

To Compliance and Beyond

A Guide for Early Years Services



An Roinn Leanaí
agus Gnóthaí Óige
Department of Children
and Youth Affairs

This booklet is intended to support early years services. It should be used as a guide only and does not take the place of legal or other advice. The information is correct as of the publication date. It remains the responsibility of the service to ensure that they comply with all relevant requirements.

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Introduction

This booklet has been written as a guide for Early Years Practitioners to provide information that can support you in achieving compliance with general practice, health and safety and employment legislation. This guide also highlights additional paperwork that should be kept to ensure best practice and to provide clear information to staff, parents and those who may be inspecting your service. Comprehensive knowledge and familiarity of regulation, legislation and compliance requirements is crucial in order to have ethical, safe, productive and professional work practices in early childhood settings (CECDE, 2006).

This booklet is intended only to support Early Years Practitioners and is a reference guide to assist in core compliance. It is not intended as a definitive guide to practice management and is to be implemented only in conjunction with best practice and good governance of management and staff. The content, while thorough, does not exhaust all of the duties inherent in the management of an Early Years Service.

Tusla Early Years Inspectorate

The Early Years Inspectorate of Tusla, the Child and Family Agency, is the independent statutory regulator of Early Years Services in Ireland and has a responsibility for inspecting pre-schools, playgroups, nurseries, crèches, day-care and similar services which cater for children aged up to six years. The role of the Inspectorate is to promote the quality, safety and appropriate care of children by robust inspection of the sector (Tusla, 2016). The Tusla Inspectorate Team inspect services to ensure adherence to the Child Care Act 1991 (Early Years Services) Regulations 2016.

Department of Education and Skills (DES) Early Years Education-focused Inspection (EYEI)

The Inspectorate of the Department of Education and Skills has responsibility for evaluating the quality of education provision in early years settings participating in the Early Childhood Care and Education



(ECCE) Programme. The EYEI evaluates the nature, range and appropriateness of the early educational experiences of children participating in the ECCE Programme. The EYEI model of inspection is based on a quality framework informed by the principles of Aistear: The Early Childhood Curriculum Framework, and Síolta: The National Quality Framework for Early Childhood Education, as well as national and international research related to early childhood education and inspection.

Pobal Compliance Team

Compliance Visits are on-site checks which look at the implementation of the DCYA funding programmes. These visits are undertaken by Pobal on behalf of the DCYA. The purpose of these visits is to ensure that services are complying with certain rules and conditions as outlined in Programme Grant Agreements and the DCYA Programme Rules documents.

Workplace Relations Commission

The Workplace Relations Commission (WRC) is an independent, statutory body which provides guidance and inspections in relation to compliance with codes of practice approved under Section 20 of the Workplace Relations Act 2015.

Síolta and Aistear

Compliance should not only focus on meeting the minimum standards required but also emphasise the improvement of quality. That is why the Child Care Act 1991 (Early Years Services) Regulations 2016, the Department of Education and Skills Early Years Education-focused Inspections and the Grant Agreements of the National Funding Programmes outline the requirement of services to adhere to the principles of the National Quality and Curriculum Frameworks, Síolta and Aistear. The National Early Childhood frameworks provide a roadmap for services who strive to go beyond compliance.

Síolta: The National Quality Framework for Early Childhood Education

Aistear: The National Curriculum Framework for Early Childhood Education

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How to Use This Document:



Top Tips provide practical guidance on actions that you can take to implement this resource in your setting.



Think About boxes throughout the document highlight important information and areas to which you may need to give further consideration.



This symbol indicates a reference to another document or resource for more guidance and detailed information.



Overview of Inspections and Compliance Visits

● Tusla Early Years Inspections



Inspection is designed to ensure the health, safety and welfare of children and the promotion of their development (Tusla, 2016). Tusla, the Child and Family Agency, is responsible for inspecting Early Years Services including pre-schools, crèches, day-care and similar Tusla registered services which cater for children aged 0-6 years. This agency has statutory responsibility to assess levels of compliance with the Child Care Act 1991 (Early Years' Services) Regulations 2016 and works with service providers in partnership to promote a culture of compliance.

Compliance is determined by an assessment of the amalgamated evidence under four areas to establish whether:

- The service is well governed
- The health, welfare and development of each child is supported
- The service is safe
- The premises are safe, suitable and appropriate for the care and education of children (Tusla, 2016).

Inspection reports are valuable, published, resources and Tusla registered services inspection reports can be viewed on Tusla's website www.tusla.ie under "Early Years (Preschool) Inspectorate" in the Family Support section.

Overview of Inspection




Notification: Initial inspections are scheduled in consultation with the service provider, except in extenuating circumstances. All other Early Years inspections will be unannounced.

Day of inspection: Tusla Inspectors should identify themselves and advise the purpose of the inspection. An opening meeting is held between the Early Years Inspector and manager/designated person in charge.

Inspection process: The methodology of inspection includes: reviewing documentation and policies and procedures, observing practices, interviewing/talking with staff, reviewing the premises and facilities.



Think About

- Is your service's Register information, as required by Tusla, accurate and up to date?
 Schedule 2 of Early Years Regulations 2016
- Is there a person appointed to deputise, who is familiar with the inspection process, on-site when the designated person in charge is off the premises?
- When was the last time you reviewed and updated your policies? Do your policies include the 21 policies required by Tusla?  Schedule 5 of Early Years Regulations 2016
- Are your administration records accurate well-organised and easily accessible?
 Regulation 15
- Does the practice in the service reflect the policies in place? Are staff familiar with policies which relate to their direct work with children, for example, Managing Behaviour, Safe Sleep, Administration of Medication etc.
- Are the management and the staff team confident in communicating their practice to inspection teams? Are they confident in discussing the pedagogical approaches used in the service and how they work respectfully with children and families?



Following an Early Years Inspection

Inspection Report: The Early Years Inspector provides feedback to the designated person in charge. A draft report is compiled and shared with the provider. Where a critical risk to the safety or welfare of a child is identified during an inspection, the requirement for immediate corrective action and/or escalation to the Registration Panel will result.

Factual Accuracy Report: The provider has the opportunity to respond to any incorrect information in the report through a Factual Accuracy Report Form.

Corrective Actions and Preventative Actions (CAPA): The provider must address each non-compliance through a CAPA form. Providers have 10 working days (from date of receipt) to complete and return a CAPA form. A further 10 days may be provided by Tusla if a Registered Provider's CAPA response is insufficient. If the services Corrective and Preventative Actions are still considered insufficient or a serious risk is still present, the inspectorate team will escalate the non-compliance to the Registration Office. The provider will be notified of this action in writing.

Publication of report: Following the above steps, the final inspection report is shared with the provider and published. A summary of a completed, acceptable CAPA form is incorporated into the published report noting the outcome of the non-compliances previously identified.

Corrective Actions and Preventative Actions (CAPA) Report Form

What is a CAPA report form?

A CAPA form is required from the service provider to inform Tusla of how the non-compliances identified during inspection have been addressed and what actions will be put in place so that these non-compliances do not reoccur.

