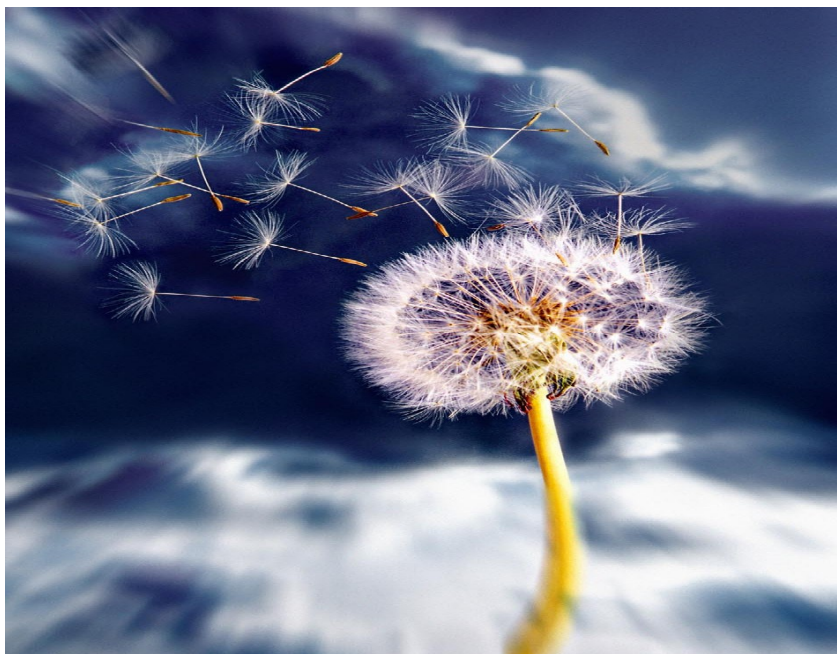


Akkreditering: Internationale erfaringer Bilag 2 - dagtilbud.



November 2008

Revision.Skat.Consulting.Financial Advisory.



Denne rapportes anvendelse

Denne rapport er alene udarbejdet til Deloitte's opdragsgiver ud fra det givne opdrag. Deloitte påtager sig intet ansvar for andres anvendelse af rapporten. Kopiering af rapporten, helt eller delvis, må i hvert enkelt tilfælde kun ske med følgende tydelige kildeangivelse "Finansministeriet, Velfærdsministeriet m.fl., Akkreditering – internationale erfaringer, Deloitte 2008".

Kontakt

Spørgsmål til denne rapportes indhold kan stiles til:

- Mette Lindgaard, partner, telefon 3610 2652
- Morten Ry, partner, telefon 3610 2656

Om Deloitte Business Consulting – Fra idé til virkelighed

Deloitte Business Consulting fokuserer på udvikling og effektivisering af kundernes organisation, kerneprocesser, økonomistyring og it for at bidrage til realisering af kundernes strategiske målsætninger. Vi kender den offentlige sektor til bunds og kombinerer vores faglige kompetencer med evnen til at lede, styre og gennemføre projekter i et politisk miljø. Det kan være som rådgivere eller som ansvarlige for processer fra idéstadiet til implementering. Deloitte er Danmarks største revisions- og rådgivningsfirma. Vi er en del af den globale virksomhed Deloitte Touche Tohmatsu med 165.000 medarbejdere på verdensplan. Vi udvikler og deler viden på tværs af kontorer i mange lande. Inspirationen fra udlandet kombineret med systematisk metodeudvikling på tværs af landegrænser sikrer, at vores løsninger altid tager udgangspunkt i den seneste viden. Det er forudsætningen for, at vi i dag og i fremtiden kan være en attraktiv og værdiskabende rådgiver.

Deloitte Business Consulting A/S

Tlf.: 36 10 20 30

Fax :36 10 20 40

www.deloitte.dk

Adresse

Weidekampsgade 6
2300 København S

Postadresse

Deloitte Business Consulting
Postboks 1600
0900 København C

Indholdsfortegnelse

Introduktion til bilaget.....	4
Relevante links.....	5
Dagtilbudsområdet	6
Eksempler på standarder.....	6
1.1. Australien.....	6
1.3. England	23
1.4. USA - COA.....	31
1.5. USA - NAEYC	50
Eksempler på processer og rapporter.....	59
1.6. Australien – improvement guide mm.	59
1.7. Canada – selvevalueringstjekliste.....	66
1.8. England – inspektionsrapport	68
1.9. England – selvevalueringsrapport.....	77
1.10. Sverige – selvevalueringsspørgsmål.....	108
1.11. Australien - spot checks	112
1.12. England – guidance on writing early years inspection reports.....	116
1.13. Canada – testimonials	126

Introduktion til bilaget

Nærværende bilagsmateriale er samlet i forbindelse med kortlægningen af internationale erfaringer med akkreditering på plejebolig- og dagtilbudsområdet. Dette bilag indeholder eksempler fra dagtilbudsområdet.

Bilaget skal ses som et opslagsværk, som kan anvendes, hvis der ønskes yderligere inspiration fra de internationale akkrediteringsmodeller.

