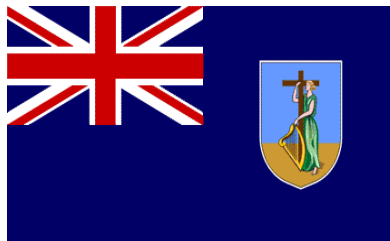


REGULATION AND STANDARDS
IN
EARLY CHILDHOOD CARE
AND
DEVELOPMENT SERVICES
UNDER THE
EDUCATION ACT NO 1 OF 2004
OF
MONTSERRAT



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INTRODUCTION

This Regulations and Standards document is a vital component of the Early Childhood Education Policy. It is designed to ensure that all children from birth to eight years on Montserrat have access to developmentally appropriate care and education which will facilitate their development in social, physical, emotional and cognitive spheres.

The document sets out clear and concise standards to govern the implementation of the Early Childhood Education Policy. It sets standards for staffing levels and staff qualification, standards for the provision of quality care, standards for meeting the educational and developmental needs of the children, the physical environment, record keeping and health and safety issues.

The principal concern of the policy and the Regulations and Standards is to ensure the safety of all the children. It ensures that quality care is delivered in a quality environment and that the safety of the children is the paramount concern.

It recognizes that early stimulation of the toddler is a crucial ingredient in the later learning and development of the child, the adolescent and the young person. It recognizes the vulnerabilities of the young child and how easy it is for unscrupulous attendants, practitioners and operators to exploit those frailties. It acknowledges that adequate oversight of all the players is the key to ensuring that our children remain safe even as they play and interact with their each other and with their environment.

The Ministry of Education acknowledges and accepts its responsibility for the safety of the children and expects to be rigorous in enforcing the standards.



Mr Glenn Francis
Director of Education
September 2011

EXECUTIVE SUMMARY

Regulation and Standards it has been noted are key components to support Policy. It is anticipated that the Regulation and Standards for the education sub-sector of early childhood education in Montserrat will serve as a quality assurance guideline and assist in standardizing the level at which institutions operate on the island be they Government or privately owned. It is further hoped that early childhood centers will be enhanced and the quality of service delivery will promote optimum development of children 0-8 years old. The research has shown that investments in quality Early Childhood Development (ECD) programmes result in numerous long term benefits. Perhaps the greatest of these are government savings. How best can this **quality** be address if not through Regulation and Standards which will be implemented to govern the sub sector?

The document has been divided into sections which addresses specific standards. It begins with the introduction remarks which will be written by a member of the Management Team of the Ministry of Education in Montserrat, followed by the executive summary, background to the document , acronyms and definitions which are specific to the document.

Section 1 looks specific requirements for registration, staffing qualification, written policies and general policy requirements. Specifically reference is made to the Education Act of 2004 which states that:

“The Act Part 2 pages 71-82 ,Section 90-113 clearly outlines the requirements for setting up private educational institutions .All providers of ECE be it Government or private must familiarize themselves with the various sections which provide guidance which is necessary for operation and protection of children.(See Annex 3)

The Act Section 94 (1) notes that “a permit to establish a private educational institution shall be made on the prescribed form”. This must follow the set procedures and will be reviewed and granted by the relevant authority.

Permits will be granted for a period not exceeding **three years** and are renewable at the end of this period providing that all requirements continue to be complied with.”

Section 2 addresses child care practices in terms of protection, supervision, physical care of children , guidance and discipline as well as confidentiality. Reference is made to the need for all practitioners to have an understanding of Montserrat’s National Child Protection Action Plan of March 12th 2007. Equal opportunity is also addressed in this section in an effort to highlight the United Nations Convention on the Rights of the Child (C.R.C) . It is felt that all practitioners and other persons who advocate on behalf of children must have an understanding of this Convention, is the needs of **all** children are to be adequately addressed.

Section 3 moves on to the quality of care and educational provisions for the 0-3 year old. Research has shown that a child is impacted on from the time of conception and that 0-3 age group is the most critical time for brain development. This section outlines requirements and takes into account record keeping and the type of furniture and equipment which are essential. The issue of internal and external transition has also been addressed with a policy on transition suggested.

Section 4 adduces the quality of education provision for 3-5 year olds in terms of the curriculum, personal, social and emotional development as well as language and numeracy. This sections is aimed at providing practitioners with comprehensive areas which must be included for the holistic development of the child. The document notes that “the practitioner must make the necessary provisions to develop children’s knowledge, understanding and skills in the following area.

- Personal social and emotional development
- Life skills
- Knowledge and understanding
- Language and literacy
- Spiritual and moral development
- Creative development
- Physical development.
- National identity/consciousness

There must be an integrated, interactive approach of these areas into the curriculum” There is also the call for monitoring the quality of the programme, through informal and formal monitoring practices.

Section 5 pays close attention to record keeping of students and staff and specifies the types of records which should be kept. Mention is also made of who should have access to these records and why confidentiality and privacy must form an integral part of any centre.

Section 6 focuses on health and safety with a number of areas such as emergency procedures, hygiene practices, and administration of medication, fire precautions, substance abuse and blood handling being addressed in this section. The aspect of handling of blood has followed the WHO Universal practice which avoids discrimination, but provides a safety net for all.

Section 7 concentrates on the physical environment in terms of provision for space, which patterns the CARICOM guidelines. Ventilation and lightening with specific suggestions made for Montserrat in terms of “Ash level.” Bathroom, kitchen and laundry facilities are also looked at with specific mention and guidelines made for waste disposal.

The document is completed with annexes which provide templates and policies to support specific areas. This is followed by the acknowledgement to all those who assisted in one way or another and had an input in this document. The bibliography forms the final part of the document.

BACKGROUND



Map of Montserrat

Montserrat is a mountainous Caribbean island of approximately 102 square kilometers, which forms part of the Eastern Caribbean volcanic chain that extends from Saint Kitts in the north to Grenada in the south. The Soufriere volcanic eruption of 1995 has left the island in a constant state of alert, a reduced population of approximately 4500, and a relocation of the populace to the northern part of the island.

The country has dependency status and is an overseas territory of the UK and is therefore governed by the legal system of England Common Laws and Statutory law. The Head of State is Her Majesty Queen Elizabeth II, who is represented by the Governor General. Montserrat, however, has its own system of government with a Chief Minister, and other ministers duly elected by the people to serve for a period of five years. The country is Christian, with a mix of religions.

Montserrat participates in organizations such as CARICOM, CDB, and OECS

Brief Background: Early Childhood Care and Development Education

The history of this sub-sector has been documented to show that Montserrat has a long history of providing structures and support for Early Childhood Development. There is evidence of a systematic approach from the informal to formal provision. Presently Government is the major provider of services to this sector along with one registered provider. This does not exclude other providers who offer their services in the traditional mode of unregistered preschools which operates from home. Neither are the provisions of child minding services from private homes, where home base assistance is given excluded.

Presently within the Ministry of Education, the Government has made provision for an Education Officer (EO) for Early Childhood Education (ECE). The post is presently filled by an expert who is qualified in the area. Among her many duties is the supervision of Government and Private Providers in the areas of Day Care and Nursery centers. This Officer is also responsible for creating the transition link from preschools to Kindergarten.

The Government has articulated its position on this sub-sector and believes that ECE is an entitlement for all children in Montserrat. This is supported by the Education Act No 1 of 2004, Chapter 11, Part 1, Section 13, which states that;

“Subject to available resources, persons are entitled to receive an educational programme appropriate to their needs in accordance with the provisions of this Act” (p25)

The vision articulated is one of access to high quality early childhood education and care for all children delivered by competent, trained and qualified practitioners. The vision also points to the creation of a safe and healthy environment, an integrated and interactive curriculum which is necessary for the holistic nurturing of the child. Parental training is also recognized as a critical element in the delivery of ECCD.

The development of the necessary Policy, Regulation and Standards has been made possible by UNICEF, which continues to honour its commitment to the development of children’s issues.

The terminology agreed on during the consultative process In Montserrat for referring to persons who provide care to children in the formal setting of Early Childhood Care and Development Services (ECCDS) has been accepted. These persons will be referred to as ***Early Childhood Practitioners***.

ACRONYMS

CARICOM	Caribbean Community and Common Market
CDB	Caribbean Development Bank
CPR	Cardio Pulmonary Resuscitation
CRC	Convention on the Rights of the Child
ECC	Early Childhood Center
ECCD	Early Childhood Care and Development
ECCDC	Early Childhood Care and Development Centre
ECCDS	Early Childhood Care and Development Services
ECE	Early Childhood Education
ECEO	Early Childhood Education Officer
MOE	Ministry of Education
NCECE	National Council for Early Childhood Education
OECS	Organization of the Eastern Caribbean States
PIB	Parent Information Board
PSED	Personal Social and Emotional Development
PTC	Parent Teacher Conferencing

DEFINITIONS

These definitions relate to usage within this document.

Attendance

Means the number of children present at any one time at a center.

Accident Book

A ruled book in which daily accident is recorded.

Early Childhood care and education

In this document, the term is used to refer to the area of discipline that concerns the care, development and learning of young children of ages 0-8 years.

Child Care Center

Any place or facility operated by an institution, society, agency cooperation, person or persons or any group for the primary purpose of providing care, supervision and guidance to seven or more children, not including those related to the caregiver, unaccompanied by parents or guardians on a regular basis for at least eight and a half hours or more in a continuous five to six day week.

Child minder

A person(s) who provide a service for financial returns to one or more children be it at their private residence or at the residence of another.

Comprehensive

Takes in all levels and stages of early years' development from birth to eight years, as well as, all other functions and elements which may influence or affect childcare services.

Corporal Punishment

Shall be defined as the activity directed towards modifying the behavior of a child by means of physical contact such as spanking, pulling of the arm or hair, hitting with an implement –such as a ruler, belt or piece of wood.

Discipline

The on going process of helping children develops inner control that they can manage their own behavior in a socially accepted manner.

Early Childhood Care and Development

Encompasses the stimulation, nurturing and cognitive programme that children between the ages of birth to eight years are exposed to and which are suitable for the child's age and stage of development. These can be provided either at an institution specially designed for that purpose or at home.

Education Act No. 1 of 2004

The instrument which guides and sets out the conditions for this and other sub-sectors of education in the island of Montserrat

Education Officer Early Childhood Education

The person so appointed by the Government of Montserrat and who through the Ministry of Education has delegated authority to supervise and act on its behalf on matters as they pertain to Early Childhood Education.

Enrollment

The total number of children for which services are available and who can be safely accommodated within the education center.

Field Trip

An activity which merits the removal of the students from their regular place of care and instruction.

Head Practitioner

The person who is so designated to be responsible and accountable for the day to day services offered at the center.

Incident report

A record book or form that staff uses to record injuries that a child arrives with or incurs at the school. This is signed, dated and witnessed.

Log Book

A book which is used to record daily activities of the center, such as the roll and various activities of each day.

Master card

An information form that gives identifying and pertinent information on the child.

Medication form

an authorization form which gives the Child Care Center parent(s)'s permission and dosage instruction regarding administering medication to their child.

Message Board

A place in the Child Care Centre used for the display of messages/ notices meant for parents.

Owner

The individual or organization who owns the center, but who may employ a person to be full time director/ administrator responsible for the operation of the center or who may retain responsibility as the director.

Personnel Health Record

Gives information on the health history of the child in terms of medication; information indicating current check of communicable disease, inoculation, growth rate etc.

Pre-school Teacher/Facilitator

A member of the staff of the centre with responsibility for the care and instruction of the children.

Practitioner(s)

Person (s) who are employed within this sub-sector to provide quality care and service to the children and parents. and are responsible and accountable to the Head Practitioner.

Shall or Must

Mandatory.

Swimming pool

An enclosed body of water more than 12 inches deep.

Registration Form

The document which captures information about the child and his/her family as well as medical information which must be filled by parents or school administrator as deemed necessary for every child

Quality

Refers to the system of childcare that exhibits good characteristics and practices within the framework of prescribed standards of operation to impact favourably on the children and their parents / guardians who use the service.

Sign In/Out Book

A notebook placed at the entrance of the centre which records persons who bring in or collect children from the centre.

SECTION 1

STAFFING

1.1 Requirements for Registered Practitioners and Staff

The Education Act No1 of 2004 hereinafter referred to as “the Act” Part 2 Section 73 (1) addresses certain issues of Early Childhood Services. However it is limited as to the specific requirement. Therefore recommendations are made for specific areas which must be met, to grant permission for the operation of private Early Childhood Development Services suitable to the needs of children zero to eight (0-8) years of age.

1.1.1 Application to Register as a provider of ECD.

To register as a Government or private service provider the following would be required.

(a) Registration with the Ministry of Education.

An interview must be set up with the Education Officer ECE.

All fields on the prescribed form must be filled. The application form can then be returned with all the prescribed requirements .See Registration template Form in Annex 1

• Criminal records

A declaration of Criminal Conviction Form must be completed by all persons wishing to work within this sub-sector. This must be renewed annually and applies to all persons age 16 according to the laws of Montserrat (See Annex 2 for copy of Criminal Record Application Form). Such certificate must be displayed in a prominent place at the Center along with the center’s registration and permit forms.