Corrective Action: the action(s) taken to rectify or eliminate the non-compliance identified.

Preventative Action: the ongoing action introduced/implemented to prevent this non-compliance from reoccurring in the future.

Completing the CAPA form

Regulation Number: Enter the regulation number associated with the non-compliance you are addressing here. Remember you must address each non-compliance individually.

Corrective Action: What have you done to address and resolve this non-compliance? Be specific and realistic about the action(s). Evidence is expected to be submitted to support these actions, for example, photographs, receipts, new policy, new record templates.

Corrective Actions and Preventive Actions (CAPA)

Regulation Number	Corrective Action and Preventive Action <i>(Using the SMART rule: Specific, Measurable, Achievable, Realistic and Timely).</i>	Timeframe	<i>For office use only (To be completed by Early Years Inspector) EYI comments</i>
	Corrective Action		
	Preventive Action		

Preventative Action: What can you introduce or implement in your service to ensure that this non-compliance will not happen again? Who is responsible for ensuring this preventive action will achieve its purpose? Again, evidence is expected to be submitted to support this. For example, if a new policy has been created and shared with staff at a staff meeting, the policy and the minutes of meeting should be submitted.

Timeframe: When was this action completed? Or, when do you expect this action to be completed? Be realistic about your timeframe. Some actions will be expected to be completed sooner than others.



Top Tips for CAPA

- Set a personal deadline to return the CAPA form before the 10th working day, so that you have time to amend errors or review the form before submission.
- Create a checklist of all of the corrective and preventative actions that you need to complete and what evidence you need/have to support this. This will help you to ensure that you do not overlook an action or forget to include evidence.
- CAPA forms, and evidence in digital format, must be sent to the Inspector by email.
- There are two types of evidence, written (policy, updated records, receipts) and photographic evidence.
- When providing photographic evidence where children are present, ensure that children cannot be identified.
- Files exceeding 5MB may be rejected by Tusla's IT system. To avoid this, send more than one email if necessary. Wait until all evidence has been compiled and send multiple emails on the same day.



● Food Safety and Hygiene Inspections



HSE Environmental Health Officers (EHOs) are employed by the HSE and carry out inspections on behalf of the Food Safety Authority Ireland to implement national and EU laws on food safety and hygiene. Environmental Health Officers carry out on-site inspections of any Early Years services which prepare and provide food (excluding services where parents provide snack). Early Years providers who will prepare and serve food on their premises must register as a food business with the HSE.

If there is food being prepared and provided in your setting, all staff handling food should receive basic food hygiene training. Those in charge of the kitchen area should hold hazard analysis and critical control point (HACCP) training. HACCP is a food safety management system that helps workers to identify biological, chemical and physical hazards and analyse the risk of how likely the hazard is to occur.

Please note, menus displayed for parents must include full allergen information and the country of origin of beef. The EHO will also observe staff toilet and changing areas.

See www.fsai.ie for more information on food hygiene legislation and food safety management.



Top Tips

- Familiarise yourself with Food Hygiene legislation (the terms of Regulation 852/2004).
- Develop a food safety management system and keep records daily.
- Ensure policies on illness exclusion periods for staff are enforced.
- Make sure that your building has a pest control programme in place, and that records are available during inspections.
- Carry out regular internal audits of your food safety management system. Templates can be found in the Self Catering Pack.

● Department of Education and Skills Early Years Education-focused Inspections (EYEI) of ECCE programmes



The Department of Education and Skills (DES) Early-Years Education-focused Inspections (EYEI) evaluates the nature, range and appropriateness of the early educational experiences for children participating in the ECCE Programme. The EYEI model of inspection is based on a quality framework informed by the principles of Aistear: the Early Childhood Curriculum Framework, and Síolta: the National Quality Framework for Early Childhood Education, as well as national and international research related to early childhood education and inspection (DES, 2016).

Before the inspection: A service will typically receive 48 hours' notice of an inspection but the inspectorate team reserves the right to carry out an unannounced inspection if deemed necessary.


During the inspection: Typically, inspectors will arrive before the start of the day's session and will hold a short meeting with the manager/owner to outline the inspection process and discuss and practical issues that may affect the inspection. The observation of the processes and practices that concern children's learning will happen for the duration of the preschool session.

Following inspection: Inspectors will feedback the draft overall findings to the manager/lead practitioners. This offers time and space for clarification and discussion of findings and recommendations. A draft report is then finalised. After the report has been processed through the inspectorate's quality assurance procedures, the report is issued to the service for factual verification and later for setting response. The report is then published once factual inaccuracies have been rectified and the service has responded to the report in writing (if they so wish).




Overview of the Quality Framework for Early Years Education-focused Inspections

Area 1: Quality of context to support children's learning and development

- 
1. The atmosphere and organisation of the setting nurture children's learning and development and support the inclusion of all children
 2. Relationships are responsive, respectful and reciprocal
 3. Children's sense of identity and belonging is nurtured


Think About?

- 
- Are there opportunities in the routine for children to communicate their ideas, develop emotionally and socially and make choices?
 - How are transitions handled during the session?
 - Is there evidence of secure relationships between the adults and children?
 - How is the children's sense of identity and belonging reflected in the curriculum and the environment?

Area 2: Quality of processes to support children's learning and development

4. Provision is informed by Aistear: the Early Childhood Curriculum Framework
5. Information about the children's development informs next steps in learning
6. High quality interactions with children are facilitated
7. The environment and resources support children's learning and development
8. Play is central to children's learning and development
9. Emergent language, literacy, and numeracy skills are fostered
10. Provision for children's learning and development is closely aligned to their interests and developing capabilities
11. Children learn in an inclusive environment

Think About?

- 
- Does your practice, routine and environment offer opportunities for learning through play?
 - Is your curriculum visible? Are you documenting through observations, learning stories, journals, displays of children's work?
 - What informs your curriculum plan? Is your curriculum plan flexible and does it allow for exploration of children's interests?
 - Are the indoor and outdoor environments safe and developmentally appropriate?
 - How are language, literacy and numeracy skills promoted?
 - Is there an inclusive approach to learning and development?

Area 3 – Quality of children’s learning experiences and achievements

12. Children demonstrate engagement and enjoyment in their learning and a positive sense of well-being
13. Children experience achievement and are developing through their learning experiences
14. Children are developing a sense of identity and belonging, personal skills, and social skills to support their learning and development
15. Children communicate their experiences, thoughts, ideas and feelings with others in a variety of ways
16. Children make sense of their world by interacting with others and the environment by playing, investigating and questioning

Think About

- Are learning experiences explored in an inquiry based way to facilitate the development of the traits and skills described in Area 3?
- Are learning experiences meaningful to the children? Have they been planned taking the identities, interests, needs and context of the children’s lives into consideration?
- How do children experience success and have their achievements acknowledged?
- How are children’s relationships with their peers supported?
- How are children with additional needs supported in their learning?



