team should be in place.

The following are the minimum policies that must apply in registered settings, and be made available to parents.

10:1 Partnership with Parents

Partnership with parents should begin at the time of enrolling children. Parental expectations of the setting should be explored through consultation so that policies and the play experiences offered compliment home life as much as possible.

Parents must be fully informed about events that occur whilst their child/ren are at the setting. This can be achieved by having:

- written information for each family containing details on policies, and an overview of what is available to children;
- regular meetings and/or information letters to inform parents of the experiences that are offered to children.

The setting must have a policy for settling in children and this must be communicated to parents. Separation can be an emotionally difficult time that requires a period of adjustment for both parents and children.

Parents should be welcome as observers and contributors to the activities that are occurring, and must be able to drop in at any time without a prior appointment.

10:2 Exclusion after Illness or Contagious Conditions

The setting must have a written policy that identifies the period of children’s exclusion from the premises following contagious conditions or illness. This policy must reflect directives from the Senior Infection Control Officer tel: 445808 or email: environmentalhealth@gov.je

10:3 Management of Behaviour

A policy and procedure that details the management of children and adult’s behaviour must be evident in staff information.

This should take account of:

- the behaviour of adults and children which is unacceptable;
- how staff will respond to this behaviour when it occurs;
- strategies to encourage children’s positive behaviour.

The following behaviour must not occur in registered setting:

- adults inflicting physical punishment on a child, such as hitting or shaking;
- depriving a child of, or forcing him/her to consume food and drink;
- frightening or humiliating a child, by either adults or other children, such as biting or bullying.

The policy on management of behaviour must include the consequences, in terms of disciplinary procedures, when a staff member manages behaviour in an unacceptable way.

In the event of inappropriate behaviour, such as inflicting physical punishment or hitting a child in anger that warrants instant dismissal, the States of Jersey Police and The Multi Agency Safeguarding Hub (MASH) must be notified before the person leaves the premises. Tel 449213.

The CEYS Registration Manager, must be advised of the incident, and written details provided.
Should any investigation take place involving a child in your care you must enable the relevant agencies involved to have access to your premises and records.

All records and policies must be kept up to date and made available for inspection by the relevant officers at any time.

10:4 Fire and Emergency

Registered settings must have a written fire evacuation procedure, is displayed in a prominent position in each room used by the children.

A map should indicate exit routes, positions of firefighting equipment, and the designated muster point.

It is the responsibility of the manager to ensure that every staff member is familiar with these instructions.

Regular fire drills must take place that include staff and children.

It is the responsibility of the nominated Fire Officer for the setting to ensure that firefighting equipment and smoke detectors are in working order.

10:5 Inclusion Policy

The setting must form an equal opportunities policy, and the principle of this policy should apply to all other policies, procedures and interactions affecting children, parents and staff. The policy should take into account gender, race, ethnicity and disability.

10:6 Safeguarding Policy

The setting must have a comprehensive Safeguarding / Child Protection policy, which applies to the children of the age the setting serves. The policy must include how referrals are made with up to date processes documented, together with a whistle blowing policy.

Parent information should note that such a policy exists and what the process is should a concern arise.

It is the responsibility of the manager that this policy and procedures arising from it are communicated to all staff working with children, as part of the staff induction.

10:7 Outings Policy

Each staff member must be familiar with the outings policy before leaving the settings with children in their care and there must be adequate preparation for the outing for both children and staff.

This policy must include;

- clarity on the person responsible for the outing;
- the purpose of the outing;
- details on how children will be monitored whilst not on registered premises;
- procedures in the event of emergency, which includes contact with the manager;

Details of children and staff that are on the outing must be retained on the premises.

All policies in this section must be reviewed annually at a minimum, and include all members of the staff team.
Section Eleven

11: Annual Re-Registration and Unannounced Visits

This final section of the document refers to settings that have been open for a year or more, rather than the first registration of a new setting.

In accordance with Article 11 of the Day Care of Children (Jersey) Law 2002, officers of the Minister, subject to production of evidence of identity, have the right to enter registered settings for the purpose of inspection, at any reasonable time.

At these unannounced visits the following will be inspected to determine whether the arrangements laid down by the ‘Conditions of Registration’, which accompanies the Certificate of Registration, are met;

- the adequacy, safety and organisation of the premises;
- the arrangements for the care and welfare of children;
- the adequacy and safety of equipment;
- the registers and records kept on children

11:1 Application for Re-Registration

The setting is re-registered on an annual basis, on the condition that requirements for registration continue to be met.

The re-registration process is carried out in the following way:

1. The Manager of the setting receives the relevant documents for completion and must return these to CEYS, in order to make an application for re-registration.

2. The Manager is responsible for ensuring all staff employed in the premises complete a Personal Declaration of continuing ‘fitness’ to care for children, and checking that information held on staff is accurate.

3. The manager must check that all staff have an up to date DBS check (this will be phased in on current staff until October 2019) by recording the update scheme record from DBS on the relevant central log and checking the central staff record is up to date at all times. These records will be inspected during the re-registration visit.

4. All staff are responsible for completing the self-evaluation exercise prior to re-registration as part of the re-registration process.

5. Parents are consulted by confidential questionnaire to obtain their views as a user of the registered setting.

6. The Manager is responsible for determining an Improvement Plan, arising from a full staff meeting, following feedback by the registration and development officers at the end of the re-registration visits. This must be sent to the department by the agreed date.

The Manager is responsible for ensuring the owner of the setting reads and signs the application for re-registration, which includes a declaration that the ‘Requirements for Registration’ and ‘Conditions for Registration’ have been met since the date recorded on the previous registration certificate.