All previous cautions or convictions must be disclosed. Where an Early Childhood Center (ECC) is being proposed or established in an applicant’s private dwelling place, it is mandatory that checks be made on every member of the household, and any other person(s) who will regularly frequent the premises during the service period

1.1.2 Granting of Permits

The Act Part 2 pages 71-82 ,Section 90-113 clearly outlines the requirements for setting up private educational institutions .All providers of ECD be it Government or private

must familiarize themselves with the various sections which provide guidance which is necessary for operation and protection of children.(See Annex 3)

The Act Section 94 (1) notes that “a permit to establish a private educational institution shall be made on the prescribed form”. This must follow the set procedures and will be reviewed and granted by the relevant authority.

- 1.1.3 Permits will be granted for a period not exceeding **three years** and are renewable at the end of this period providing that all requirements continue to be complied with.
- 1.1.4 Where a pre-school changes ownership, the change of ownership form (See Annex 4) must be filled in and submitted to the Ministry of Education through the Early Childhood Officer.
- 1.1.5 All employees of ECDS must demonstrate that they are capable of coping emotionally and physically with the varying needs of the children entrusted to their care. A medical certificate signed by a duly registered medical practitioner of the state is required with all application forms.
- 1.1.6 All staff members recruited must undergo a period of orientation and training which must be no less than three (3) months. During this period of time there must be an evaluation process which is carried out independently by the Head Practitioner and, the Early Childhood Education Officer (ECEO). The ECEO may wish to work along with members of the NCECE. However evaluations must have a 360 degree, with the member of staff being encouraged to keep a journal of his/her performance.
- 1.1.7 Registered providers must be committed to providing an enabling environment not only for the child, but for the parents and families of the child. Therefore, their mission and vision statements and license must be clearly displayed at a strategic place in the centre along with their goals and belief statements.
- 1.1.8 Registered practitioners must be committed to providing an environment in which children can develop positive attitudes towards differences of race, culture, language, religion, gender and ability. They must instill this in all staff members and must appoint persons who are able to carry out this commitment in their environment. These must be demonstrated through non-discriminatory policies within their centers.
- 1.1.9 Section 29 number 4 notes the age of nineteen (19) years as the school leaving age. Therefore persons 19-65 who are physically and emotionally competent and possesses at least five (5) GCE “O” level or CXC subjects including English Language or the equivalency, Certificate in Early Childhood Education from a recognized training institution or , NCTVET Level 1 or 11 may be employed in this sub-sector.

1.2 Level of Staffing

- 1.2.1 Staffing ratio recommended has followed the CARICOM Regional Guidelines. Page 52 of the Guidelines makes the following recommendations:
- “1:10/12 for children 3-5 years old
 - 1:4/6 children 2-3 years old
 - 1:3/4 for children 1-2 years old
 - 1: 2/3 for infants from birth to 1 year old”²
- 1.2.2 In cases where children with Special Needs are in attendance, staff ratio will be based on the nature of the needs of the child. At all times there must be present sufficient staff to meet the set ratio.
- 1.2.3 Where after hours service is provided, the Head Practitioner must ensure that staff to student ratio is maintained and that a designated competent staff member is made responsible and accountable for the safety of the children. Support staff, cooks, cleaners or handy persons and volunteers are not to be counted in the child-staff ratio.
- 1.2.4 For Government Preschools, all new staff members must only be appointed after being interviewed by the Public Service Commission having met the set academic qualifications
- 1.2.5 Any inadequacies of staff must be made known to the Early Childhood Education Officer, who will then, as deems fit, refer the matter to the Director of Education (DOE) for further action.

1.3. Qualification of Staff

- 1.3.1 Early Childhood Practitioners must be qualified with a minimum of a Degree in Early Childhood, Management, General Education, or Psychology for Head Practitioners or a Certificate in ECE, NCTVET Level 1 or 2 from a reputable institution for other practitioners. Course of study should have covered a theoretical course in areas such as:
- Language and Literacy concepts

- Child development from 0-8 years
 - Social development
 - Play based learning methodologies
 - Health and safety and nutrition
 - Child Right and Protection issues
 - Equal opportunities
 - Identification of children with Special Needs
 - Working with parents, family and community
 - CPR , First Aid and Life skills
 - Mathematics & Science concepts in ECE
- 1.3.2 It is mandatory that all practitioners and persons who work daily with children e.g. bus drivers, cooks must be First Aid and Cardio Pulmonary Resuscitation (CPR) Certified.
- 1.3.3 Staff working in the kitchen must have a Food Handling Certificate which must be issued by the respective Health department and renewed yearly in accordance with Public Health Regulations of Montserrat.
- 1.3.4 It is expected that the Head Practitioner / administrator will have experience in Child Care and Development and hold a recognized degree in Early Childhood Education , General Education / Management/ Psychology , or a Diploma, ,NCTVET Level 2 , Associate Degree in Early Childhood Education from a recognized institution.
- 1.3.5 Practitioners must exhibit indicators recommended under number 7 page 58 of the CARICOM Guidelines. (Annex 5)

1.4 Written Policies and Procedures

Polices help to provide structure to any organization and as a result all practitioners are to be guided by the shared polices of the centers. There are several policies which must be developed to provide the necessary guidance to parents, community and stakeholders.

Personnel

- 1.4.1 The registered provider/administrator must have written personnel policy setting out recruitment selection procedures for overall supervision.
- 1.4.2 There must be a code of conduct and dress code. (Annex 6 and 7)
- 1.4.3 All staff must have a medical certificate which must be placed on his/her personnel files. Medical Certificate should be reviewed annually.
- 1.4.4 Each employee must be issued with a contract of employment and a job description as set out by the Public Service Commission prior to reporting for duty.
- 1.4.5. There must be a written disciplinary and grievance procedure which follows that set out

- by the Act. (Annex 8)
- 1.4.6 All staff and ancillary staff must be given an orientation and must be placed on probation for a period not exceeding three (3) months.
- 1.4.7 Parents, students and voluntary staff must be exposed to an orientation. Parents must be given a copy of the ***“Parents Handbook”*** (See outline for development in Annex 9)
- 1.4.8 The Head Practitioner must put in place all administrative systems which will assist with the efficient and effective delivery of the service at the centre. There must be policy which indicates the regularity of staff meetings, parent/teacher conferencing, open days, appraisal of staff, etc. Records of such meetings must be available for inspection.
- 1.4.9 The focus of the provider/ administrator is to provide a high quality service, and he/she must therefore provide evidence at all inspection visits by the Education Officer Early Childhood of the following:
- Evidence of staff development/ training
 - Schedule of supervision
 - Involvement of all stakeholders in decision making
 - Awareness of involvement / consultation of other agencies, such as the Ministry of Health, Social Services, Family Court.
 - Attendance at training programmes provided by the Ministry of Education or other relevant agencies.
 - An understanding and practice of the Education Act, especially the relevant sections for the sub-sector.
 - Understanding of the National Child Protection Action Plan , of March 12th 2007
 - Strategies and documentation for the reporting of suspected cases of Child Abuse.
 - Documentation of strategies employed with children with Special Educational Needs.
 - Evidence of Evacuation Plan
 - Evidence of Fire plan
 - Written policy for the response to Handling of Blood.
 - Copies of the United Nation Convention on the Rights of the Child.
 - Copy of the Nutrition Guide

- Copy of the approved country Curriculum.

1.5 General Policy Requirement

1.5.1 Practitioners must have policies within their *“Parents Handbook”* which will address the following:

- I. Admission
- II. Material and requirement
- III. Daily routine
- IV. Curriculum statement and philosophy
- V. Assessment (observation, record keeping and planning)
- VI. Meal time
- VII. Fieldtrip/ outdoor
- VIII. Guidance/ Discipline
- IX. Privacy
- X. Special needs
- XI. Parental involvement
- XII. Child protection
- XIII. Children’s illness/ medicine
- XIV. Accident
- XV. First Aid
- XVI. Infection Control
- XVII. Fire
- XVIII. Pick up/Sign In/Out
- XIX. Security Policy
- XX. After Hour care
- XXI. Equal Opportunity
- XXII. Supervision of children
- XXIII. Immunization regulations and procedures

1.5.2 Practitioners are free to add other areas that are specific to their situation after discussion with the Education Officer for Early Childhood Education.

SECTION 2

CHILD CARE PRACTICES

Quality Early Childhood Development Practices

There are a number of areas which require clear articulation. However, the following have been selected, as mentioned in the Act of 2004, Education Policy of 1996, and were seen as areas of priority during the consultative process.

2.1 Children with Special Needs

- 2.1.1 All Centers are encouraged to consider children with Special Needs and to ensure that adequate provision is made to support the child academically and otherwise. A written statement must be clearly displayed about special educational needs that is in accordance with the Convention on the Rights of persons with Disabilities 2006.
- 2.1.2 A written policy and procedure for the identification, assessment, screening and referral of children for early intervention, support and assessment.
- 2.1.3 There must be adequate provision in the physical surroundings in the form of ramps, guard rails, hand rails and toilets to support the child.
- 2.1.4 Training for practitioners and parents on aspects of early identification.
- 2.1.5 Where a child has not been diagnosed, by a specialist and the center may think that the child requires assessment parents/ guardians must be consulted and written permission must be given for the involvement of an expert who will be consulted to diagnose the needs of the child.
- 2.1.6 Communication with parents is fundamental, and parents must be kept informed, of all decisions involving the child Counseling services for parents and child must be made available if the needs so arise.
- 2.1.7 Where a child has been diagnosed as having a specific disability, mental, physical or otherwise, the Head Practitioner /registered provider who registers the child must assure parent(s) that the center has the capacity and expertise (higher staff ratio) to engage the child in activities which are beneficial for the child's development.

2.2 Child Protection

- 2.2.1 Registered providers must be familiar with the National Child's Protection Action Plan of the Government of Montserrat, March 12th, 2007 and any other conventions and legislations which makes reference to protection of children.
- 2.2.2 Practitioners, parents and major stakeholder must be educated on these laws. Workshops to educate on the signs of abuse and neglect, the legal responsibilities of staff and others and the procedures for reporting must be elements of the training.
- 2.2.3 There must be standardized available forms which practitioners will use to record their observations before reports are submitted to the relevant authority. (Annex 10)

2.3 Supervision

- 2.3.1 Children must be supervised at all times- nap time, inside and outside of the building. Staff must be within call at all times.
- 2.3.2 Children must only be left under the supervision of an employee.
- 2.3.3 Supervision of children must be done with the right student teacher ratio.
- 2.3.4 Staff left to supervise after school care must be accountable to the Head Practitioner, and must demonstrate that they have an understanding of procedures used at the Center, must be a holder of a First Aid and CPR certificate. The cleaner and cook are **not** included.

2.4 Physical Care of Children

- 2.4.1 All children at the centre must be cared for each day. Hair and skin must receive particular attention.
- 2.4.2 Children with common colds must be cared for and if necessary isolated from other children.

- 2.4.3 If a child is isolated, someone must remain with the child until he/she is picked up by parents.
- 2.4.4 Where contagious diseases are recognized, parents must be asked to withdraw children and to seek medical guidance. For example in the case of head lice, and ringworms the child should only be returned to school with a medical certificate.

2.5 Guidance and Discipline

- 2.5.1 All centers must have a ***No Corporal Punishment Policy***. All children must be treated with respect at all times by staff. Like-wise all parents and children must respect staff members and ancillary staff.
- 2.5.2 There must be clear procedures as to how children with challenging behaviour will be dealt with by staff. Staff must all be able to articulate the centre's policy to parents and stakeholders.
- 2.5.3 Parents shall be given the opportunity to indicate their agreement with the center's policy and guidelines through open consultation. All parents must sign the agreement form which must be placed on the child's individual file.
- 2.5.4 The centre's policies and procedures must be placed on the **Parenting Information Board (PIB)** which shall be placed in a prominent location where it can be seen by all parents and visitors to the center.

2.6. Equal Opportunities

- 2.6.1 All adults and children regardless of sex, colour, creed, social status must receive mandatory equal opportunities with regards to employment and training and admission to the services provided, according to the Convention on the Rights of the Child (CRC) Article 2.
- 2.6.2 CRC Article 3 supports the non-discrimination by staff to children and their families. All staff members must respect the rights of children and their families taking into account, each child's specific needs, race, religion, gender, ability, culture and language.
- 2.6.3 Where a parent because of religious belief or otherwise has chosen not to comply with certain requirement e.g. inoculation, there must be a signed document which releases the center from any liabilities.
- 2.6.4 The registered provider/ administrator must also respect the individual rights of persons employed at the Centre.