Area 4 – Quality of management and leadership for learning

17. Planning, reviewing and evaluating are informed by Síolta, the National Quality Framework for Early Childhood Education
18. Management in the setting provides for a high quality learning and development experience for children
19. Clear two-way channels of communication are fostered between the Early Years setting, parents, families and children
20. Transitions into, from, and within the setting are managed effectively to support children’s learning and development

Think About

- Do management and staff take time to reflect on policies and procedures?
- How does the staff team plan, evaluate and review their practice and curriculum? Is there evidence of reflective practice?
- As a manager, how do you promote communication, team work and professionalism?
- How do you engage with parents and families? How can you include parents and families in the ECCE programme?





Top Tips

- For further guidance read the 'Signposts for Practice' for each area of the DES inspection framework in the *'Guide to; Early-years Education-focused Inspection (EYEI) in Early-years Settings Participating in the Early Childhood Care and Education (ECCE) Programme'*.
- Be confident in communicating with inspection teams about how you work with children and families, how you plan and document your curriculum, and how you work as a team to do this.
- Quality of provision is difficult to define and differs in every service. Quality of provision can be shaped by strong leadership, effective teamwork and the needs of the children and families in the service. Sit with your team and discuss 'What does quality look like in our service? How do we meet the 4 areas of EYEI?'.
- Encourage staff teams to keep a reflective journal where reflective conversations can be documented.
- Action Planning templates from the Aisear Síolta Practice Guide are a good way to document reflective practice with your team.
- Make your curriculum and work visible through a variety of documentation which shows the process of children's learning, ensuring you make connections to the themes and learning goals of Aistear.
- EYEI has a major focus on process learning and does not encourage practice such as templates, workbooks, or strict routines. First, think about what learning outcome you aspire the children to achieve through an activity. Then consider how you could reach the same outcome through inquiry-based, exploratory hands-on activities.



● Department of Children and Youth Affairs (DCYA) Funding Programmes - Pobal Compliance Visits



On-site compliance visits are carried out by compliance officers from Pobal to verify that the conditions of DCYA's funding programmes are being complied with as detailed in the grant funding agreements. Failure to provide the necessary information on the day of the visit, may result in the service being deemed non-compliant and in breach of contractual requirements under the grant funding agreement(s). Therefore, it is recommended that service providers maintain a Compliance File containing the relevant documentation.

Compliance visits comprise of checks on records held on site in respect of the following DCYA Early Years Funding Programmes:

- Early Childhood Care and Education (ECCE) Programme Free Pre-school Years
- Training and Employment Childcare (TEC) Programmes
- Community Childcare Subvention (CCS) Programme
- Community Childcare Subvention (Plus) including Universal (CCSP/U) Programme
- Community Childcare Subvention Resettlement/Transitional (CCSR (T)) Programmes

Preparing for your Compliance Visit

Pobal provides a detailed checklist to help you prepare for your compliance visit. There is one for each of the DCYA funding programmes. These checklists are updated each programme year. They can be accessed on the Programme Implementation Page of Pobal's website: www.pobal.ie.

We recommend that you print one copy of the checklist for each of the programmes that you are participating in and place it at the front of your compliance folder. You can then use this checklist to ensure that you are prepared for your compliance visit.

You will need to check:

- Do you have all the necessary documentation in your compliance folder?
- Are your online registrations up-to-date and reflective of current attendance levels?
- Do you have up-to-date attendance records on site?
- Are your fees list(s) and calendar(s) on display for parents?



Top Tips

- Become familiar with the programme information including the Grant Agreement, “How to Guides” and Rules for DCYA Childcare Funding Programmes.
- Collate all documents required from the checklist and build a compliance folder of documents so that records are maintained and readily available at all times.
- Set aside time regularly to review and amend registrations online so that they are accurate and reflect the level of actual attendance.



Think About

- **Pobal Compliance Visits are unannounced visits.** No notification will be made in advance of the Pobal Officer arriving at the service to conduct the on-site compliance checks. Please note, all Pobal Visiting Officers hold official Pobal photographic identification.
- In the absence of a manager/owner, has someone in the service been designated the responsibility of liaising with the Pobal Compliance Officer?

Additional Programme Requirements

Services should maintain financial records related to funds received or expended, as required by the Grant Funding Agreement.

Services participating in the Community Childcare Subvention (CCS) Programme should have good income and expenditure records in place to help them complete their CCS Financial Returns. Services that are participating in the Community Childcare Subvention (CCS) Programme and which are legally constituted as Companies Limited by Guarantee (CLG), are required to send their financial statements to Pobal once a year.

We recommend that you also maintain a file for all correspondence related to AIM funding.



● Inspection by the Workplace Relations Commission



Workplace Relations Commission (WRC) seeks to achieve a culture of compliance with employment law, by informing employers and employees of their respective responsibilities and entitlements, and by working in close cooperation with them and their representatives.

Working with individual employers through the WRC inspection process is a key element of checking and ensuring compliance. In general, WRC inspections are announced and the employer will receive an appointment letter and a template to complete. The purpose of these inspections is to check that you have the necessary information on file for your employees and that you are compliant with the Organisation of Working Time Act, 1997. Employers are required by law to keep their employment records at the place of employment.



The WRC has produced a useful guide to these inspections called “An Employer’s Guide to WRC Inspections. This is available at www.workplacerelations.ie

Employer's Checklist

DO I HAVE:

- My employer's registration number with the Revenue Commissioners ☐
- A list of all my employees: including full names, addresses and PPS numbers ☐
- Dates of commencement and, if relevant, dates of termination of employments ☐
- Written terms of employment for each of my employees ☐
- Employees' job classification ☐
- A record of annual leave and Public Holidays taken by each employee ☐
- Hours of work for each employee (including start and finish times), records of breaks taken and proof of rest period compliance. ☐
- Where overtime is worked, a record of advisory notification is given in advance to the employee. The Organisation of Working Time Act 1997 specifies 24-hour advance notification of overtime except in the case of emergencies/exceptional circumstances.
- Payroll details including: gross to net, rate per hour, overtime, deductions, commission, bonuses and service charges, etc. ☐
- Evidence that I provide employees with payslips ☐
- A register of any employees under 18 years of age ☐
- Details of any board and lodgings provided ☐
- Employment permits or evidence that permit is not required as appropriate for non-EEA nationals ☐
- The completed template sent with the appointment letter or the same information available in a similar format ☐

Based on checklist from: An Employer's Guide to WRC Inspections



Think About

Do I have this information available in an accessible format, so that I am ready if I get an inspection from the Workplace Relations Commission?



What Information Should be Displayed?



In this section, we will look at what information you should have on display throughout your service. The sharing of information with all of your stakeholders is not only important in order to be compliant with inspections, but also to demonstrate that your service communicates well, values partnership with children, staff and families, and is transparent with regard to policies and practice.