Articles 12 and 12a of the Day Care of Children (Jersey) Law, 2002 identifies how any person providing, or colluding with providing, false information as part of an application, is liable for prosecution under the terms of the legislation.

11:2 Assessment for Re-Registration

An officer of the Minister will visit the registered setting for the purpose of assessment to determine whether he/she can recommend re-registration, and this is likely to occur over a number of visits.

An overall assessment on how the setting meets the requirements laid down in this document is carried out, covering the following categories

1. Premises, Equipment and Organisation for Children (see Section Two of this document).
2. The adequacy of equipment, the organisation and planning of experiences for the health and welfare of children are assessed, (see Sections Six, Seven and Eight of this document). Account is also taken of any assessment made by Environmental Health/Fire and Rescue Officers, and any action required.

3. The ‘fitness’ of staff / volunteers in the setting, and whether responsibilities in relation to staff are met (see Sections Three, Four and Five of this document).

4. Records and policies for children and staff (see Sections Nine and Ten of this document).

Assessment is made on the basis of observation, questions and scrutiny of documents, and findings are documented. These are shared with the Manager / Owner of the setting prior to the sign off and at the conclusion of the re-registration process.

11:3 Concluding the Re–Registration Process

At the conclusion of the audit for re-registration, all information that has been collected is considered, which is:

1. Information gathered by officers of the Minister during visits to the setting,
2. A summary of responses from parents and staff;
3. An Improvement Plan that emerges from the whole staff self-evaluation of the setting in relation to improving on past best
4. On the basis of an assessment of all information, the time scale for action on ‘Issues for Action’ will be agreed between the registration officer and the Manager.

However, it should be noted that any issues of immediate concern with regard to the health and welfare of children, must be given immediate action, and these will be raised with the Manager of the setting at the time identified.

Taking account of the multiple sources of evidence collected during the annual audit, the officer of the Minister will make a recommendation about which of the following should apply.

1. Re-registration recommended with no specified ‘Issues for Action’, or recommendations for quality improvement.
2. Re-registration recommended on the condition that specified ‘Issues for Action’ are met within an agreed time scale, with recommendations for quality improvement.
3. Due to the number of ‘Issues for Action’, or that previously agreed ‘Issues for Action’ have not been met, it is not possible to recommend re-registration. An extended period of the current registration is agreed, on the condition ‘outstanding issues’ are addressed.

4. If after the extended period of registration agreed ‘issues for Action’ remain outstanding, or the setting has persistently fallen short of meeting registration requirements, or a severe shortfall in meeting requirements is identified, then the situation is referred to the Minister, and withdrawal of registration is possible.

At the conclusion of satisfactory re-registration audits, the following occurs.

1. The Manager of the setting is asked to read all documented notes collected, and the time scale of ‘Issues for Action’ agreed.
2. A report of the ‘Issues for Action’ within the agreed time scale, as a condition of re-registration, is issued with a new Certificate of Registration that covers the period of one calendar year.
3. In the event that a request for changes to the ‘Conditions of Registration’ was made with the application for re-registration, new ‘Conditions’ will be issued.

11:4 Extension of Registration

If it is not possible to recommend re-registration, the reasons why will be confirmed by letter, and the time scale for extending the current registration certificate determined. The issues that need to be addressed before re-registration can take place will also be detailed in the letter.

11:5 Contraventions of Requirements for Registration or Conditions of Registration

Any request for a variation in the agreed Conditions of Registration attached to the
certificate of registration must be submitted in writing to the CEYS.

Failure to do this and making changes without prior agreement of an officer of the Minister is a contravention of ‘Registration Requirements’.

Where there is persistent contravention of the requirements for registration, reference is made to the Minister for further action.

In the event that it appears that a child is suffering, or is likely to suffer significant harm within registered premises, cancellation of registration will take place with immediate effect, in accordance with Article 10 of the Day Care of Children (Jersey) Law, 2002, and the issue referred to the Multi Agency Safeguarding Hub (MASH) and the Education Department Safeguarding Officer.

11:6 Complaints

In the event of CEYS receiving information about alleged contravention or non-compliance of the ‘Requirements for Registration’, or that the care of children is unsatisfactory, officers of the Minister are required to investigate these allegations.

The Minister’s procedure, which officers are required to follow, is published on the gov.je website: www.gov.je/Caring/Children/Childcare/Pages/ComplimentsConcernsComplaints.aspx

11:7 Unannounced and Follow Up Visits

Although an approximate time is given for the annual audit visit, unannounced visits occur outside of these times, for the purpose of;

- following up the ‘Issues for Action’ determined at the re-registration visit, which are detailed in the report;

- ensuring that the ‘Requirements for Registration’ continue to be met, and the health and welfare needs of children are being fully met.

11:8 Support and Development

Officers of the Minister have the dual role of regulating and supporting settings towards ongoing quality improvement.

Not only are they available to support in meeting the ‘Requirements for Registration’, but opportunities for Continuing Professional Development are provided.

At the request of providers and at the instigation of officers of the Minister at CEYS, workshops and training are provided for the working adults in registered settings.

Training by officers from other States departments, to meet ‘Requirements for Registration’, is also organised by CEYS.

Requests for particular workshops, or to check availability of specific training courses contact the Administrator of CEYS, telephone 449387 or via email to CEYS@gov.je

11:9 Nursery Education Fund (NEF)

Registration and Development Officers will also carry out an annual audit and unannounced pop in visits in relation to the Nursery Education Fund (NEF).

The criteria used for this will refer to the ‘NEF Provider Partnership Agreement’ and the Jersey Pre-School Quality Framework.