2.7. Field Trips

- 2.7.1 The pre-primary child who is exposed to a variety of field trips will benefit tremendously e.g. language acquisition, associative learning and development of a deep love for nature and things cultural and historical. However, the following will help alleviate the risk associated with taking children out of the care environment regardless of their age.
- 2.7.2 Field trips must be planned in keeping with the centers programme of activities and must be planned with staff and parents. Upon registration, each parent must be given a consent form which they must complete and sign agreeing to children being taken out. Specific consent forms will be sent home for parent's/ guardian's signature two weeks prior to the set date of the tour. (Annex 11).
- 2.7.3 No child shall be taken out of the school compound without this signed consent form.
- 2.7.4 Staffing ratio for field trips will depend on the site to be visited.
- a) Immediate neighbourhood
 - 1 adult to every 2 children between the ages of 2 - 3 years
 - 1 adult to every 3 children between the ages of 4 - 5 years
 - b) Others sites and where Transportation is used
 - 1 adult to every 2 children between the ages of 4 -5 years
 - 1 adult to every 1 child between the ages of 2 -3 years
 - c) Swimming
 - 1 child to 1 adult who must be certified in First Aid and CPR The swimming coach must be a Certified in teaching swimming, First Aid and CPR and must have no criminal record. Any time children participate in activities in bodies of water 2-3 ft in depth, they must be supervised by someone qualified.
- 2.7.5 All vehicles used must be road worthy and insured, and the driver must have a valid drivers' license with no traffic violations. Vehicle must have seat belts for children ages 2-3 1/2 years old.
- 2.7.6 Before leaving, there must be a signed contract with the driver or the agency which is providing the transportation.
- 2.7.7 No child shall be transported to any field trip no matter how short a distance in an open back vehicle. Children 3-4 years must never be allowed to ride in the front seat.
- 2.7.8 No child shall be transported seated on the floor or standing.
- 2.7.9 Prior to field trip a senior practitioner must pay a visit to the site to ensure its suitability and safety.
- 2.7.10 Dress code for field trips/educational tours must be specified on the forms sent out to parents.

- 2.7.11 Each adult must be fully aware of his or her responsibility before, during and upon returning to the centre.
- 2.7.12 Where parents or volunteers are used to support field trips/ educational tours, there must be an orientation to assist them in understanding their responsibilities to the students and the centre.
- 2.7.13 Before leaving the center all children must have a name tag which will carry the following information:
- Name of the child
 - Name of the school
 - Telephone number of the school
 - Signature of the Head Practitioner/ delegated practitioner.
- 2.7.14 The following must form part of the preparation, and must be taken along on fieldtrips/ education tours to sites away from the school compound:
- First Aid Kit, and any medication belonging to children.
 - A register of all children with the names and telephone number of parents or guardians, and must be the responsibility of the Head practitioner.
 - One member must be trained in First Aid and Cardio Pulmonary Resuscitation (CPR).
 - One copy of the register of children on the tour must be left in the administration office at the center.
 - Fire extinguisher shall be stored in the vehicle
 - Ensuring that there is sufficient clean drinking water and cups to support children and adults.

2.8. Nutrition

Where meals are prepared, well balanced, cost effective nourishing meals must be made available to children.(See Annex 12 for Guidelines)

- 2.8.1 Meals provided must be a balanced diet for children according to their age both in meals and snacks provided by the center and brought in from home.
- 2.8.2 Menus must be displayed at the end of each week for the commencing week at a prominent location which shall be visible to all parents.
- 2.8.3 Meals must be prepared in keeping with children's cultural and religious preferences wherever possible after discussion with parents/ guardians.
- 2.8.4 The centers must have drinking water which is easily available to children at all times.
- 2.8.5 Education as to the value of food for survival and health, is critical and therefore food should never be used as a reward or a punishment.
- 2.8.6 Parents must be educated through workshops and demonstration as to the preparation of low cost nutritional meals, in an effort to avoid malnutrition, especially malnutrition that leads to childhood obesity.

- 2.8.7 Babies and infants must be held by a member of staff during feeding and communicated with to encourage ingestion and relaxation.
- (a) Bottle(s) should never be propped at any feeding time as this can endanger the child's life.
 - (b) Parents should supply the center with a schedule of the child's feeding time.
- 2.8.8 Where a meal is not prepared, children's lunch boxes must be closely monitored so that the appropriate advice can be given to parents. However, the centre staff must respect and accept what parents can provide to their children.
- 2.8.9 Discussions with parents as to children's eating habits will help in assisting children to eat in the best manner that they are used to. However, during social development sessions it is necessary to assist children to use standard cutlery.
- 2.8.10 Staff should be encouraged to have their meals with children, so that they become role models to the children in terms of eating habits as well as eating the right fruits and vegetables. Such times will help enforce social mores.
- 2.8.11 Be sure to have sufficient space where children can eat in groups around a table.
- 2.8.12 Keep a record of children's eating patterns so that this is communicated to parents.

2.9 Confidentiality / Privacy

- 2.9.1 Confidentiality and privacy must be seen as an important part of Early Childhood Care and Development Service (ECCDS) Practitioners and auxiliary staff must respect the child's and family's right to complete confidentiality and privacy.
- 2.9.2 Parental concern must be given in written if any information is to be shared with any Ministry or organization.
- 2.9.3 No child is to be photographed or video taped without the written consent of the parents.
- 2.9.4 Children's file must be stored away and only staff is to have access to these files with the consent of the Head Practitioner.
- 2.9.5 Where children have moved on to formal education or to another center files must be archived and may be destroyed only after five (5) years.

SECTION 3

QUALITY OF CARE AND EDUCATIONAL PROVISION FOR 0-3 YEAR OLDS

The following will be used to determine the quality of care being provided by ECCD centre:

- Group size and ratio
- The relationship between staff and children
- Relationship between staff and parents
- The quality of relationship between partners and main stakeholders
- Experience, training continuity and experience of staff
- Understanding the developmental needs of the children and the use of strategies to meet these needs
- The ability of staff to structure activities for age appropriateness to support children's learning
- Creating opportunities for children to initiate learning activities
- The general ethos created at the centre to encourage stimulation and motivation of the children.
- The physical appearance, maintenance and condition of the environment
- Demonstrating to parents a clear understanding of the individual needs of children.
- Marketing of the centre as a secure and healthy environment.

3.1 Infants and Toddlers

3.1.1 The following criteria should be applied:

- The birth to 1 year olds must be cared for in separate rooms.
- There must be secured and safe sleeping accommodation for each group.
- Rooms for change of pamper, preparation of feed and sterilization of feeding equipment must be available.
- There must be available covered disposal containers which must be sanitized at the end of each day.

- The ratio of staff to children must be one staff to every three children. (1:3) it is best that children be attended to by the same member of staff, who they would learn to relate to, for them there is a sense of security and bonding.
- Persons attending to the care of children must be trained and certified in child development
- Interaction between adult and toddler must be warm and caring at all times. Children must be given opportunities to express themselves and adults must show a genuine interest by listening to children.
- There must be mutual respect.
- Children must be given the opportunity for learning from each other, therefore the sharing, and socializing atmosphere to engender this interaction must be provided.
- Every opportunity must be provided for children at this stage to learn their environment using their senses.

3.2 Organization

Each staff member must have a responsibility for a group of children.

- 3.2.1 There must be consistency in the activities, personnel and service provided. Children must be helped to identify with an expected pattern each day.
- 3.2.2 There must be specific times set for organized as well as free play with a variety of learning equipment which will encourage children to develop their creativity; develop their choice making and exploration skills and foster a sense of independence as well as team spirit. There must be Centres which provide the opportunity for problem solving and decision making and critical, creative thinking. Centers such as the water, sand, science will encourage the development of social skills in the younger child.
- 3.2.3 Out door play area is critical for the development of the motor skill. The recommended square footage is 40 square feet per child and 25sq.ft per child indoor
- 3.2.4 Outdoor play area must be fenced in such a manner as to provide protection for the child from traffic hazards, contact with unauthorized persons, or animals and to provide for adequate supervision.
- 3.2.5 Play area must have no open wells or cisterns, ditches, fishponds.
- 3.2.6 All outdoor areas should be grassed, matted wood chipped or sanded to cushion children's falls.
- 3.2.7 Where climbing apparatus are provided, there should be a cushioned area provided underneath which will cushion potential falls. These must be checked on regular intervals for necessary repairs.

- 3.2.8 There must be no open/ crawl space beneath fences.
- 3.2.9 Where trees are available, children must be debarred from climbing the trees.

3.3 Physical Resources

- 3.3.1 All toys and play equipment must meet international standards. Toys that are made from high lead content must be excluded from the center.
- 3.3.2 Practitioners must ensure that there is sufficient floor space which will provide adequate space for free play. Restricted areas will only hamper creativity ability of the child.
- 3.3.3 An environment which promotes, warmth, trust and security must be encouraged at all times.
- 3.3.4 As much as possible a variety of play equipment must be provided and these must be age appropriate.
- 3.3.5 Children's work must be prominently displayed, to promote self-esteem and to encourage children as well as parents to appreciate the creativity and progress of each child.

3.4 Furnishing and Equipment

- 3.4.1 The registered provider/ administrator must ensure that there is a working telephone at the center.
- 3.4.2 Appropriate emergency numbers must be posted close to the telephone and displayed in such a manner that is visible. (Fire department, ambulance, police, doctor, district clinics)
- 3.4.3 Play equipment which is varied and will promote physical play as well as quiet play must be provided.
- 3.4.4 There must be individual space for children's clothing and personal belongings.
- 3.4.5 Chairs of a suitable size and table space shall be available for each child two years and older.
- 3.4.6 Individual and appropriate sleeping arrangement must be made.
 - (a) There must be cribs for babies, with mattresses that fit snugly. There must not be spaces to the side which would allow for children to climb up fall between.
 - (b) There must be sleep mat or cots for older children.

- (c) Each cot or sleep mat must be placed at 10-12 inches apart, and should be arranged in a head to toe configuration.
- (d) Where ever possible, each mat shall be labeled with child's name.
- (e) Bed cloth should be washed daily to encourage the highest level of sanitation. Sleep mats should be sunned or aired at least twice weekly, taking into consideration the level of ash. If not they should be sanitized.
- (f) Broken cots, cribs must be repaired or replaced immediately.
- (g) Play pens must have waterproof comfortable pads and must be of the correct height.

3.5 Learning opportunities for the under 3 year olds.

Staff must create a stimulating learning environment which will promote the:

- Emotional, Social, Moral and Spiritual Development of the Child.
- Physical development
- Communication skills
- Creative abilities
- Discovery and exploration skills of the child.

3.5.1 Emotional, Social, Moral and Spiritual Development

- Development of virtues such as honesty, love, care, fairness, respect and sharing
- Development of a sense of independence , understanding of self, who am I , confidence and self esteem
- Knows how to form mutual relationships with adults and other/ peers
- Learn how to express choice and how to indicate interest and choice preferences
- Understand the need to be involved in cultural and national festivals
- Learn how to problem solve, resolve conflicts and apply life skills to everyday situations.
- Learn they are part of a family unit.

3.5.2 Physical Development (Gross and fine Motor skills, hand eye coordination)

- Develop an awareness of parts of the body, fingers, toes, feet
- Fine finger use, holding and using a range of tools
- Rolling, sitting, reaching, crawling, hopping, jumping climbing kicking, throwing, catching, balancing and skipping.
- Pushing a variety of toys- wheeled.

3.5.3 Communication

- Demonstrates the use of gestures, spoken words, eye contact, body language to indicate feelings
- Attempts at drawing and writing, what is referred to as scribbling.

- Reaching for books, listening to stories, repeating rhymes and songs.
 - Indicates through facial expression or movement an interest in what is being read , said or played
 - Asking and responding to questions
 - Following simple directions and instructions given
 - Expressing in simple language simple courtesies
- 3.5.4 Creative Development
- Gets involved in pretend , role play and make believe games/play
 - Explores the world around through music and movement
 - Shows an interest in building- blocks, play dough etc.
- 3.5.5 Discovery and Exploration
- Using the mouth, hands, feet and other sensory organs to explore/investigate around them.
 - Shows an awareness to various colours, shapes, smells.
 - Shows a high level of curiosity to the environment around them.
Appreciate the work of others

3.6 Observation, Record Keeping and Planning

- 3.6.1 The practitioner must ensure that written records of children’s development is kept, showing programmes which are specific to children’s needs.
- 3.6.2 The process of observation must be shown, with dates, time and person(s) who has/have conducted the observation. Observations must be conducted regularly, and shared with the other caretakers/facilitators in group meetings.
- 3.6.3 Where action is needed, the practitioner must be the one to initiate, documenting clearly the steps to be taken and by whom, with the date of each contact noted along with a summation of the meeting.

3.7 Rest period

- 3.7.1 The rest period must form a part of the daily schedule of the center.
- 3.7.2 Where children are put to rest, there must be a high level of hygiene and proper ventilation. Rest areas must be well clean and well ventilated with both natural and artificial lighting
- 3.7.3 When it is rest time, all children must be required to lie quietly. If a child does not wish to sleep, he/she must be encouraged to remain lying, but must never be forced to go to sleep. To encourage sleep, soft nature music can be played in the background.
- 3.7.4 While at rest children must be under constant supervision of the practitioner.

- 3.7.5 The rest period must be seen as an opportunity to observe and record observation about children's sleeping habits.

3.8 Transition

- 3.8.1 Transition from one level to another is a serious matter and children and parents must be consulted before the transition period.
- 3.8.2 Be treated with a high level of seriousness. (Annex13 for policy)
- 3.8.3 Every effort must be made to communicate to parents / guardians the necessary expectation for all such changes.
- 3.8.4 Transition from one age level to another within the centre must be treated with the same level of preparedness and communication and must be gradual and well planned taking into account the child's holistic needs.