The sharing of information is important to children, staff, parents/guardians, students, visitors, mentors and inspection teams. It is recommended that relevant information is displayed regarding:

- Provision of Care
- Policies and Procedures
- Parent Notice Board
- Curriculum and Environments
- Health and Safety
- Food and Nutrition




Top Tips

- Display relevant documents together and in applicable areas, for example, safe sleep policies close to rest areas
- Ensure text is clear, legible and easily understood by all
- Laminate signage to ensure durability



Think About

- How do you share important information about your service with new families that join your service?
- How do you provide and share information with families in the service? Is there a notice board where important updates can be displayed? Do families know where this notice board is and what information can be found there?
- How do you communicate information to families or staff members who have literacy difficulties, visual impairment, deaf/hearing impairment or English as a second language? Be creative about how you share information. For practical ideas  Diversity, Equality and Inclusion Guidelines (DCYA, 2016).
- Is the information that you are displaying respectful to staff, children and their families? It is important to share information, however, you also have a duty to ensure confidentiality of personal and sensitive data and material.

Under the following headings, the suggestions noted have been compiled after consideration of regulation and legislation requirements, best practice, and feedback on common non-compliances.

Provision of Care

- Staff Information – Photographs of the management and staff team with names, roles, qualifications and age group they care for. Include unpaid workers, college students photos and details of any other person who may be in the service for a period of time e.g. Better Start Early Years Specialist, Gymboree teacher etc.
- Services available and service operating hours
- Emergency contacts including directions to the service in all rooms
- Key Worker and Key Children
- Adult: Child ratio
- Designated Liaison Person (DLP) and Deputy DLP for child protection concerns (photograph and name)
- First Aid Officer
- Fire Safety Officer
- Health and Safety Officer
- Staff roster
- Insurance certificate
- Fire safety certificate
- Certificate of Tusla registration (for Tusla registered services)

Curriculum and Environments

- Room specific daily routine
- Curriculum statement
- Curriculum plan
- Learning Stories to present children's experiences and learning
- Children's work/creations (preferably at child's level)
- Labelled shelving, storage and areas (with both photos and words)

Policies and Procedures (page 26)

- Your services complete set of easily accessible policies and procedures
- Child Safeguarding Statement
- The Inclusion Charter
- Behaviour management policy
- Safe Sleep policy and sleep records
- Exclusion periods for infectious illnesses

Health and Safety

- Child arrival/departure/transition times records
- Fire Evacuation procedures
- Health and Safety Statement
- Cleaning schedules and records
- Handwashing technique posters
- Nappy changing procedures
- Daily risk assessments

Think About

A curriculum statement describes how you work with children and families, what curriculum you use and how this curriculum supports learning and development.

Think About

There may be a policy that is referred to frequently in your service. If so, perhaps this could be displayed in the rooms.

Think About

Are the records completed throughout the day and are they accurate? Make this part of your daily risk assessment as a gentle reminder to staff.



Parent Notice Board

- Recent newsletter/memo
- Weekly menu including allergen information
- Manager on duty/designated person in charge
- Fee information and service opening hours
- Fees List(s) and Service Calendar(s) (DCYA funding programmes)
- Upcoming events

Food and Nutrition

- Weekly/monthly menu with allergen information provided
- Healthy Eating Policy
- List of children's dietary requirements including child's photograph
- HACCP forms

Think About?

- Do parents find the information here helpful?
- Are parents aware that there is a notice board? Think about asking parents what information they would like to see here. You could consider displaying articles, a 'policy of the month', or leaving space for suggestions.





What Records Should be Kept on File?

A range of records are required to be kept in an Early Years Service and should be available on the premises when requested by staff, parents/guardians or inspection teams. A record can be kept in printed, written, electronic, visual image or mechanical format. In this section you will find recommendations of records that should be kept by a service provider in order to provide an efficient service to families and to be compliant under regulation and legislation.

With regard to Data Protection requirements, remember that a person can only request to view records of information relating to themselves or their child and that all records should be stored securely.

Retention periods for records as referenced in the Early Years Regulations 2016



(Please note that Drop-in and Temporary services have different retention periods. These can be found on pages 15 – 23 of the Early Years Regulations 2016.)

Child attendance record	2 years from child's last day
Child accident/incident record	2 years from child's last day (recommended to be stored up to age of 21 years in special circumstances)
Record of medication administration	2 years from child's last day
Child Protection records	To be retained indefinitely
Complaints	2 years after complaint has been closed
Entry of persons to premises	1 Year (see Regulation 24.3)
Fire safety records (including fire drills)	5 years after creation
Garda/police vetting, references	5 years from employment
Staff rosters	2 years from creation
Yearly review of service	3 years from date of review



Retention periods for HR Records

The Organisation of Working Time Act 1997 requires employers to keep records for 3 years; these records should record the following details for each employee:

- starting time
- finishing time
- hours worked each day
- hours worked each week
- leave taken

Recruitment records for successful candidates should be kept for the period of their employment (or longer in the event of possible legal action for which the documents may be needed as evidence).

Recruitment records for unsuccessful candidates should be kept for at least 1 year. These records could be justifiably kept for longer, e.g. up to 3 years, if there is a concern that legal action may be taken by an unsuccessful candidate.



Top Tips

- Create a checklist/audit of records for each area of practice, for example, a checklist for staff records, child records, fire safety records etc. to help you ensure the relevant records are present in each file
- Choose when the checklists/audits will be checked and reviewed
- Tusla regulations, employment law and insurance providers may dictate their own individual record retention periods



Think About

- Who is responsible for ensuring that records are kept accurately and in line with legal/regulatory requirements?
- Are records easily accessible and available for inspection?
- Are records stored securely?
- Does your service have data protection systems in place?
- If your service uses electronic devices/apps to record information, how do you ensure that the information gathered is consistent? Is there a policy on this? Are all staff capable of using the devices? Is the recorded data secure and confidential?

Service Information

- Date service was established
- Community not-for-profit/Private provider
- Statement of purpose and function
 - Type of provision i.e. full day care, part-time, sessional, School Age or Drop-In?
 - Age range of children admitted to the service
 - Operating hours
- Services capacity (maximum number of children at one time)
- Total number of children enrolled
- Total number of staff employed including assistants, chef, cleaner etc.
- Insurance documentation
- Fire safety certificates
- Details of any memberships held with other organisations

Think About

Is your Registration status with Tusla accurate? For instance, if you have recently transitioned from a sessional service to a part/full-time service have you informed Tusla of this registration change?



Schedule 4 of Early Years Regulations 2016 for what circumstances require notification to Tusla.



