

Taking Stock and Moving Forwards – Child Care Registration

Terms of reference:

Review of childcare registration to consider:

- Registration requirements, processes and documentation
- Operations, procedures and practice
- Registration and inspection processes, documentation and reporting procedures
- Continuing Professional Development (CPD)
- Information and communications for stakeholders and support network

Hence, it is evident that Jersey is looking to ensure:

- A robust system of registration and evaluation/review which is well planned, effectively led and managed, consistently delivered to ensure high quality standards of safeguarding and welfare, care, learning and development, that is ambitious for children, parents, carers and employers.
High quality leadership and management, effective relationships, efficient organisation, with clarity of focus on how learning and development are embracing continuous improvement.
- The best possible outcomes for children and informed choices for parents who are confident in the care their children receive.

Appendix A: Record of review activity.

Context:

Jersey's child care registration (CCR) system was designed as a unique system to regulate and support, through a collaborative approach, providing continuing professional development in partnership with the sector. Once registered, settings are subject to annual re-registration.

The underpinning legislation is the Day Care of Children (Jersey) Law 2002. Revised Edition 10.700 showing the law as at 1 January 2006.

Since the introduction of the Nursery Education Fund (NEF) the team have taken on additional roles supporting financial audit and validation of the Pre-School Quality Framework (PSQF) and in relation to appeals for additional hours.

Over the past 3 years the sector has expanded. There are currently 47 settings and 83 family child carers registered. The service is operated by the CCR team which comprises a Manager, 2 childcare registration and development officers (1.5fte), a NEF (Nursery Education Fund) administrator (0.8fte) and CCR administrator (0.8fte). Reporting is to the Head of Early Years.

Moving forwards it is proposed that operations, procedures and practice should provide:

- Realistic and achievable registration and continuing review/evaluation requirements
- Approachable and accessible high quality staff who operate in a professional manner acting as a critical friend to support and challenge
- A robust complaints procedure with consequences and actions for any legitimate concerns identified

on the basis of the following principles:

- Ensure rigorous quality in all registrations and evaluations/reviews
- Examine the right things in the right way with transparency and consistency of procedure and process
- Provide accurate (and in future comparable) information for parents, carers, children and employers so they can make informed choices
- Focus on high quality leadership and management, safeguarding and welfare, provision for high quality care, learning and development which ensures the best possible outcomes for children
- Listen to children, parents, practitioners, managers and owners and use their views to inform future developments
- Deliver timely evaluations/reviews which are proportionate and responsive and where there are signs of decline, or improvement is needed, provide programmes of supported change and challenge.
- Recognition of the value of a mixed economy of provision to promote choice for parents and carers with transparency regarding quality being paramount.

APPENDIX A: Record of review activity.

Documentation studied:

- Day Care of Children (Jersey) Law 2002
- Education (Jersey) Law 1999
- Education Business Plan 2015
- Childcare Registration Review survey - 2015
- Child Care Registration / Policy and Procedures Handbook Oct 2010
- A Guide for Managers of Registered Centres, March 2014
- Child Care Registration. Policy, roles and responsibilities. Process Flows. November 2006
- Requirements for Registration:
 - Day Nursery for children aged 0 – 5 years, update 2008
 - Family Child Care for children from 0 – 12 years, update 01.10
 - Pre School for children aged 2 – 5 years, update 12.09
 - School Age Care: Activity Club for children from school age – 12 years, update 03.05
 - Wrap Around Care, dated 07.05
 - Playcare, dated 04.10
- Audit Notes Annual Re-Registration – Centre Care, update 01.09
- Procedure for raising Complaints/Concerns about children in registered Day Care, dated Oct 2010
- A record of complaints forms sent and returned together with visit dates and any info. 2013 – May 2015
- Alleged Illegal FCC/Alleged Illegal Family Child care Form, dated Oct 2010
- Record of alleged illegal day care, 2009 – May 2015
- Minimum qualification requirements – Wrap Around Care, Playcare, Family Child Care
- Information from parents

Activity:

Meetings with:

- Head of Early Years, ESC
- ESC Childcare Registration team
- Family Nursing and Home Care Representative 1
- Family Nursing and Home Care Representative 2
- Jersey Early Years Association Representative
- Jersey Association of Play Representative
- Jersey Child Care Trust Representative
- Early Years Childcare Partnership Representative
- Association of Jersey Child Carers Representative
- 1001 Critical Days Task Force Representative
- Highlands College – Learning Representative
- Highlands College – Learning Representative
- Assistant Director for Standards and Evaluation, ESC

- Head of Planning and Projects, ESC
- Early Years Advisory team

Focus groups:

- Day Care – Little Oaks Nursery, Charlie Farley’s Nurseries, Leeward Child Care
- Childcare sector – Four Family Child Carers

Visits:

- Rainbow Tots Nursery
- Family Child Carer
- Avranches Nursery
- Centre Point
- Acorn Nursery School
- Little Oaks

Contacts:

- A parent of a child with special needs

ACTION PLAN	Responsible person	Partners to consult/engage	Target date	Success indicator	Progress
<p>Immediate actions:</p> <ul style="list-style-type: none"> • Streamline some processes: Create a database record of registrations and re-registrations Check staff information at re-registration rather than collecting. • Introduce response times and a central log of all communications with transparency across the team. • Re-design the report format to include recognition of areas of strength to affirm good practice. • Incorporate a training needs analysis, into the re-registration process, e.g. 3 top areas for CPD • Ensure that all CPD is evidenced with a certificate. • Work with JACC to change the name of family child carers to child minders and ensure this is publically communicated • Engage with JAP regarding training • Engage in a proactive discussion of changes with JEYA • Engage parents in co-producing the parent survey. 					
<p>1. Design and position a modernised service</p> <ul style="list-style-type: none"> • Options appraisal re regulatory functions compared to other systems – on and off island. • Contextualise regulation and evaluation/review system within ESC and early years. 					

<ul style="list-style-type: none"> • Ensure coherence with policy, research, plans and new opportunities including 1001 days agenda, third sector developments, etc. (See 8.) • Maximise the use of the ESC grant to JCCT (and additional funding independently sourced) by ensuring clarity of function in conjunction with a transformed service. 					
<p>2. Modernise the system</p> <ul style="list-style-type: none"> • Decide types of registrations required including age range/s. • Review the PSQF and EYFS self- evaluation tool to create an integrated quality framework with standards for early learning, development, care, welfare and safeguarding. • Determine registration requirements for each type of care in line with the quality framework and compliance requirements. • Determine evaluation/review processes in line with the quality framework – frequency, timing, procedure, etc. 					
<p>3. Service delivery: Establish protocols and processes</p> <ul style="list-style-type: none"> • Registration process • Evaluation/review process • Protocols for managing enquiries, conducting registrations & reviews, handling complaints 					

<ul style="list-style-type: none"> • Design systems – communications, recording and reporting, feedback from parents, carers and children • Develop communications strategy including information for parents, carers, settings, services etc. 					
<p>4. Service planning</p> <ul style="list-style-type: none"> • Produce a service delivery plan ensuring incorporation of monitoring and evaluation of activity and outcomes. • Undertake action to obtain a profile of child care needs and sufficiency. 					
<p>5. Service: Staffing</p> <ul style="list-style-type: none"> • Plan new service structure defining roles and responsibilities, • Develop job descriptions & person specifications based on qualifications, competencies, skills and experience. • Implement supervision arrangements. 					
<p>6. Qualifications and CPD</p> <ul style="list-style-type: none"> • Decide mandatory qualifications • Conduct training needs analysis • Consider training hub for CPD • Assess impact of CPD 					

<p>7. Management information system</p> <ul style="list-style-type: none"> • Design a system which captures a minimum dataset and can be built upon in the future. This should include: <ul style="list-style-type: none"> - Registration activity (contacts, visits etc.) and outcomes - Registered settings by registration type & no. of places - Evaluation/review activity (contacts, visits etc.) and outcomes - The training needs of the workforce - Feedback information – parents, carers, settings - NEF monitoring information - Complaints & compliments - Mandatory & CPD opportunities, take up and impact 					
<p>8. Early years and child care forum/reference group</p> <ul style="list-style-type: none"> - Define accountability, terms of reference, membership, roles and relationships - Agree vision, aims, objectives and targets - Establish work plan - Develop communications strategy 					