Transition from pre-school to kindergarten, carries its own fears and expectation, and children as well as parents must be oriented to enable a seamless process.

SECTION 4

QUALITY OF EDUCATIONAL PROVISION FOR 3-5 YEAR OLDS

4.1 The Curriculum

It must be clearly understood, that as the child makes a transition from one level of the center to the next the needs of the child changes to prepare him/her for future challenges. The practitioner must make the necessary provisions to develop children's knowledge, understanding and skills in the following area.

- Personal social and emotional development
- Life skills
- Knowledge and understanding
- Language and literacy
- Spiritual and moral development
- Creative development
- Physical development.
- National identity/consciousness

There must be an integrated, interactive approach of these areas into the curriculum.

4.2. Personal, Social and Emotional Development (PSED)

4.2.1 The registered provider/administrator must ensure that children are exposed to a curriculum, which is varied, integrated and provides comprehensive activities, which will help develop the PSED of the child so that he/ she can work, play and cooperate with others.

4.2.2 Every child must be developed holistically, and the spiritual, social and moral components must be taught.

- The virtues – honesty, self discipline, truthfulness, caring, love for one another, respect, fairness, and obedience must be taught and nurtured by the home, school and community and modeled by the adults that impact on the child's life.
- Love for the environment and Mother Nature, must be instilled through the activities which are undertaken. They must be taught to appreciate and care for the natural beauty of the earth.
- An understanding, appreciation and respect for things cultural, as well as diverse.
- An understanding of and respect for self and others.

- An ability to express without fear the feelings of happiness, sadness, wonder, pleasure or empathy as the situation arises.
- 4.2.3 Children must be taught to emulate through role models, staff and parents the highest standards of acceptable and place appropriate social behaviour. It is expected that these will be reinforced through age appropriate stories and activities which allow children to demonstrate their understanding of what is “acceptable and appropriate” to what is “unacceptable and inappropriate”.
- 4.2.4 Every opportunity should be provided and created for children to practice and demonstrate through planned or spontaneous activities skills such as the following; turn taking, sharing, caring, self independence, communicating listening creativeness, innovativeness, curiosity and appreciation skills.

4.3 Language and Literacy

It must be remembered that children come to us with their own acquisition of language and literacy skills. Some are more advanced than others and practitioners must become facilitators in the development of these skills.

The following are the basic standards which must be developed and nurtured:

Standard 1: Communication of thoughts and feelings by listening and speaking.

- communicate needs to adults and peers
- listen and respond to others in a number of context
- follow simple directions and respond appropriately to familiar questions, tell name, age, sex , name of parent
- retell favourite stories in their own way, using appropriate vocabulary
- ask questions and express feelings and share thoughts
- listen and respond appropriately to questions about stories and poems, repeat nursery rhymes, sing songs with actions and express feelings about these.

Standard 2: Make sense of a variety of written materials through age appropriate reading strategies.

- Associate print with picture without help
- Listen to stories, poems for enjoyment and information
- Respond appropriately; recall information to a variety of material read aloud to him/her – frequently read stories, deemed his/her favorite story or song
- Associate letters with signs names and labels.
- Spoken – written word association

Standard 3: Demonstrate competences in the general skills and strategies

of the writing process.

- Recognize and form letters of the alphabet using a variety of materials string, straw, leaves, seeds and pasta, blocks
- Observe pictures to see what is alike and what is different
- Assemble puzzles
- Recognize similarities and differences in objects pictures and shapes.
- Recall simple details from a story
- Speak about the shapes of things
- Create story from their imagination
- Be able to move from scribbling to pre-schematic stage of writing

Standard 4: Use grammatical and mechanical convention

- Draw patterns to develop co-ordination and fluency

Standard 5: Find and use information for research

- Ask “how do you know” and more questions in appropriate situations
- See simple patterns in events and objects
- Speak about the “ how” and “ where” and “ when” situations

Standard 6: Use a variety of media to communicate information

- Respond to media material verbally and non-verbally, can describe what is viewed
- Speak and express feelings about what is seen on the television,
- Can respond through movement to music, paint pictures, and use a camera to take photographs, can speak about their actions and relate to photos taken.
- Use a variety of materials to communicate information, drawings, photographs posters and things around them.

4.4 Numeracy

Mathematics is an everyday way of life and the youngest child needs to be introduced and helped to understand the value of mathematics in daily living.

4.1.1 All pre-schoolers should be exposed to mathematical concepts through everyday play activities. These activities should be age appropriately planned to encompass size, colour, shapes, numbers, weight, measures, time, and money.

4.1.2 Encourage mathematical thinking in their communication, problem solving and representation.

4.1.3 The language of mathematics must be introduced into their daily activities, as is age appropriate, for example

- less, fewer, take away, more
- how many, add
- share, between
- longer, shorter,

can be introduced to assist in children's development and application of mathematical concepts.

4.1.4 The programme offered must be age appropriate and expose children to concepts such as counting, sorting, reading and writing of numerals, develop spatial awareness through movement and handling of objects, learn about the number system, develop their mathematical vocabulary through song, rhyme and play, sorting and matching objects through manipulation and games.

4.1.5 All activities, shall be through positive play experiences and not rote learning.

4.1.6 The following standards must be applied

Standard 1: Understand and apply properties of the concept of numbers

- Identify and recognize numerals 1-10
- Match object in a one to one correspondence
- Count orally to 20
- Demonstrate awareness of addition and subtraction

Standard 2: Show and understanding of the concept of geometry

- Use vocabulary to show an understanding of positions, top bottom, side, under, above, on top, inside, outside, close, far, near, distance
- Recognize and be able to name shapes (circle, triangle, rectangle, square)

Standard 3: Understand and apply properties of concept of measurement

- Demonstrate an understanding of the concept of time
- Speak and identify colour (different primary colours; different shades), texture, shape and mass/weight
- Is able to use non-standard measuring devices palm of hands, feet, string, cups, sand timer, scoop to show the concept of quantity

Standard 4: Use procedures to demonstrate the process of computation

- Shows an understanding of sets joining and separating items
- Speaks about a whole mango, lollipop and can demonstrate the concept of a whole.

Standard 5: Understand and apply the concept of statistics and data Analysis.

- Compare information on objects rough and smooth
- Shows an understanding of games such as tic tac, bingo, domino, snake and ladders
- Create a pictorial representation

4.5 Knowledge and Understanding of the world

4.5.1 All children shall be given the opportunity to understand concepts of the real and man made environment. This can be done through the concepts taught in the curriculum with emphasis on Science and the integrated approach to teaching.

4.5.2 Children shall be given the opportunity to

- Discover their surrounds- through varied experiences
- Create their own interpretation of events around them
- Visit museums, community sites, heritage/historical sites, nature trails, the sea, rivers, botanical gardens
- Discover how to create objects
- Make deductions about the world around.
- Experience their environment and communities through varied activities
- Discuss/ talk about what they have seen
- Record their experiences in their own symbolic forms- art, craft etc
- Ask questions about natural events, how things work, and what things are made up of.
- Talk about their home, community, in terms of what constitutes family and what makes them and each other different.
- Create songs and poems to express their understanding of the world around them.

4.6 Physical Development

4.6.1 Good health and wellness must be promoted through varied age / stage appropriate activities.

4.6.2 Outdoor space must be available and carefully planned

4.6.3 Indoor space must be adequate to facilitate children's movement and also be used in the event that the weather hampers outdoor play.

4.6.4 Play resources which assist with physical development must be available.

- 4.6.5 Age appropriate activities must be available to the needs of all children as well as those who are physically challenged.

4.7 Creative Development

Children learn best through their senses and the creative development of the child will depend to a large extent on the ability of the teacher to create for the child, the environment and situations which will awaken the child's curiosity/creativity to respond and express his/her feelings using art, craft, music, dance, drama, story telling and imaginative play.

- 4.7.1 The teaching/learning experiences must provide for varied experiences in all areas such as (a) festivals (b) cultural
- 4.7.2 There must be the opportunity for the child to use varied tools to craft/create ideas.

4.8 Spiritual and moral development

- 4.8.1 The holistic development of the child, as a spiritual being must be factored into the child's experiences at pre-school. Therefore the development of spiritual and moral experiences must be taken into consideration in the application and teaching of the curriculum.
- 4.8.2 The daily teaching learning age / stage appropriate activities must take into consideration
- An understanding of what is right and wrong
 - The concept of a Supreme Being
 - The valuing of one religious up-bringing
 - Teaching of values through age /stage appropriate songs and stories.
 - The value of praise and thanks, giving these can be taught through age/stage appropriate songs, skits and dramatic play.
 - Morals and values required to be a person of character
 - An understanding, nurturing and demonstration and practice of what is right and wrong, caring, loving, honesty, truthfulness, respect, empathy, self-discipline and tolerance for those that are different, understanding of self and respecting self and others.

4.9 Implementation of the Curriculum

- 4.9.1 The registered practitioner must ensure that the curriculum of the Ministry of Education is available and in use at the center.

- 4.9.2 Parents must have access to this curriculum if they so desire.
- 4.9.3 The curriculum must be seen as a guide and must be used as is needed for age /stage appropriate activities and must be flexible to meet the learning needs of the child.
- 4.9.4 The curriculum must be used by staff in a very creative manner so that activities are varied and reflected both in the indoor and outdoor activities.
- 4.9.4 Recording and assessment, which forms a part of the curriculum, must be conducted at the appropriate time and documentation of these assessment entered in the child's individual file.

4.10 Assessment of Children's Attainment and Progress

- 4.10.1 The Lead practitioner must understand the importance of regular assessment of children's attainment and must be prepared to share these with parents and guardians. This therefore means that there must be a shared method of assessment monitoring and recording which is clearly understood and implemented by all staff members.

Assessment of children must:

- Help staff plan age appropriate activities which will build on the child's previous knowledge and experiences.
- Allow for the observation, monitoring and recording of children.
- Assist staff through their observation and monitoring to identify children's special needs and should allow for the correct intervention and support to be provided for the individual child.
- Reporting of children's progress must be a written document which entails children's performance across the curriculum.
- Reporting language must always be positive and any cause for concern, must be taken up at ***Parent Teacher Conferencing (PTC)***.

- 4.10.2 The expectation of children's attainment must be based on sound child development practices and must be realistic.
- 4.10.3 At all times staff must be aware of cultural difference, gender religion socio-economic environment and must facilitate each individual's learning.
- 4.10.4 Avoid at all times the comparison factor, and assure each parent that his/ her child is an individual who is being catered for at his/ her own developmental milestone.
- 4.10.5 The use of the assessment checklist will guide operators and facilitators on the age appropriate indicators for the various stages/levels. (See Annex 14 for Early Childhood Developmental checklist).

4.11 Promoting children's Learning

- 4.11.1 The learning ethos of the center must be holistic and wholesome. Children must be exposed to a multitude of play equipment.
- 4.11.2 Resources should be placed in such a manner that it allows children the freedom to explore and make independent decision.
- 4.11.3 There must sufficient and varied resources to engage children during the teaching / learning process.
- 4.11.4 The indoor and outdoor space must be adequate and safe.
- 4.11.5 ECE spaces must be so arrange to encourage imaginative play, and challenge children to create their language and artistic ability
- 4.11.6 Children should be provided with interesting object to sort, count, feel, describe and explore.
- 4.11.7 Make believe, play equipment such as kitchen, living room, bedroom materials should be available.
- 4.11.8 Children must be exposed to real objects, through field trips/ educational tours.
- 4.11.9 Every opportunity should be provided so that children would use language to express themselves through the activities that they involve in.
- 4.11.10 Tape recorders, musical equipment must form part of the indoor materials available to children.

4.12 Effective Home School Communication

- 4.12.1 Home school communication is vital for the success of any school. The registered practitioner/ operator/ administrator must:
- 4.12.2 Create effective links with the home so that parents are assured that they are part of the information sharing of the school, contributing to their child's learning development.
- 4.12.3 Establish a notice board which displays information in a prominent place so that parents/ guardians are made aware of daily/weekly activities.
- 4.12.4 Provide parents/ guardians must receive printed information from the school as regularly as it is deemed fit.
- 4.12.5 Promote partnership between parents/ guardians by encouraging them to sit on boards and the PTA and basically to be part of decision making meetings.

- 4.12.6 Share children’s records with the receiving school. It is also important that parents are made aware that this can be said to be a best practice.
- 4.12.7 Community school partnership. These must be encouraged, as the schools must embrace the community within which it operates.

4.13 Monitoring the Quality of the Programme

Every programme must be evaluated and monitored and success can only be determined by the quality of supervision. Supervision includes, planning, monitoring and assessment. This can be done either through:

- (1) Informal Monitoring**
- (2) Formal Monitoring**

4.13.1 Informal Monitoring

- 1. It is expected that facilitators working in the same space would be consciously aware of what each other is doing.
There should be regular informal discussions on children and issues as they arise, and where they plan for the “what *next*” phase of action.
- 2. Team discussions and observations are encouraged.
- 3. There is a continuous feedback of information from administrator of level heads as to the progress of each other / facilitators work, strengths and weaknesses and suggestions as to what can be done for improvement.