Employee Records

- Staff information sheet
- Job description
- Job/Person specification
- Completed application form (if relevant)
- CV – Updated every 2 years
- Interview score sheet (for both employees and unsuccessful applicants)
- Job offer letter
- Reference check form
- Two references (Validated)
- Certified copy of qualifications
- Certified copy of photo identification
- Staff declaration re: Garda Vetting
- Vetting disclosures reviewed every 3 years
- International police vetting
- Job acceptance letter
- Terms and Conditions of Employment (sometimes referred to as the Contract of Employment) with name, position, and date of commencement
- Correspondence relating to any changes in Terms and Conditions of Employment
- Induction forms (signed off)
- P45
- Appraisal forms and Supervision records
- Continuing professional development (CPD) training record (signed off)
- Correspondence relating to grievance and discipline
- Attendance record form
- Sick leave certificates
- Incident/accident forms
- Medical check confirmation
- Any relevant employment forms (Forms in relation to any application for and provision of other types of leave: maternity leave, paternity leave, adoptive leave, parental leave, force majeure, carer's leave, jury service, bereavement/compassionate leave)
- Policy sign-off



Think About

- Are all references validated by management? All references must be confirmed by telephone, letter or visit to the person who wrote the reference. References can then be signed and dated as 'validated'.
- A certified copy is when a provider signs the photocopied document to state they have seen the original document.



Top Tip

Employee records must be kept for 3 years post employment and updated every 3 years during employment. However, an annual review of information on file during performance appraisal is recommended best practice.

Staff Management

- Minutes of staff and team meetings
- Memos/newsletter to staff
- Copies of any correspondence to staff team
- Employee handbook
- Policies and procedures

Care of the child

- Child attendance records
- Daily care records (food, sleep, toileting)
- Observations
- Record of accidents/incidents/injuries
- Record of administration of first aid
- Record of administration of medicines



Think About

Are you aware that certain incidents are required to be notified to Tusla?



Regulation 31 for detailed information.

Child Registration Records

- Full name and date of birth
- Parent/guardians details and contact information
- Emergency contact person
- Person(s) authorised to collect child
- Vaccination records/procedures for unvaccinated children during outbreaks of illnesses
- Individual care plans for children with defined medical condition(s)
- Permission relating to anti-febrile medications, first aid, outings, photographs and videos
- Information of allergies or special dietary requirements
- Information on additional needs of a child
- Copies of signed incident/accident records
- Copies of signed medicine administration forms
- Any observations, correspondence or developmental reports
- Documents regarding childcare fees or relating to DCYA funding programmes (if eligible)

Think About

How often are child records updated?
It is important to ensure that the information on child registration/record forms is updated regularly.



Health and Safety

- Health and Safety statement
- Record of persons entering the service
- Risk assessments
- Room/bathroom/public area cleaning records
- HACCP paperwork

Fire Safety

- Fire safety certificate
- Monthly fire drills
- Record of the maintenance of fire equipment and smoke alarms

Think About

Is your fire drill record adequate?
Does it allow you to record the type of alarm, the total time taken to evacuate the building, the number of adults and children at assembly points, and does it have space for comments?

Building

- Planning permission
- Tusla registration documents and certificate
- Risk assessments
- Claims
- Contractors details and contacts
- Suppliers details and contacts
- Pest control
- Lease agreement (if relevant)

Finance

- Tax clearance access number
- Annual accounts
- CRO return
- Receipt books and receipts
- Income and Expenditure records (If not computerised)
- Board finance reports
- Invoices
- Bank statements
- Cheque requisition
- Cheque book
- Lodgement book
- Revenue and tax information
- P.45 if not computerised
- P.60 if not computerised
- P.30 if not computerised
- Payslips - if not computerised
- Salary Scales - if not computerised

Governance

- Memorandum & Articles of Association or Partnership Agreement
- Certificate of Incorporation
- Solicitor correspondence
- Contact numbers and email addresses
- List of Directors
- List of Members
- Agendas and minutes of meetings
- Board reports
- Charities Act, 2009
- Conflict of interest policy and Board members' statements of compliance with this policy



Policies and Procedures

Developing Policies and Procedures

Policies lay the foundations for Early Years Services as they communicate a service's principles and values in terms of early childhood care and education. They also act as guidelines to all stakeholders on how certain areas of practice are managed in accordance with best practice, regulatory and legislative requirements.

Clearly established policies and procedures in Early Years Services should achieve the following:

- Demonstrate commitment to professional practice, increase efficiency and cohesion
- Ensure greater consistency and clarity in communications with stakeholders
- Enable parents and children to make informed decisions on whether the setting suits their needs
- Allow for greater participation and sharing of responsibility
- Prevent being obliged to create a new response every time an issue arises
- Enhance the standards and quality of the settings (French, 2003; NIPPA, 2003; Moloney, 2006)

What is a policy?

"A policy is a statement of principles, values or intent that guide, or usually determines, decisions and actions to achieve an organisation's goal" Barnardos, 2008.

What is a procedure?

"Procedures spell out precisely what action is to be taken in line with the relevant policy and outline the steps to be followed or the way that a task is to be performed" Barnardos, 2008.





Developing a Policy

Think About

1. What is the aim of the policy?

- What is the purpose of this policy?
- Are there regulation/legal requirements that will influence this policy's content?

2. What are the services' principles and values?

- A services' mission statement expresses its principles and vision. Does this policy reflect the values of your mission statement?

3. Write a policy statement

- Be clear and concise about the purpose of this policy.
- Make links to the national frameworks Síolta and Aistear.

4. What procedures are followed when implementing this policy?

- Be clear about how you implement this policy in practice.
- Include, where needed, what happens if this policy is not adhered to, e.g. in the case of your Inclusion Policy, what action will the service take if discrimination occurs in the service?
- Are staff members and service users aware of this policy and procedure? Who is responsible for ensuring that policies and procedures are implemented?

5. When are policies reviewed?

- It is crucial that the policy reflects the actual practice in the service. Set a timeframe for policy reviews.
- To ensure consultation with all stakeholders, use opportunities such as staff meetings, parent evenings, board meetings etc. to review and readjust policies if necessary.



Recommended Policies and Procedures

As mentioned previously, when compiling your set of policies and procedures there are other elements to consider when deciding what policies your service needs such as:

- Relevant legislation, regulatory and legal requirements
- The practice unique to your service
- The service's ethos and mission statement
- The rights of the child
- Responsibilities of parents/guardians
- Responsibilities of the service, management, staff, and board of management (if relevant)
- Inclusive practices that embrace equality and diversity

Recommended Policies and Procedures to Support Best Practice

In the table below, you will see a list of policies that we recommend to support best practice in an early years setting. The policies highlighted are named in Schedule 5 of the Early Years Regulations 2016.

Introduction to service

- Mission statement
- **Statement of purpose and function**
- The Inclusion Charter
- Care plan (types of childcare available and associated fees)
- DCYA funding programmes available
- Opening hours/dates
- Staffing ratios
- Open door policy
- CCTV

Administration

- Administration policy
- Booking a childcare place (deposits)
- Waiting list procedure
- Payment of fees
- Withdrawal from the service
- Change of care plan
- Record keeping
- Data protection
- Confidentiality
- **Complaints**
- Security
- Arrival and collections
- **Authorisation to collect**
- Late collections

Care and Education

- Child Protection and Welfare policy
- Child Safeguarding Statement
- Curriculum statement
- **Settling in**
- Key person approach
- Partnership with parents
- Planning and assessment
- Providing inclusive environments
- Supporting transitions
- **Behaviour management**
- **Outdoor play**
- **Outings**
- **Diversity, equality and inclusion**
- **Healthy eating**
- The Access and Inclusion Model (AIM)
- **Overnight services where the service is an overnight pre-school service**



Health and Safety

- Health and Safety statement
- Supervision of children
- **Safe sleep policy**
- **Risk management**
- **Accidents and incidents**
- **Infection control**
- Toileting
- Nappy changing
- **Fire Safety**
- Critical incident plan

Illness and Exclusion

- Illness and exclusions
- Exclusion periods for infectious illnesses
- Managing outbreak of an infectious illness
- Managing an illness that occurs on the premises
- **Administration of Medication**
- Storage of medications
- Anti-febrile medications
- Administering First Aid
- Allergens
- Managing defined medical conditions
- Immunisations
- Head lice

Managing Staff

- **Staff absences**
- **Recruitment**
- Induction
- **Staff training**
- **Supervision**
- Anti-Bullying in the Workplace
- Dignity at Work
- Grievance and Disputes Policies and Procedures

Other

- **Use of the Internet, photographic and recording devices**
- Purpose of service's social media platforms



The translation of policies and procedures into practice is highly dependent on effective organisation within a setting (CECDE, 2006) which is why good management practices such as inductions, support and supervision, collaboration with others, and leadership are very important.

We will now look in more detail at the areas of Human Resources and Leadership & Management, as these are areas that often require attention.

Human Resources

Recruitment

A recruitment policy sets out how your service will recruit and appoint the most suitable candidate for a role. A comprehensive recruitment policy will ensure that you are complying with relevant legislation, the Child Care Act 1991 (Early Years Services) Regulations 2016 and the Employment Equality Acts 1998 – 2015. According to the Early Years Regulations 2016, each employee working directly with children attending the service must hold at least a major award in Early Childhood Care and Education at Level 5 on the National Qualifications Framework or a qualification deemed by the Minister to be equivalent.

Your recruitment policy will enable you to carry out recruitment in a fair and consistent manner.

A recruitment policy should contain information on:

- | | | |
|--|-----------------------------------|-------------------------|
| 1. Developing a Job Description and Person Specification | 4. The Procedure for Shortlisting | 8. Vetting Procedures |
| 2. How the Position will be Advertised | 5. The Interview Process | 9. Record Retention |
| 3. The Application Process | 6. The Selection Process | 10. Induction |
| | 7. Reference Checks | 11. Probationary Period |



Top Tips

- Offers of Employment should be subject to certain conditions:
 - Satisfactory References
 - Satisfactory Garda Vetting
 - Verification of Identification

These conditions must be discharged **before** new staff commence their work with your service.

- Two references from previous employers (including the most recent) should be obtained and validated, before an offer of employment is made. References from family members are not suitable. In the case of a person who has no past employers, references must be obtained from reputable sources, that is, people who are well regarded and respected. Referees should have first-hand knowledge and experience of the person. An acceptable reference will clearly state that the person is known to the referee, in what capacity, and is considered suitable by them to work with children. All references should be received in writing by the person carrying on a pre-school service. (Questions asked to Tusla Early Years Inspectorate with regard to: Child Care Act 1991 (Early Years Services) Regulations 2016 and Child Care Act 1991 (Early Years Services) (Amendment) Regulations 2016.)
- Where a person has been in your employment for 5 years or more, the registered provider as their employer can give the staff member a reference. Consult the Early Years Regulations 2016 for further guidance on references.
- It is best practice to renew Garda Vetting after 3 years.
- Using application forms can help you to collect consistent information from candidates.
- Satisfactory Garda Vetting must be obtained before the successful candidate commences.
- Official forms of ID, such as a passport or driving license, should be requested from new employees and copies should be kept on their file.





Think About

- When hiring, do you have a job description which sets out the duties and responsibilities of the role and a person specification stating the qualifications and minimum capabilities that candidates must possess?
- Do you advertise positions both internally and externally? Do you have agency staff engaged? Under the Protection of Employment (Temporary Agency Work) Act 2012, you are obliged to bring any vacancies to the attention of temporary agency workers and a record of compliance must be kept.
- Do you shortlist candidates for interview using a scoring sheet that is based on the criteria set out in the job description and the person specification?
- Is your interview process fair and effective? Your interview panel should consist of at least two interviewers. Interview questions should be agreed in advance. Questions should be based on the job description and the person specification. Members of the panel should use a scoring sheet.
- Do all staff have a written statement of Terms and Conditions of Employment (sometimes referred to as the Contract of Employment)? Do all volunteers/unpaid workers have a clear contract of engagement, statement of duties and responsibilities?



Induction

The purpose of an induction is to provide information to a new employee and to help them settle in as quickly as possible.

Services should have an induction procedure that they follow for each new employee. Induction should be carried out on the first day of employment and an induction form should be signed by the new employee.

The induction procedure will make reference to the information that is given during the induction, such as:

- Welcome and introductions
- General information about the service
- Role clarity
- Work procedures
- Policies and procedures
- HR matters including work hour and entitlements
- Staff training
- Health and safety
- Information to familiarise employee with the environment
- Curriculum
- Room operation
- Supervision policy

A buddy system can work well for inductions, where one staff member in particular helps the new employee to settle in.

In order to ensure both the effectiveness of the induction, and that the new employee is settling in well, it is helpful to schedule a short review meeting into the induction programme on a regular basis, but not less than twice during the new employee's probationary period.

Support and Supervision

Staff support and supervision is now a requirement for Early Years Services under the Early Years Regulations 2016. Services must have a supervision policy that they are implementing with their staff. Additionally, Síolta: The National Quality Framework for Early Education places an emphasis on support and supervision sessions with staff, under standards 8, 9, 10, and 11. Standard 10: Organisations, advocates that within the confines of a support and supervision session, training and development should be assessed, the year's performance should be appraised and a professional development plan should be formulated (French, 2003).

Supervision is a confidential regular face-to-face meeting, between a named supervisor and supervisee, provided at a time and date that is suitable for both parties, which should be agreed in advance. Supervision should support, direct and monitor the work of the supervisee. Implementing support and supervision in your setting encourages and promotes reflective practice. Effective supervision provides support, development and training for the practitioner and promotes the interests of children.

Managers should carry out supervision with their staff on a regular basis. A support and supervision template should be given to the employee to complete ahead of the supervision meeting. This template should form the basis of the discussion. A copy of this template should be signed and kept on the employees file.

Appraisals

Your supervision policy should make reference to your procedures for support and supervision and for appraisals. Appraisals and supervision are not the same thing. Appraisals are annual meetings to review a staff members performance over the previous year, set targets for the next year and discuss any training needs / CPD (Continuing Professional Development). Staff appraisals should be carried out prior to the end of probationary periods and once a year after that. An appraisal form should be given to the employee to complete ahead of the appraisal meeting. It is good practice for the manager to review this form ahead of the meeting and fill in a copy of the same form to ensure that feedback is given on each issue. At the appraisal meeting, the employee and the manager discuss the contents of both forms. The manager should document the meeting. Forms are signed by both parties and should be retained on the employees HR file.