4.13.2 Formal Monitoring

Formal monitoring will be carried out by the Lead practitioner, delegated head of level as well as the Education Officer for Early Childhood or his/her Curriculum Support Officer.

- 1. A formal process which has been explained to staff and where the administrator or delegated head of level regularly collects and appraises activity plans and records to ascertain the quality and consistency of work.
- 2. A formal observation time when practitioners are aware from a schedule that the Head Practitioner will be with them to assess their performance.
- 3. Scheduled pre and post assessment discussion.
- 4. Annual appraisals are done by Head practitioner and EOECE. (Annex15)
- 5. Setting of realistic targets for development based on the appraisals done.
Development of a climate where these sessions are seen as beneficial to the teaching/learning experience of the child.

SECTION 5

RECORDS

Records should be kept on (a) children (b) staff and (c) resources.

5.1 Children's Records

Individual records shall include:

- The name, address, telephone number, date of birth, gender and medical history of each child attending the center.
- Position in the family
- Number of siblings
- Name and address of parents and or the person authorized to pick up the child
- Telephone number of the business place where parents work
- Details of the child's doctor, name , address and telephone number
- Consent form for medical emergencies.
- Details of vaccination etc.

A daily register of children must be kept.

A record must be kept of all medication given. (Annex 16)

5.2 Staff Records

5.2.1 All staff members must have a file opened in their names. These must be included:

- i. The staff name, address, telephone number age nationality and marital status.
- ii. Details of relevant training, certified copies of certificate(s)
- iii. The staff letter of appointment, job description
- iv. Starting and ending dates for service.
- v. Certificate of Character/Police Record
- vi. Reference letters
- vii. Sickness records
- viii. Job appraisals

- ix. Disciplinary records
- x. Medical forms
- xi. In the case of ancillary staff especially cook, Food Handling Certificate.
- xii. Copies of First aid and CPR certificates.

For volunteers

- i. Certificate of Character
- ii. Medical certificate
- iii. Name address, age, relevant training telephone and emergency contact and letter of reference.

5.2.2 Record of name of persons who reside on the premises if the service is operated out of a private dwelling home.

The following shall form part of the daily records of the center. (See Annex 17 a-f) for templates on:

- a. Daily register and attendance register.
- b. Accident/ incident Forms.
- c. Vaccination Record Forms
- d. Complaint and Grievance Forms/ records
- e. Permission for Educational Field Trip
- f. Authorization to Pick up Student

In addition the following must be available for inspection:

- i. Certificate of registration
- ii. Inventory record
- iii. Ownership papers or evidence of tenancy or lease
- iv. Medical and other Insurance Papers
- v. Financial records which shows the day to day transactions and the Basic book keeping of receivables and expenditure, records of donation in kind or cash and all fundraising ventures.

5.3 Access to Records

Children's Records

- 5.3.1 Access to records must be treated with the greatest confidentiality.
- 5.3.2 Children's records shall be confidential. Staff shall not disclose nor discuss personal information regarding children and their relatives with any unauthorized person.
- 5.3.3 Each child's record shall be made available to the child's parents on request.
- 5.3.4 Each child must have an individual file opened in his/ her name. this file can be transferred to primary school when the child transits to kindergarten.

Staff Records

- 5.3.5 Access to staff records must be treated with the greatest level of privacy and confidentiality.
- 5.3.6 A staff member must request access to his/her file in writing. This request is placed on file, stamped and dated.
- 5.3.7 When staff records have been removed from a cabinet, these must be replaced as soon as they are not needed.
- 5.3.8 No one must have access, nor should any information from a staff member's file be shared with anyone without the consent of the staff member
- 5.3.9 Where information is requested and access denied, the reasons must be noted on the staff file.
- 5.3.10 Staff conferencing must take place and staff must sign before record is released.

5.4 Financial Records

- 5.4.1 Financial records must be kept at the centre to be available for inspection as an indication of accountability and transparency.
- 5.4.2 Records must be kept on a weekly and monthly basis showing the transactions that have taken place.
- 5.4.3 A yearly audit report must be submitted to the Ministry of Education.
- 5.4.4 Parents must be given an account of the school finances at least yearly, when the PTA meetings are held.
- 5.4.5 All financial records must be securely stored at the centre and access to these must be restricted to only delegated staff members.

SECTION 6

HEALTH AND SAFETY

6.1 Health and Safety Policy

- 6.1.1 All practitioners must be familiar with the Act especially the the section which deals with Early Childhood Education.
- 6.1.2 Appropriate plans to be discussed with parents, children and staff for disaster preparedness and response including:
- Evacuation or appropriate response procedure, especially for disaster such as volcanic eruptions, earthquakes, ash density, air pollution and floods
 - Clearly designated and marked entrance and exit clear of all obstacles.
 - Provision for psycho-social and counseling
 - designated practitioners who will engage children in appropriate activities to reduce impact of any trauma
 - parent and guardian alert mechanism
- 6.1.3 The center should adapt Health and Safety Guidelines in conjunction with The Ministry of Health requirements as well as the Disaster Management Coordination Agency. (DMCA)
- 6.1.4 The practitioner must keep a log of all maintenance carried out at the center as well as on equipment and protective gear used at the center. See Annex 18 for list of Equipment
- 6.1.5 The registered provider/ administrator must ensure that there is adequate supply of protective clothing available at all times. There must be sufficient and varied sizes of disposable gloves.
- 6.1.6 All electrical outlets must have safe guards placed over them and must be at a height which children cannot reach. Electrical equipment must be inspected by a licensed and qualified person at least twice a year. A log must be kept of all the inspection dates and the maintenance dates of equipment.
- 6.1.7 All material that is flammable and corrosive must be safely stored in a locked cupboard preferably on the outside of the building.

- 6.1.8 Where new cleaning materials are introduced, the practitioner must ensure that the distribution company demonstrates to cleaners the proper use of these materials. Be sure to keep all labels posted so that reference can be made to correct usage.
- 6.1.9 All members of staff must be aware of and be knowledgeable to the emergency procedures which must be used in the event of a mishap.
- 6.1.10 Matches and lighters should not be accessible to children.
- 6.1.11 Drills must be done to ensure that in the event of an emergency the amount of time taken to evacuate all children is as short a time as possible.

6.2 Emergency Procedures

Emergencies are not confined simply to fires and disasters. There are Emergencies which can occur during a normal day and every centre must be prepared to respond effectively in a timely manner.

- 6.2.1 All centers must have a written procedure in the event of an emergency. (Annex 19 areas which must be included) These must be prepared in collaboration with the relevant Ministries.
- 6.2.2 All accidents at the centre, on a field trip/ educational tour must be recorded in an Accident Log Book. (See Annex 20 as to the format of this log)
- 6.2.3 When an accident occurs, this must be immediately reported to the Education Officer, Early Childhood and followed by a detailed account of the nature of the accident within 2 working days.
- 6.2.4 All accidents to include minor bruises and cuts which involve children at the centre must be reported to parents and documented on the same day.

6.3 First Aid

All centers must have a fully equipped First Aid Box which must be strategically located for easy access; the content must be clearly and boldly labeled and must be visible and accessible but out of reach to children. (Annex 21 for contents of the kit).

6.4 Hygiene Practices

At all times it is important that staff carry out health inspection on the children placed in their care. These checks can be carried out through observations when the children are brought in. Checks would be made for cleanliness, weight, signs of illness, tiredness, skin colour, expressions- both face and body. Where there are signs of cuts, wounds, sores, it is important to treat all body fluid must with caution. The Policy which deals with the Universal approach in dealing with blood must be followed at all times. (Annex 22 for the template).

- 6.4.1 Check for the presence of ring-worms, lice etc.
- 6.4.2 Children with ringworms etc must not be allowed to return to the centre, without a written form by the doctor.
- 6.4.3 All equipment must be sanitized.
- 6.4.4 Each child must have this own towel, tooth brush.
- 6.4.5 All equipment used to keep children well must be washed and properly sanitized on a regular basis.
- 6.4.6 Each child must have his or her own towel which must be collected daily by parents.
- 6.4.7 A Health nurse or doctor should be invited to the center to provide a periodic check and examination. Parents must be made of aware of these visits.
- 6.4.8 The following conditions would require exclusion from the center:
- Rash with fever
 - Purulent conjunctivitis (pink eyes) defined as pink or red eyes conjunctivitis with white or yellow discharge
 - Pinworms
 - Ringworms
 - Chicken pox
 - Measles
 - Mumps and other contagious diseases.

6.5 Medicine and Illness

- 6.5.1 It is understood that children will from time to time be taken to the doctor and there will be the need to administer medication at the center. Medication should only be administered if:
- (a) Parents fill out the consent form
 - (b) A record is kept of the drug administer, time and by whom.
 - (c) Provision is available for the safe storage of medication.
- 6.5.2 Public Health authorities should be informed if there is an outbreak of contagious diseases for example, chicken pox, measles, red eye or lice.
- 6.5.3 There must be a sick room in the event that a child falls sick at school where children fall sick, record must be kept in terms of time, nature of complaint and the child's parent informed immediately or at the end of the day, giving in writing the nature of the procedure used to administer to the child.

- 6.5.3 *No medication* must be administered to a child without the prior consent of the parent/guardian.
- 6.5.4 There must be *no sharing* of medication among children.
- 6.5.5 Any child who comes down with fever at the center must be promptly isolated from the group but shall have continuous supervision by a staff member.
- 6.5.6 Parents must be called at once.

6.6 Fire Precautions

Fire precaution is a necessary part of any preschool center especially where Kitchen is in operation. Therefore it is essential that the following included in the Fire Plan (FP) and adhered to.

- 6.6.1 Fire extinguishers must be placed at specific locations e.g. kitchen if in operation and any other designated located as may be recommended by the Fire Department, based on the number of children housed at the center. These must be checked and refilled as stipulated.
- 6.6.2 All members of staff including the ancillary staff must be competent in the use of the fire extinguisher and able to conduct a fire drill.
- 6.6.3 There must be no combustible material within the storage area of the centre. All soft toys, purchased must meet the highest quality standards.
- 6.6.4 There must be a designated area, which will be used as the meeting place in the event that evacuation is to take place.
- 6.6.5 All electrical fittings must comply with the Health and Safety Regulations.
- 6.6.6 All equipment must be serviced at least twice a year and a record of compliance kept.
- 6.6.7 It is best that Early Childhood facilities be operated on the ground or first floor level. Where facilities utilize the second floor, there must be fire doors, and corridors must be clearly marked. In the event that the center is operated in a building which is raised there must be bars which must be no more than 3-4 ft apart.
- 6.6.8 Where a two storey building is used, all activities for the nursery age group must be conducted on the ground floor.

6.7 Safety Precautions

- 6.7.1 It is not recommended that glass doors or windows be used at low levels. Where premises have these, they must be covered with a safety film, and activities near these areas must be carefully monitored.
- 6.7.2 Where there are staircases, these must have hand rails and would require stair-gates.

- 6.7.3 Where electrical outlets are used, these must all be covered with child proof/ resistant covers and be placed at least four feet from the floor.
- 6.7.4 Children are not be taken into the kitchen and all access to the kitchen must be child proof.
- 6.7.5 Where a center is located on a two story building, precaution must be taken to ensure that burglar bars with spaces of no more than 6 inches are installed to safe guard the child from falling off the building or body parts from sticking between the bars.
- 6.7.6 Door handles must be placed at a height not reachable by the 4+ children.
- 6.7.7 All toxic substances, chemicals and dangerous equipment must be inaccessible to children e.g. medicine, bleach, household cleaners, knives etc .Adequate storage facilities must be provided for these away from children's reach.
- 6.7.8 All Center personnel must wear name badges which identify them to parents and members of the public.
- 6.7.9 All children must as part of registration have photo identification cards. These must be changed at the beginning of each year.

6.8 Substance Abuse

- 6.8.1 Dispensation of alcoholic beverages is not permitted on the Center's premises.
- 6.8.2 Smoking of cigarettes and other illegal drugs must not be permitted on the Centre's premises.
- 6.8.3 All personnel who work at the Center must be exposed to workshops which help with their understanding of children who show indicators of substance abuse.

6.8 Pet Hygiene

- 6.8.1 Pets present on the compound must be healthy and safe and must not in any way pose a threat or risk to children or children's health.
- 6.8.2 Pets are not allowed in the cooking or sleeping area.
- 6.8.3 Large pets such as goats are to be kept outside in a clean and sanitary environment.
- 6.8.4 There must be a clearly understood hygienic procedure which must be followed after children have been exposed to pets.

6.9 Plants

- 6.9.1 Staff must have a good understanding of variety of plants so that the knowledge can be shared with children. Children must be encouraged to grow and tend plants.
- 6.9.2 Plants kept in water must have the water changed daily to avoid the breeding of mosquito larvae.
- 6.9.3 Plants grown in the class must not pose a health risk to children, especially those children who suffer from pollen and other plant borne allergies.
- 6.9.4 Poisonous plants, plants with thorns, wild berries and those which contain milky fluid (variegated) should not be within children's access. E.g. pilea plants (Pilea Grandifolia or shield (Alocasia) plants (Alocasia Cylpeolate)

6.11 Blood Handling

- 6.11.1 The center must have a clear policy on the handling of blood, following WHO Universal guide.
- 6.11.2 Children must be taught how to respond to blood.
- 6.11.3 Staff and ancillary staff must be sure to use the response for all the children on matter as it pertains to injury where blood is involved.