Supervision Policy

A Supervision Policy in relation to a pre-school service, means a policy specifying the manner in which employees, unpaid workers and contractors are supervised and supported in the service in relation to their work practices.

Your supervision policy should set out:

- A statement of purpose.
- Information on how the supervision process works in your service.
- The frequency and duration of support and supervision sessions, e.g. every 6 – 8 weeks.
- The frequency of appraisal meetings, e.g. once a year.
- The process for completing the support and supervision template and the appraisal form.
- Storage of notes and access to them.



Top Tips

- Listen carefully to the staff member. Focus on what s/he feels is important.
- Encourage the staff member to articulate his or her own strengths.
- Always remember to focus your feedback on the behaviour and performance of the staff member, not on the person as a whole.



Think About

How will you make time for staff support and supervision in your setting?

Staff Training

You are required to have a staff training policy in place, under the Early Years Regulations 2016. We would recommend that staff engage in regular training and continuous professional development (CPD).



Top Tips

- Request that staff complete a certain number of CPD hours each year.
- Staff can be given a template to record their CPD hours and these templates can be signed by the trainer or the event organiser.
- Ask staff members to update the team on the training that they attend at the next staff meeting.

Manual Handling Training

Health and safety legislation in Ireland requires that all childcare staff engaged in manual handling must be given training in safe manual handling techniques where injury could happen. Training must be carried out by a trainer that is FETAC approved. Manual handling training must be renewed every 3 years.

First Aid

Under Regulation 25 of the Early Years Regulations 2016, Early Years providers must ensure that a person trained in first aid for children is, at all times, immediately available to the children attending the pre-school service.

If you are going on an outing, a person trained in first aid for children must at be available, at all times, to the children attending the service. This includes any children who may remain in the service and do not go on the outing.

A suitably equipped first aid box for children must be safely stored in an easily accessible and conspicuous position on the premises, and available to the children attending the pre-school service at all times.

Under the Safety, Health and Welfare at Work (General Application) Regulations 2007, there is a requirement on employers, based on a risk assessment, to have a sufficient number of Occupational First Aiders trained and deployed in the workplace. It is the responsibility of the Health and Safety Authority (HSA) to enforce occupational health and safety law.



First Aid Response (FAR)

Both the Tusla Early Years Inspectorate and the Health and Safety Authority (HSA) recognise the first aid training course: First Aid Response (FAR) developed by the Pre-Hospital Emergency Care Council (PHECC). This training can only be delivered by a training provider approved by PHECC as meeting the required standard for compliance with the revised regulation in Early Years registered services. It is important when accessing FAR training that the PHECC certified FAR Instructor is recognised by PHECC. (Early Years Inspectorate Newsletter, Vol. 1, Issue 2)

For details of recognised institutions that provide the FAR training, please refer to www.phecit.ie

The FAR offers appropriate training for individuals who require a first aid skill set for both adults and children. The FAR standard includes the full Cardiac First Response Community programme covering the skills of adult, child and infant CPR and relief of choking.

All successful course participants are given joint PHECC/Recognised Institution FAR certificates. The certificate expires after 2 years at which time candidates may recertify.

The Tusla Early Years Inspectorate has outlined the timeline for completing FAR training as follows:

From the 1st September 2017:

Early year's staff availing of First Aid Training for the first time must undertake FAR training.

Early year's staff seeking to renew their qualification must undertake FAR training.

Early Years staff seeking a refresher course must undertake the FAR training.

Transition Arrangement:

The Early Years Inspectorate will recognise training and education and assessment relating to certified First Aid courses, the QQI's level (5N1207) and the refresher certification that took place up to the 31st August 2017. This will be accepted until 31st May 2020. From the 1st June 2020, in order to meet the regulatory requirement for Regulation 25, there must be at least one person(s) who has undertaken the FAR (First Aid Response) by a trainer approved by the Pre-Hospital Emergency Care Council (PHECC) immediately available to the children at all times. The number of people trained in first aid for children

(FAR) and available for first aid response is based on the service's risk assessments, including the size of the service and the hazards identified.

(Please note that it is possible that the QQI component certificate could be dated post 31 August 2017, e.g. October or December 2017 - in such instances where the course has been undertaken prior to 31st August 2017 this certification will be accepted).

Documentary evidence of in date certification is required in all instances.

Additional Information:

The Early Years Inspectorate Q & A document Q. 229 to Q. 230 set out the position regarding the requirement on commencement of the revised regulations on the 30th June 2016. The Q & A document can be accessed at: www.tusla.ie

Further Information regarding the FAR standard can be found at: www.phecit.ie

Management and Leadership

The Early Years Regulations 2016 require that there is a clear management structure that identifies the lines of authority and accountability in the service and the specific roles and responsibilities of each employee and unpaid worker.

The service must name and document the person in charge on a day-to-day basis within the service and name and document the person or persons who deputise in the absence of the person in charge or both.

A written record of the management structure, roles and responsibilities of each employee and unpaid worker must be maintained.

Governance Procedure

- Outline of the management structure
- Up-to-date roles and responsibilities of each employee and unpaid worker
- Name of person in charge
- Name of the person(s) who deputises for the person in charge

On this file you could also keep:

- Memorandum and Articles of Association or Partnership agreement
- Certificate of Incorporation
- Correspondence with you solicitor
- List of directors
- List of members
- Agendas and minutes of board meetings (if relevant)
- Documentation circulated at board meetings (if relevant)
- Schedule of upcoming board meetings (if relevant)
- Conflict of Interest Policy and Board Members' Statements of Compliance with this policy (if relevant)



Further Information for Community-based Early Years Services

The Community-based Early Years Services are run by a board of directors. The Governance Code is a resource to assist community, voluntary and charity organisations to develop their overall capacity in terms of how they run their organisation. It is a voluntary code provided free to all boards/committees/ executives of not-for-profit groups to encourage them to check themselves against best practice in the management of their affairs.

Adopting the Code will:

- Help your organisation set and achieve its goals more efficiently and effectively
- Provide evidence to show that your organisation is performing
- Increase transparency – everyone will know exactly how you are running your organisation
- Help your organisation avoid bad risks
- Reduce your costs

Source: www.governancecode.ie



For more information on how to implement the Governance Code in your setting, visit www.governancecode.ie



A group of young children are engaged in a painting activity. They are standing around a large table, using brushes and paint to create a mural. One child in the foreground is wearing a yellow shirt and a green apron, and is looking at a small object in their hand. Another child in a green shirt is also visible, and a girl in a pink shirt is on the right. The background shows a colorful wall with various decorations.

Data Protection

Early Years Services handle a wide variety of personal and private data. Therefore you need to ensure that you are aware of your responsibilities under data protection legislation.

The Eight Rules of Data Protection

You must...