SECTION 7

PHYSICAL ENVIRONMENT

7.1 Premises

- 7.1.1 The ideal situation merits that the registered premises must be the sole property of the provider; however where property is rented/leased there must be an agreement that the said property must not be used for any other activity during the hours of operation as a service center.
- 7.1.2 Where the center is in operation from a residential home, there must be a separate entrance to the area which accommodates the children, and there must be no one within this space who has no dealings with the children.
- 7.1.3 There must be no business / activity which would place children lives/health at risk.
- 7.1.4 Before premises are occupied, all building works, decoration and fixtures must be completed before the practitioner request the Education Officer for Early Childhood Education to inspect the operation and before parents are invited to register their children. Inspection by the relevant Ministry- Ministry of Health, Fire Service, Communication and Works and Physical Planning and other related authorities must all be complied with before the center/business is open.
- 7.1.5 The premises must be maintained in good structural standing to ensure the safety of those using them. The surrounding must be environmentally safe and esthetically pleasing to all users.
- 7.1.6 The external areas must be safe and secure at all times. Fencing materials must be child proof .There must be weekly inspection of the outer fencing, and term check for any necessary repairs which may need to be carried out.
- 7.1.7 Where-ever possible centers must be accessible to children with special needs to enforce the inclusiveness policy.
- 7.1.8 From the external premise, one must be able to read clearly the name of the center, person responsible, telephone number and hours of operation.
- 7.1.9 It is important, that there is a clear process which indicates who enters and leaves the center.

- 7.1.10 The facility must be organized to occupy both quiet and active place.
- 7.1.11 For outdoor play, there must be adequate spaces around the facility, which is enclosed and safe for use. It is encouraged to have grassed or sanded areas.
- 7.1.12 All exit doors must be child proof/ secure.
- 7.1.13 It is recommended that at the end of each day and week that a thorough check is made of all indoor, out door areas, play equipment to safe guard the health and safety of children. Where area is to be kept clean this must be done daily and sanitization done weekly. Children's play equipment must be checked for loose bolts and screws. Buttons checked and re-sewn on dolls etc.

7.2 Space Standards

CARICOM Regional Guidelines have set space requirement and it was agreed through the consultative process that Montserrat should adhere to these as they move towards setting standards of excellence. Page 52 makes the following recommendations:

- 7.2.1 The following unobstructed space must be provided:
 25 sq.ft (2.25 sq.m) per child indoor
 40 sq. ft (3.5 sq.m) for babies
 40 sq.ft (3.5 sq.m) per child outside space.”
- 7.2.2 Where children with Special Needs are on roll, the space must be negotiated according to the specific individual needs of the child.

7.3 Ventilation and Lighting

The challenges of ash Montserrat is unavoidable, however attention must be paid to the amount of ash which enters a center and the detrimental effect this can have on a person's respiratory system.

- 7.3.1 All areas used by children must be adequately lighted and have free air movement.
- 7.3.2 Where possible, natural lighting must be available, toilets, stairs, corridors and storage areas must be well lit.
- 7.3.3 Children must have at some point of the day access to natural ventilation and lighting. When encouraged to go out on days of low ash, children should be equipped with ventilation mask. Where centers are located in “high dust” areas consideration should be given to air conditioning or relocation of center until such time that the level of ash does not remain a “risk hazard” to children's health. WHO summary report noted that:
“There were no infant deaths during 1997-2000. There were 251 cases of acute respiratory infections among children under 5 years in 1998, 300 in 1999, and 240 in 2000.” There were 27 cases of gastroenteritis in this age group in 1998, 8 in 1999, and 16”¹¹
- 7.3.4 The use of pastel colours for painting would further enhance the environment

for the children and would be more conducive to a relaxing environment.

7.3.6 Electricity and water are a must for all centers.

7.4 Bathroom Facilities

7.4.1 It is critical to have one water toilet of the age appropriate height for every twenty (20) children. Potties must be available as necessary for age appropriateness. For every other 20-25 children there must be extra toilets.

7.4.2 Toilets must be gender appropriate for children between the ages of 4+.

7.4.3 There must be one hand basin per every twenty (20) children at the correct height and with the faucets which will allow for safety. For every 20-30 children there must be an additional hand basin. Appropriate hand drying arrangements must be available.

7.4.4 Running water and soap must be available.

7.4.5 Receptacles for collection of paper must be available in every toilet.

7.4.6 Cream and hand lotions must be stored out of reach of children.

7.4.7 Washrooms must be within reach of all children.

7.4.8 Shower stalls must be available and must be separate from the toilet facilities.

7.4.9 Clean facilities must be age appropriate and there must be sufficient to cater for the number of children receiving the service.

7.4.10 Shower stalls, bath tubs or basins must be sanitized at the end of each day.

7.4.11 Where plastic basins are in use, there must be running water which allows for disinfecting and change of water for each child.

7.4.12 Washrooms with hand basins must be available for adults.

7.5 Kitchen Facilities

7.5.1 Every Center which provides a cooked hot meal or handles the preparation of milk and snacks must be registered with the Ministry of Health and subject to the requirements of the Public Health Food Regulations. They must register with this Ministry before

opening to provide service and practitioners must be familiar with the requirements of PHFR.

- 7.5.2 All kitchens must be equipped with a fire extinguisher/ blanket.
- 7.5.3 The cleaning schedule must be posted on the wall where it is easily seen. (Annex 23 for a template).
- 7.5.4 Each kitchen must be provided with adequate equipment which will allow for the highest standards of food preparation.
- 7.5.5 Persons working in the kitchen must have appropriate protective wear which must be kept clean at all times, with hair covering. Kitchen towels and aprons must be laundered separately from other clothing at the center.
- 7.5.6 Persons handling food must have on their files the appropriate “Food **and Handling Health Certificates**” which makes them and the Center compliant with the Food Handling Act/ Regulations these must be available whenever the Center is inspected either by the MOE, Education Officer or the Ministry of Health Inspector.
- 7.5.7 Persons employed as food handlers, must be provided with the opportunity to attend the appropriate training from the Ministry of Health.
- 7.5.8 Food handlers and all kitchen help must remove themselves from food preparation, if they or any members of their family suffer from any illness that would place the children at the center at risk. (Illnesses such as diarrhea, rash etc) and should only resume handling of food upon producing a medical certificate.
- 7.5.9 All precautions must be taken to store food in clean, dry and covered food containers.
- 7.5.10 Reheating of left over food must not be practiced.
- 7.5.11 Checking the temperature of the freezer/ fridge must be done on a weekly basis. If you are in doubt that the inner part of the fridge is at the right temperature please check with a refrigeration technician.

7.6 Laundry Facilities

- 7.6.1 Where washing is done on the premises, an area for a washing machine/ tub must be available. Outdoor lines must be placed where it is not accessible to the children.
- 7.6.2 The laundry room must be located away from the kitchen area. There must be no thoroughfare with soiled articles through the kitchen area, nor must any soiled articles be disposed of in the kitchen bins.
- 7.6.3 Disposing of soiled articles must be in accordance with the Public Health Regulations.
- 7.6.4 There must be a constant supply of running water for washing, if done by hand.

- 7.6.5 Soiled articles must be washed separately and then disinfected.
- 7.6.6 Where plastic bins/ tubs are in use these must be disinfected and sanitized at the end of each use.

7.7.1 Disposal of Waste

- 7.7.2 There must be available at appropriate location collection bins which must be designated for the collection of specific waste i.e. e kitchen, soiled napkin etc. All waste must be placed in garbage bags before they are disposed in the garbage facilities. Bins must be securely covered and must be animal tamper proof.
- 7.7.3 There must be clear procedures to control pest infestation.
- 7.7.4 Center must work in collaboration with the government garbage collection days and bins must only be placed outside on the stipulated days.
- 7.7.5 If centers practice burning, this must only be done after all children have been collected from the center. Any incinerators must be located at safe distance from the centre.
- 7.7.6 All garbage bins and areas used for storage of bins must be sanitized at least twice a week after all children have been collected from the centers.
- 7.7.7 A certificate which shows that rodent inspection has been carried out must be displayed on the kitchen wall.

ANNEXES

Annex 1

Application Form to Register for Establishment of a Pre-School

Ministry of Education

Brades

Montserrat

This application form must be filled in triplicate (3) and black ink used to print in the necessary information. All applications must be sent to the Chief Education Officer at the above address.

1. I, _____, hereby make an application for a permit to operate an Early Childhood Care and Development Centre named

(PRINT NAME OF CENTRE)

Located at _____, to be operated at

(FULL ADDRESS/POSTAL ADDRESS)

on the following days of the week _____

between the hours of _____.

I can be contacted at _____ or _____ or

(Fixed Line)

(Mobile No.)

(Facsimile)

2. I certify that the particulars which are given hereunder are correct.

1. Capacity of Centre _____

2. No. of boys enrolled _____
No. of girls enrolled _____

3. Age Range

Males under 2

Females under 2

Males 3 – 5

Females 3 – 5

Other

4. I have met all requirement

Yes No

5. My qualifications are:

1. A degree in Early Childhood Education
2. A degree in Social Work
3. A diploma in Early Childhood Education
4. A Certificate in Early Childhood Education
5. NCTVET Certification Early Childhood Education
6. Other (Specify) _____

Please enclose a certified copy of your certificate (s).

6. **INFORMATION ON BUILDING**

1. Type of building

- wooden structure
- concrete structure
- single storey building
- two storey building
- Other _____

2. Area of building _____sq ft.

3. No of age appropriate toilets. MALE _____ FEMALE _____

4. No of showers. SHOWER _____ TUB _____ OTHER _____

5. No of age appropriate basins in toilet _____

6. No of age appropriate hand basins in activity area _____

7. No of staff toilets _____

8. No of doors. FRONT _____ REAR _____ SIDE _____

9. No of windows. FRONT_____ REAR_____ SIDE_____

7. (i) Area of outdoor space _____sq ft.

(ii) Is the area enclosed? Yes No

8. First Aid Kit? Yes No

9. Fire Extinguisher? Yes No

10. **MISSION STATEMENT** (PLEASE INCLUDE BELOW)

11. a) Persons identified to be on Staff

NAME	AGE	QUALIFICATION	SEX

Please enclose copies of their certificates.

12. Persons identified to be volunteers at the Centre

NAME	AGE	QUALIFICATION	OCCUPATION

13. Have you verified their Police Certificate of Character? Yes No

14. The Centre has been inspected by the Public Health Department.

Yes No

If yes, please enclose the Inspection Certificate.

15. I will comply by sending the following to the Ministry of Education

1. Term reports
2. Monthly attendance
3. Number and Qualification of Staff
4. Schedule of activities
5. End of year reports

16. Date on which the centre is to be opened _____.

17. I, _____, will be held responsible for complying with the requirements of the Education Act, Regulations and Standards as laid out by the Government of Montserrat.

NAME OF OWNER (PLEASE PRINT)

DATE

SIGNATURE OF OWNER OF THE CENTRE

NAME OF ADMINISTRATOR (PLEASE PRINT)

DATE

SIGNATURE OF ADMINISTRATOR

Annex 11
Application Form Template.
ROYAL MONTSERRAT POLICE

TO: Commissioner of Police

APPLICATION FOR A POLICE CERTIFICATE OF CHARACTER

Name/Surname

Christian Name

Passport or Permit Number

Country Passport Issued Date

Nationality Date of Birth..... Sex

Period of Residency (*if applicable*)

Present Address

Permanent Address (*Country of Origin*)

.....

Have you ever been convicted for any offences?

In Montserrat

Elsewhere

If yes, give particulars

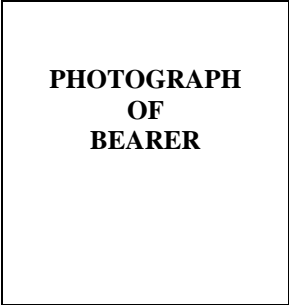
.....

Father's Name

Mother's Name

State reason in full for requiring certificate - *travelling as a visitor, student or immigrant*

.....



Signed by applicant

.....

Date

Counter signed (officer)

Annex 111
Profile of Person providing care and Learning

The following have been indicated.

- A warm, nurturing, pleasant and caring disposition
- Good interpersonal and communication skills
- Good physical and emotional health, sound mind and character
- Good deportment and appropriate behavior modeling for children
- Tolerance and acceptance of individual differences
- Energy, flexibility and creativity
- An understanding of child development
- Can foster strong relationship with colleagues, parents and community
- Fully understand and appreciate the differences in children.
- Staff requires completion of secondary education.

Annex 1V
Requirements for Establishing a Preschool
Ministry of Education
Brades
Montserrat

It is a requirement of the Education Act No 1 of 2004 Part 2 Section 86 (1) Application for permit, page 72 section 90 states that:

“No person may operate a private educational institution to which this Act applies unless he is the holder of a permit issued by the Governor-in-Council, for the institution and the educational services of one or more categories of educational services mentioned in section 88”

Requirements for the establishment of Early Childhood Education Center

1. Proof of ownership/lease/rent of building.
2. Certificate of inspection from Ministry of Planning.
3. Certificate of inspection from Public Health.
4. Inspection letter from the Education Officer, Early Childhood Education acting on behalf of the Minister of Education.
5. Application form completed and supported by documents submitted to the Minister of Education through the Education Officer, Early Childhood Education
6. A floor plan and intended use.
7. Proof of training of Head Practitioner and staff
8. Copy of mission statement/vision.
9. Permit Certificate.
10. List of equipment to meet the standards of the programme.
11. Copy of the Education Act and demonstration of the understanding of the Act.
12. Copy of the ECD Curriculum.
13. Policies for admission of children – found within your handbook.
14. Policies for employment of Staff (An Employee Handbook).
15. Networking plan – contact with other ECD Centres, Ministries.
16. Evidence of the management structure for the Centre – Board of Management, Parent Teacher Association or Board of Directors.
17. Evidence of funding source to sustain the Centre.

18. Financial Plan for the Centre.
19. Evidence to demonstrate the need for the establishment of the Centre.
20. Required to check the Register of Names of ECD Centres with the Education Officer, Early Childhood to avoid duplication of names.

Annex V
Change of Ownership Form

Name of school _____ License # _____

Name of Owner _____

Address of School _____

Address of Owner _____

Start date of school _____

Number of Children _____ Male _____ Female _____

I, _____ do hereby inform the Ministry of

Education that commencing on _____, I am selling/leasing

my preschool operation to _____ of

_____ who can be contacted at telephone

number _____, or mobile number _____

Name(Please Print) _____

Signature _____ Date _____

Witnessed _____ Date _____

Annex V1
Code of Conduct

1. All members of staff must at all times be a role model to the students, parents and school community.
2. The highest level of confidence will be observed at all times.
3. No persons with previous convictions that are undisclosed will be appointed to the staff.
4. No one convicted of drug trafficking child molestation or abuse will remain on staff.
5. Respect for each other will be expected.
6. Members are expected to resolve conflict in an amicable manner and will at all time respect authority and self.
7. Staff will at all time conduct themselves in a manner which reflects the values and principles of the school.
8. When unable to attend work, staff will inform the administrator as early as possible to diminish the amount of disruption to the school.
9. Staff will demonstrate the highest level of commitment, honesty and integrity to the organization.
10. Staff will be present at all activities as is possible.
11. Staff will deliver the teaching learning process with dedication and commitment.
12. Staff will be fair to all parents and students.
13. Staff must be present at least an hour before the commencement of school and use time wisely to conduct school business.
14. Staff must be warm and friendly towards children, parents and community.

Annex V11

Dress Code

Policy:

Preschool teachers are expected to model the correct attitude and behaviours at all times to students, parents and the community in general. Therefore, the dress code or daily attire is critical to setting the right tone.

Daily Dress:

1. The teacher is expected to wear comfortable attire – pants, skirt or dress - which will allow him/her to be comfortable to carry out age/stage activities.
2. When jeans are worn, if worn on a Friday, these must allow for free movement.
3. No spaghetti (thin) strap blouses or dresses must be worn to school.
4. Where the school has T-shirts with the school logo, these may be worn on the designated days agreed by all.
5. Shoes must be worn at all times, and these must be appropriate for the designated activities. Tennis-type shoes are most appropriate.
6. Hairstyles must not pose an obstruction to the activities which must be carried out.
7. Nails must be worn at a length which will not pose a problem to the health and safety of children.

Annex V111

Disciplinary and Grievance Procedure

Rationale

Students, parents and staff must be assured that they have redress to their concerns.

Procedure

1. Establish the rules with all concerned
2. Where one is dealing with an employee, as in the case of performance, explain what improvement is required from the assessment.
3. Investigate all matters before taking action.
4. Deal with minor misconduct informally. For more serious incidents, deal formally and request time to see the employee.
5. The employee may wish to be accompanied by someone; allow it. Explain to the employee/parent/child their right to be heard and accompanied, if they so desire.
6. Be sure that rules cover
 - i. Behaviour
 - ii. Work performance
 - iii. Time keeping
 - iv. Fee payment
7. Be sure that all concerned are aware of procedures.

Annex 1 X

Areas to be Covered in Parenting Handbook Content

It is wise to develop this Parenting Handbook in collaboration with staff and parents and members of the PTA executive and other relevant persons who are closely linked to the centre.

The content of the Parenting handbook shall be as follows

Mission statement

Vision statement

Goals

Introduction

Programming Philosophy

Arrival and Departure Time

Curriculum

Discipline

Fees and Finance policy

Parental Involvement

Uniform Design (if any)

Field Trips

School Rules and Regulation

Annex X
Report Form Child Abuse Template

Child's Name.....

Sex..... Age.....

Address

Parents'/Guardian's Name.....

Observer	Observation Date	Conditions Observed	Comments	Reported to	Action Taken

Next Step

- Community Service
- Communication with parents
- Communication with District Nurse
- Further Observation
- School Counselor
- School Psychologist

Action taken should be done by trained professionals
Teacher should report to the head teacher who makes referral to Community Services, school counselor or school psychologist

Annex X1
Consent Forms for Field Trips

Field Trip Permission and Liability Release

Name of Pre-school _____

Supervisor _____

Date ___/___/___

I, _____ give permission for my child
_____ to attend the field trip (s) offered by his/her pre-school.

The undersigned parent (s), in consideration for having my child participate in student activities requiring transportation away from the premises of the school, agree to release the school, supervisor, staff and facilitators from any and all claims and liability for personal injury, death or property damage which may occur in conjunction with this transportation.

Name _____ (PLEASE PRINT)

Home Phone _____ Work Phone _____

Signature _____
(Parent; Legal guardian)

Date ___/___/___

Annex X11

Nutrition Policy

Rationale

Nutrition in early childhood has been found to influence growth activity, intellectual and emotional development.

Food, as is well known, is important at every stage of life, however, the quality of food is critical for the normal development of each individual. Food attitudes and habits are well established from the commencement of life. Therefore, a healthy well-balanced nutritional diet is important for each individual regardless of ethnicity. Poor nutrition has been linked to diseases such as obesity, heart disease, cancer, hypertension, diabetes and others. The formation of the correct attitude to eating right can be nurtured in a child from a very tender age.

It must also be bourn in mind that children do have food allergies and intolerance must be taken into consideration when dealing with the nutritional needs of the individual child.

Aim

The policy aims to:

- Align this with the Ministry of Health and Nutrition Policy
- Provide ongoing education and promote wellness and good nutritional habits
- Encourage a positive attitude towards developing healthy eating habits
- Provide opportunities to cater for individual differences and requirements
- Support the Wellness Revolution as announced by the Prime Minister

Policy Implementation

At school.

To guide children towards these aims:

- Drinking water must be available at all times and children should be encouraged to drink at regular intervals.
- Encourage parents to pack healthy foods and water in children's lunch packs.
- Encourage children to drink milk and provide milk for the less fortunate.
- Conduct programmes on health eating and nutrition with the assistance of the Nutrition Dept.
- Snack and meal times are established to support and encourage healthy diets, enhance the child's development by encouraging independence and social skills.
- Meal times are established as relaxed pleasant periods to meet the needs of the child.
- The use of food/taking away of meal times is not promoted as punishment, reward or bribes.
- Concerns about observed food attitudes must be communicated to the administrator and parent.
- Staff are encouraged to be role models to the children therefore they are encouraged to model their eating habits to children; eating fruits and vegetables at snack and meal times.

- Avoid promoting the frequent eating of fried foods as snacks and main meals.
- Kitchen areas are clean, sanitized and free from pests and rodents.
- Facilities are available for the safe storage of food.
- Facilities for washing of hands for both staff and students are available.
- Workshops for parents on the preparation of cost effective, healthy, age-appropriate meals are conducted.
- Mealtimes are learning opportunities for children.
- Make meals look attractive to the children.

Annex X111 Transition Policy

Rationale

Why is this policy needed?

Objectives

Procedure

1. What are the induction procedures for parents/children?
2. Are families welcome at the centre?
3. Is there a need for appointments?
4. How are children settled?
5. Are there clear procedures developed at the centre which are also understood by all staff members?
6. What practices do you discourage (e.g. leaving without saying goodbye)?

Transition from Pre-school to Primary K

- At what point in time are parents consulted as to their school choices for the 4+ level?

Transition from one level to another

Procedure

1. At what time do you conference with parents?
2. How do you prepare staff for this conference?

Transition from your school to another

How do you deal with parents who want to transit out of your school to another?

1. What is required?
2. What do you do?

Transition policies are done in collaboration with the preschools, the receiving Primary school and parents. An orientation programme must also be planned as children are about to transit from one level to the next or from one school to another.

Annex X1V

Early Childhood Developmental Checklist

Child's Name _____ Date of birth _____

Observing Staff _____

Ages 0-14 months

GORSS MOTOR				Comments
Term 1	Term 2	Term 3		
			Rolls from stomach to back	
			When pulled to sit up, head is steady	
			Able to lift shoulders off mat while on stomach	
			Sits with support	
			Rolls from back to stomach	
			Sits without support	
			Creeps or crawls	
			Pulls self to stand	
			Stands alone	
			Walks with assistance	
			Begins to creep up stairs	
			Squats to recover toy	
			Walks well	
			Lifts head	

FINE MOTOR				Comments
Term 1	Term 2	Term 3		
			Grasps objects	
			Places object in mouth	
			Transfers object between hands	
			Bangs toy to play	
			Drops toy to play	
			Reaches for toy dropped	
			Holds cup with 2 hands	
			Uses thumb and index finger to grasp	
			Begins to feed self	
			Reaches for objects	

LANGUAGE				Comments
Term 1	Term 2	Term 3		
			Coos	
			Laugh aloud	
			Babbles	
			Attempts to imitate sounds	
			Understands No	
			Says “mama or dada”	
			Says 1-3 words	
			Turns head in the direction of noise	

COGNITIVE				Comments
Term 1	Term 2	Term 3		
			Looks at objects in hand	
			Responds to facial expressions	
			Responds to simple directions	
			Replaces objects in container, then takes them out	
			Recognizes people	
			Eyes follow moving object	

SOCIAL EMOTIONAL				Comments
Term 1	Term 2	Term 3		
			Enjoys play	
			Recognizes parents and main caregiver	
			Discriminates strangers	
			Recognizes names	
			Enjoys looking at self in mirror	
			Enjoys playing peek-a-boo	
			Shows emotions (happy, sad, angry)	
			Waves bye-bye	
			Plays alone	
			Has a spontaneous social smile	

KEY: **A..Always** **S...Sometimes** **N... Never**

Child's Name _____ Date of birth _____

Observing Staff _____

Ages 14-36 months

GORSS MOTOR				Comments
Term 1	Term 2	Term 3		
			Recovers toy from floor without falling	
			Pulls a pull toy while walking	
			Climbs stairs	
			Closes doors	
			Seats self on chair	
			Attempts to walk backwards	
			Climbs down stairs	
			Moves body to music	
			Kicks ball	
			Jumps with both feet	
			Bends at waist to retrieve objects	
			Stands on one foot with hand held	
			Walks on tiptoe	
			Balances on one foot for a second or two	
			Walks alone	

FINE MOTOR				Comments
Term 1	Term 2	Term 3		
			Stacks 2-4 blocks	
			Places rings on stick	
			Uses spoon	

			Drinks from only a cup	
			Scribbles with large crayon	
			Removes shoes and socks	
			Unzips large zipper	
			Opens doors	
			Turns pages of book	
			Strings 4 large beads	
			Washes and dries hands	
			Attempts to draw circles and straight lines	
			Pours from a small pitcher	

LANGUAGE				Comments
Term 1	Term 2	Term 3		
			Points to objects when asked	
			Points to one or more body parts	
			Understands prepositions such as on, in	
			Follows one-part directions	
			Says own name	
			Has a vocabulary of about 50 words	
			Says “Mine” and “No”	
			Answers some basic questions	
			Points to common objects in pictures	
			<i>Understands no, don’t and can’t</i>	
			Knows simple rhymes and songs	
			Asks what, where and why questions	
			Shows frustration when not understood	
			Uses plural	
			Has a vocabulary of about 100-300 words	

COGNITIVE				Comments
Term 1	Term 2	Term 3		
			Imitates actions and words of adults	
			Looks at pictures in a book	
			Follows two-part directions	
			Matches two similar objects	
			Stacks rings on peg in order of size	
			Recognizes self in mirror	
			Recognizes simple shapes	
			Anticipates the need to urinate or defecate	

SOCIAL EMOTIONAL				Comments
Term 1	Term 2	Term 3		
			Responds to “no” by peers or adults	
			Refers to self by name	
			Plays side by side with other children	
			Believes all toys are his/her own	
			Observes other children playing together	
			Participates in simple group games and activities	
			Knows own sex	

KEY

A – Always

S – Sometimes

N – Never

Child's Name _____ Date of birth _____

Observing Staff _____

Ages 3 – 5 Years

GORSS MOTOR				Comments
Term 1	Term 2	Term 3		
			Stands on one foot for 3 seconds	
			Walks up stairs alternating foot	
			Throws ball over hand	
			Broad jumps	
			Pumps self on a swing	
			Walks backwards toes to heels	
			Skips	