- Obtain and process information fairly
- Keep it only for one or more specified, explicit and lawful purposes
- Use and disclose it only in ways compatible with these purposes
- Keep it safe and secure
- Keep it accurate, complete and up-to-date
- Ensure that it is adequate, relevant and not excessive
- Retain it for no longer than is necessary for the purpose or purposes
- Give a copy of his/her personal data to an individual, on request

Source www.dataprotection.ie

The General Data Protection Regulation (GDPR) will come into force on the 25th May 2018, replacing the existing data protection framework under the EU Data Protection Directive.



Guidance

The Data Protection Commissioner (DPC) has launched a GDPR-specific website www.GDPRandYou.ie with guidance to help individuals and organisations become more aware of their enhanced rights and responsibilities under the General Data Protection Regulation.

The DPC has also prepared an introductory document for organisations to help them as they transition to GDPR: “The GDPR and You”. This document outlines how to implement 12 steps which will help you become GDPR ready by 25 May 2018.

It is helpful to have a Data Protection policy detailing your responses to each of these twelve steps and setting out the procedures you will adhere to under each heading.

12 Steps to Being Prepared:

1. Becoming Aware
2. Becoming Accountable
3. Communicating with Staff and Service Users
4. Personal Privacy Rights
5. How will Access Requests change?
6. The meaning of Legal Basis
7. Using customer consent as grounds to process data
8. Processing children’s data
9. Data Protection Impact Assessments (DPIA) and Data Protection by design and default
10. Reporting data breaches
11. Data Protection Officers
12. Cross-border processing and the one stop shop





Dublin City Childcare Committee CLG

What can we do to help?



As evident in this document, there are many aspects involved with ensuring compliance and high quality provision, so how can Dublin City Childcare Committee support you with this?

One of our main objectives is to work proactively and in partnership with the sector to encourage best practice, quality led, sustainable and effective Early Years Services for children. We offer a wide variety of compliance support to Early Years providers, practitioners, School Age services and childminders.

This includes:

- Over the phone and email support and advice on a range of topics such as quality, compliance, DCYA National childcare funding programmes, business, sustainability and support for start-up services.
- Working with home based Childminders and supporting them to become Voluntary Notified.
- On-site Quality Support and Business Support visits as requested.
- Providing information and support to services with the Early Years Regulations 2016, Early Years Education Focused Inspections (DES) and Pobal Compliance visits.
- Assistance with development and review of policies and procedures.

We provide a range of professional training for Early Years' practitioners, providers and childminders to respond to the ever changing and evolving sector. The training provided includes:

- Always Children First Child Protection Training
- Diversity, Equality and Inclusion Charter and Guidelines Training (as part of AIM Access and Inclusion Universal Supports)
- Workshops and mentoring support through the National Síolta Aistear Initiative
- Various Continuous Professional Development workshops

How can I access this support?

Our experienced and qualified Development Officers can support services on their journey to providing quality early childhood experiences and environments to children and families. For more information on the topics covered in this publication, or to request support, please get in touch with Dublin City Childcare Committee. Our staff team are available to answer your call.

Please note: Early Years services outside of Dublin City Childcare Committee's catchment area should contact their local City or County Childcare Committee



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www.twitter.com/dublincclg



www.facebook.com/DublinCityChildcareCommittee



Useful Resources

Tusla

Childcare Act 1991 (Early Years Regulations) 2016 (www.dcy.gov.ie)

Tusla Focused Inspection Toolkit (www.tusla.ie/services/preschool-services)

The Early Years Inspectorate Q & A document (www.tusla.ie/services/preschool-services)

Resources and information from the Inspectorate Team (www.tusla.ie/services/preschool-services)

Guidance Notes to assist in completion of the Corrective Actions and Preventive Actions (CAPA) with Sample CAPA. (Available online at www.tusla.ie/services/preschool-services)

Early Years Newsletter (www.tusla.ie/services/preschool-services/early-years-newsletter)

Child Protection and Safeguarding

Developing a Child Safeguarding Statement: A Guide For Early Years Services in Ireland. Early Years Child Protection Programme (2018), Dublin. www.childcareonline.ie

Children First: National Guidance for the Protection and Welfare of Children. Department of Children and Youth Affairs, 2017. (www.tusla.ie)

Guidance on Developing a Child Safeguarding Statement. Tusla - Child and Family Agency, 2017. (www.tusla.ie)

Child Safeguarding: A Guide for Policy, Procedure and Practice. Tusla - Child and Family Agency, 2018. (www.tusla.ie)

A Guide for the Reporting of Child Protection and Welfare Concerns. Tusla - Child and Family Agency, 2017. (www.tusla.ie)



Department of Education and Skills (DES)

A Guide to Early-Years Education-focused Inspection in Early Years setting participating in the Early Childhood Care and Education Programme (DES, 2016) (www.education.ie)

Quality Development

Publications:

Aistear: The Early Childhood Curriculum Framework (NCCA, 2009) (www.ncca.ie)

Siolta, The National Quality Framework user manual (accessible on www.siolta.ie/manuals.php)

The Aistear Siolta Practice Guide - www.aistearsiolta.ie

Siolta Research Digests (www.siolta.ie/research_digests.php)

French, G. (2003). *Supporting Quality: Guidelines for Best Practice in Early Childhood Services (2nd Ed.)*. Dublin: Barnardos' National Children's Resource Centre.

The Diversity, Equality and Inclusion Charter and Guidelines (DCYA 2016) www.aim.gov.ie/key-documents-and-resources

Organisations:

Barnardos - www.barnardos.ie

Early Childhood Ireland - www.earlychildhoodireland.ie

Irish Steiner Kindergarten Association - www.iskaireland.org

St Nicholas Montessori Teacher's Association - www.montessoriireland.ie

Childminding Ireland - www.childminding.ie

DCYA Funding Programmes

Rules for DCYA Childcare Funding Programmes 2017/18 - www.dcy.gov.ie

Pobal Compliance Checklists - www.pobal.ie

Human Resources

Workplace Relations - www.workplacerelations.ie

CanavanByrne Ltd - www.canavanbyrnechildcare.ie

Leicestershire County Council 'Early Learning and Childcare Service Supervision Toolkit' - www.leicestershire.gov.uk – Please note this is a resource for the UK, however, information given on the supervision of staff could assist you when you are developing your supervision policy.

Data Protection

Data Protection Commissioner - www.dataprotection.ie

Data Protection Commissioner's guidance on General Data Protection Regulation - www.GDPRandYou.ie

Food Safety and Hygiene

Guide to Food Safety Training www.fsai.ie

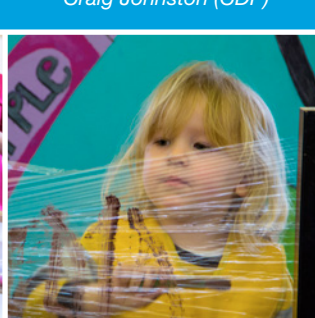
Self-Catering Pack www.fsai.ie





Dublin City Childcare
Committee would like to
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*Photography by
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An Roinn Leanaí
agus Gnóthaí Óige
Department of Children
and Youth Affairs



pobal

government supporting communities