FINE MOTOR				Comments
Term 1	Term 2	Term 3		
			Uses scissors	
			Copies circle, line and cross	
			Zips zippers and buttons	
			Draws person with at least two body parts	
			Attempts to write own name	
			Dresses self after toileting	
			Serve self at snack and meals	
			Cleans up after self at meals	
			Cuts easy foods with knife	
			Laces shoes	

LANGUAGE				Comments
Term 1	Term 2	Term 3		
			Identifies more than five body parts	
			Asks questions	
			Has a vocabulary of 500 words or more	
			Counts to 12	
			Follows three-part directions	
			Tell stories	
			Joint sentences together	
			Asks when, how, and why questions	
			Has a vocabulary of 1000 words	
			Recalls facts in a story in sequence	

COGNITIVE				Comments
Term 1	Term 2	Term 3		
			Builds 8 to 10 blocks tower	
			Matches colours	
			Expresses 4 primary colours	
			Repeats 3 digits	
			Knows home telephone number	
			Knows where he/she lives	
			Begins to rhyme words	
			Make up words	
			Matches pictures to similar objects	
			Identifies a few letters of the alphabet	
			Talks about yesterday, today and tomorrow	
			Knows full name	

SOCIAL EMOTIONAL				Comments
Term 1	Term 2	Term 3		
			Identifies own sex	
			Begins playing cooperatively with others	
			Separates from parents easily	
			Enjoys playing make believe and dramatic play	
			Enjoys dramatic play with dolls	
			Is able to take turns	
			Enjoys making jokes and exaggeration	
			Able to problem solve simple situation	
			Shares fear in conversation and dialogue	
			Is able to identify and communicate feelings	

KEY

A – Always

S – Sometimes

N – Never

Annex XV
Annual Appraisal
PRE-SCHOOL STAFF ANNUAL EVALUATION

Does staff keep families information confidential? _____

Does staff practice positive personal hygiene? _____

Does staff present a professional image? _____

Does staff conduct herself/himself professionally? _____

Is staff reliable? _____

Is staff punctual? _____

Does staff show up for work regularly? _____

Does staff have a good relationship with co-workers? _____

Does staff have a good relationship with administration? _____

Does staff have a good relationship with the parents? _____

Does staff abide by all preschool policies? _____

Does staff accept criticism gracefully? _____

Has staff attended zonal meetings this year? _____

Has staff completed the required annual training? _____

Does staff plan lessons in advance? _____

Does staff have control of the classroom? _____

Does staff attend ongoing training workshops? _____

Annex XV1
Medical Administration Form

-
MEDICAL ADMINISTRATION
-

Date: _____

Child's Name: _____

Dates Medication to be administered: _____ to _____

I hereby give permission to _____ to administer the
(Name of School)
following medication to my child on the specified date (s).

Parent Signature: _____

Observation

- Drowsy Cranky Cries

Irritable Runny Eyes

- Nauseating

Other _____

Annex XV11 (a)
Daily Register and Attendance Form

Term _____
 Week _____

For week ending _____

Date: _____													
No.	Name			M	A	M	A	M	A	M	A	M	A
	Surname	First Name	Initials										
Total Attendance													

Annex XV11 (b)
Accident Form

Name of Child.....

Age.....

Time of Accident..... a m/p m

DATE	Nature of Accident	Action taken	By whom taken	Signature

**Annex XV111 (d)
Complaints Grievance Form**

Definitions

A complaint is an employee's formal expression of disagreement or dissatisfaction with aspects of employment such as working conditions, hours of work, environment, relationships with supervisor and/or other employees, or policies or decisions of the department considered by the employee to be inappropriate, harmful, or unfair.

A grievance is an employee's formal expression of disagreement or dissatisfaction with an adverse personnel action involving a decrease in salary, demotion, suspension without pay and/or discharge.

Section 1: To be completed by employee. Fill in all field Today's Date:

Employee Name:	Social security #
Address:	Address of School
Job Title:	Department:
Supervisor:	Date of Employment
Contact Phone #:	Email address:

Please indicate the nature and date of the alleged issue(s); names of person(s) involved, and any background information that you believe to be relevant to this Complaint.

As a resolution to my complaint, I am requesting the following corrective action.

Employee's Signature:.....

NOTE: Please file your complaint directly with the responsible party associated with the stage of your complaint. If you are dissatisfied with the response you receive or you do not receive a response within the applicable timeframes (10days) it is your responsibility to move the complaint to the next stage. Please contact the EO ECE as the next step to resolution

**Annex XV11 (e)
Field Trip Permission Form**

Name of School.....

Your child's class will be attending a field trip to: _____

<i>Date</i>		<i>Time</i>	
<i>Location</i>			
<i>Cost</i>			
<i>Transportation</i>			
<i>Notes</i>			

Please return this permission slip by: _____

I give permission for my child _____ in _____
to attend the field trip to _____ on _____
from _____ to _____
Enclosed is \$ _____ to cover the cost of the trip. (Exact cash or check made payable to school.)

In case of an emergency, I give permission for my child to receive medical treatment. In case of such an emergency, please contact:
Name _____ Phone _____

Parent/Guardian Signature _____ Date _____

Annex XV11 (f)

Authorization To Pick Up Student.

To..... date.....
(PRINT NAME OF Lead Practitioner/ practitioner)

Ihave given consent to Miss/ Mr
(PRINT name of parent() / guardian)

/Mrs.....to collect my child from school on my behalf.
(PRINT name of Person)

I can be contacted atin the event you wish to verify.
(Telephone number)

Name of parent(s) PRINT

Address.....

Signature.....

Annex XV111

List Of Equipment and Protective Gear

The following list of Equipment should form part of the centres list:

1. Fire extinguisher
2. Cookers
3. Fans
4. Electric kettle
5. Dust masks
6. Latex Gloves in various sizes
7. Aprons in various sizes
8. Weed wackers where grass has to be maintained
9. Goggles / visors
10. Garden Gloves
11. Mop and mop buckets
12. Sanitizing fluids
13. Caps/ hair nets for cooks
14. Goowns/ coats for those attending to babies.

Annex X1X

Written Emergency Policy Procedure

Rationale

Every centre is required to have written procedures which would assist staff in responding to emergencies.

Development of Policies, should be done in collaboration with Montserrat Disaster Coordination Agency, Fire Service and the police Force. these agencies are well placed to provide support in the crafting of policies as they relate specifically to Montserrat.

Following the development of these polices staff, parents and children must be made familiar with the application of these polices. Practice drills must be done so that response and knowledge become part of the centre.

These policies and procedures must

1. Be posted on the Parent Information Board (**PIB**) so that parents and visitors are aware of the procedures.
2. Administrators must develop these in keeping with their specific situations
3. All emergency numbers must be posted above the telephone and on the **PIB**.
4. Time must be set aside to review emergency procedures annually.

Annex XX (b)

Accident Log Book Format

This hard cover book will contain a weekly summary of all accidents which have occurred within the institution. This serves as a level of accountability by the administrator and is presented to the Education Officer during the time of inspection.

LOG

- **FIRE**
- **ACCIDENTS TO CHILDREN**
- **ACCIDENTS TO STAFF**
- **PHYSICAL STRUCTURE**

The log can be ruled in this manner:

DATE	Nature of Accident	Comment	Action	Signature
FIRE				
CHILD				
TEACHER				
OTHER				

Annex XXI

Content of First Aid Box

The First Aid Kit must have at all times the following supplies which must be in sufficient realistic amounts:

1. Surgical gloves/rubber gloves
2. Hydrogen Peroxide
3. Filter Masks (*sizes appropriate to adults and ages of children*)
4. Cotton gauze bandage wrap – 1.5”; 3” wide
5. First aid tape
6. Cotton gauze pads
7. Regular band aids
8. Cotton swabs or Q-tips
9. Benadryl
10. Needle and thread
11. Tweezers
12. Thermometer – standard; digital
13. Eye rinse solution
14. Isopropyl (Rubbing) alcohol
15. Alcohol or antiseptic wipes
16. Bandage for sling
17. Vaseline
18. Safety pins
19. Scissors
20. Butterfly bandages
21. Tincture of Iodine
22. Insect repellent
23. Antibiotic cream (triple antibiotic ointment)
24. Hydrocortisone cream
25. Cold packs
26. Small flash light

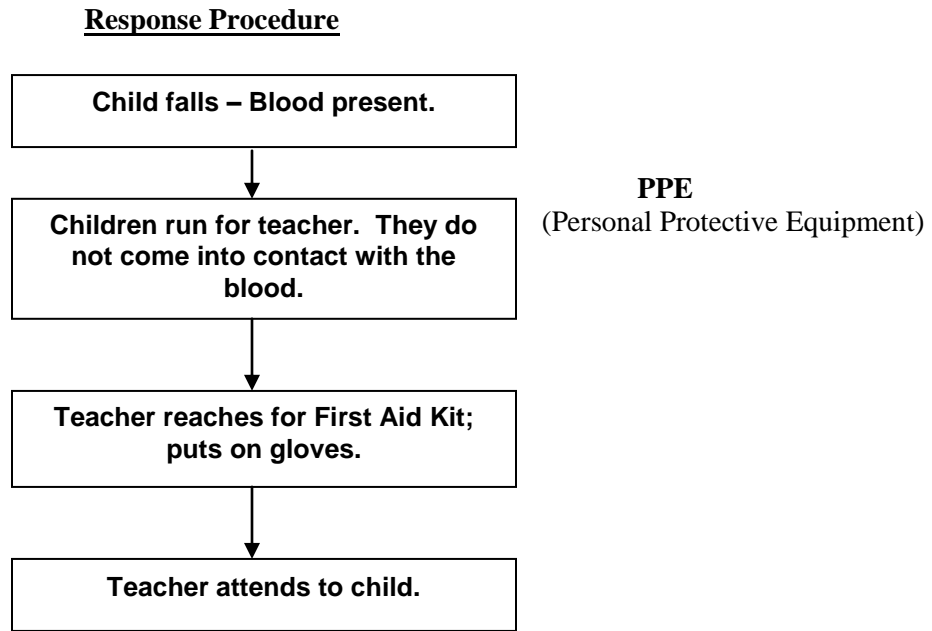
Annex XX11
Policy on Handling Blood and Body Fluid

Many school personnel are concerned about the spread of HIV/Aids which can be spread through blood and body fluids when an accident occurs.

To avoid discriminatory procedures, it is best if all preschools have a clear policy and that Lead practitioners are familiar with the WHO Universal approach to handling blood.. This safe guards not only the children, but the staff as well.

Policy: Personnel will adhere to procedure guidelines when responding to blood.

1. Be sure to have all children understand why they are to respond in this manner.



2. Protective gloves must be worn in respond to blood (burst heads, nose bleeds, handling clothes soiled by incontinence, cleaning small spills of urine by hand).
3. Care is taken to dispose of gloves and other material used.
4. Avoid using recycled material.
5. Treat all students/Staff as if infected.
6. Wash hands after removal of gloves with strong hand disinfectant/germicide for at least 10 seconds, then soap and water. This prevents exposure to other pathogens.

7. When vomit has been dealt with, disinfect the floor with bleach.
8. On a daily basis, lavatory seats or potties must be disinfected/sanitized.
9. Any clothing soiled with blood should be bagged and sealed and given to parents.
10. Where a staff member or other child's clothing has been soiled, these must be washed with germicide/bleach and dried.

**Annex XXIV
Cleaning Schedule**

Cleaning schedule at the centre is essential to ensure that at all times the highest level of sanitation is maintained. The administrator will hope that the caretaker/cleaner will maintain the schedule. Precaution must be taken to ensure that the persons responsible for cleaning understand and can value the reason for this schedule.

	DAYS OF WEEK	Bathroom	Toilet	Kitchen	Classroom	Sleep Area	Outdoor	Other
1	Monday							
2	Tuesday							
3	Wednesday							
4	Thursday							
5	Friday							

ACKNOWLEDGEMENT

I wish to express sincere thanks to the Management Team of the Ministry of Education for their time and support during the consultation period. Your very presence at the Town Hall meeting as well as at the consultation on the draft document was a strong indication of your commitment to this subsector.

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To the numerous stakeholders- parents, practitioners, civil society who attended the Town Hall meetings I say thank you for your input into shaping this document. To the other stakeholders, who attended the one day consultation on the draft document, your presence, involvement and feedback were greatly appreciated. Your attendance was indeed a clear indication that you have a deep and shared interest in the future generation of Montserrat. To each and every one of you I say thank you.

There are persons who sent in individual comments before and after the consultation, I am deeply thankful to you. Your comments have helped shaped this document .

The media have played a significant role in sensitization of the population, I thank each and every one of you who hosted programs to bring the issue of early childhood to the people of Montserrat and afforded them an opportunity to voice their thoughts as well as ask questions. You have truly demonstrated that you understand your role as a medium of education. I say a thank you and encourage you to continue the good work

Finally , I say thank you to UNICEF ECE Specialist , for her support and feedback and to UNICEF for affording me the opportunity to work on this document.

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