Indledningsvis er der en liste over links til hjemmesider for de modeller, som er inddraget i rapporten. Bilaget følger herefter strukturen fra rapporten, og for hvert land er medtaget relevante eksempler på fx standarder, procesbeskrivelser, akkrediteringsrapporter, selvevalueringsmodeller, analyser af akkreditering m.m. Der er ikke tale om en udtømmende beskrivelse af modellerne, men et udvalg af eksempler, som kan illustrere modellernes opbygning og funktion.

Hvor der er tale om meget omfattende standarder og indikatorer, er der således udvalgt et eksempel for hvert standardområde eller en karakteristisk standard for den konkrete model.

Relevante links

	Modeller på dagtilbudsområdet	Links
UK	The Office for Standards in Education, Children Services and Skills (Ofsted)	www.ofsted.gov.uk/
Australien	National Childcare Accreditation Council (NCAC)	www.ncac.gov.au/
Canada	Alberta Association for the Accreditation of Early Learning and Care Services (AELCS)	www.abccaccred.ca
Sverige	Kommunalt samarbejde (Våga Visa)	infobanken.nacka.se/mh_utbildning/vaga_visa
USA	National Association for the Education of Young Children (NAEYC)	www.naeyc.org
	Council on Accreditation (COA)	www.coastandards.org

Dagtilbudsområdet

Kapitlet omfatter en række standarder fra Australien, Canada, England, USA og Sverige¹. Derudover omfatter kapitlet udvalgte processer og eksempler på rapporter ligeledes struktureret efter lande.

Eksempler på standarder

1.1. Australien

QIAS - 7 Quality Areas and 33 Principles

Page Contents:

1. Staff Relationships with Children and Peers
2. Partnerships with Families
3. Programming and Evaluation
4. Children's Experiences and Learning
5. Protective Care and Safety
6. Health, Nutrition and Wellbeing
7. Managing to Support Quality

Quality Area 1 - Staff Relationships with Children and Peers

- Principle 1.1: Staff interact with each child in a warm and friendly way
- Principle 1.2: Staff guide each child's behaviour in a positive way
- Principle 1.3: Staff initiate and maintain respectful communication with each child
- Principle 1.4: Staff respect each child's background and abilities
- Principle 1.5: Staff treat all children equitably
- Principle 1.6: Staff communicate effectively to promote respect and professional teamwork

Top

¹ Standarderne for Sverige indgår i selvevalueringen, der er indsat under eksempler på processer og rapporter.

Quality Area 2 - Partnerships with Families

- Principle 2.1: Staff and families communicate effectively to exchange information about each child and the centre
- Principle 2.2: Staff encourage family participation and involvement in the centre
- Principle 2.3: The centre has orientation processes for children and families

Quality Area 3 - Programming and Evaluation

- Principle 3.1: The program reflects a clear statement of centre philosophy
- Principle 3.2: Each child's learning is documented and is used in planning the program
- Principle 3.3: The program assists each child to be a successful learner

Quality Area 4 - Children's Experiences and Learning

- Principle 4.1: Staff encourage each child to make choices and participate in play
- Principle 4.2: Staff promote each child's ability to develop and maintain relationships
- Principle 4.3: Staff promote each child's language and literacy abilities
- Principle 4.4: Staff promote each child's problem solving and mathematical abilities
- Principle 4.5: Staff promote each child's enjoyment of and participation in the expressive arts
- Principle 4.6: Staff promote each child's physical abilities

Quality Area 5 - Protective Care and Safety

- Principle 5.1: Staff act to protect each child
- Principle 5.2: Staff supervise children at all times
- Principle 5.3: Staff ensure that potentially dangerous products, plants and objects are inaccessible to children
- Principle 5.4: The centre ensures that buildings and equipment are safe
- Principle 5.5: The centre promotes occupational health and safety

Quality Area 6 - Health, Nutrition and Wellbeing

- Principle 6.1: Staff promote healthy eating habits
- Principle 6.2: Staff implement effective and current food safety and hygiene practices
- Principle 6.3: Staff encourage children to follow simple rules of hygiene
- Principle 6.4: Staff ensure toileting and nappy changing procedures are positive experiences
- Principle 6.5: Staff support each child's needs for rest, sleep and comfort
- Principle 6.6: The centre acts to control the spread of infectious diseases and maintains records of immunisations

Quality Area 7 - Managing to Support Quality

- Principle 7.1: Written information about the centre's management is readily available to families
- Principle 7.2: Written information about the centre's management is readily available to staff
- Principle 7.3: Staffing policies and practices facilitate continuity of care for each child
- Principle 7.4: Management provides professional development opportunities for staff

OSHCQA - 8 Quality Areas and 30 Principles

Page Contents:

- 1.Respect for Children
- 2.Staff Interactions and Relationships with Children
- 3.Partnerships with Families and Community Links
- 4.Programming and Evaluation
- 5.Play and Development
- 6.Health, Nutrition and Wellbeing
- 7.Protective Care and Safety
- 8.Managing to Support Quality

Quality Area 1 - Respect for Children

- Principle 1.1: Staff foster self esteem and confidence in children

- Principle 1.2: Staff respect the diversity of children's backgrounds and abilities and accommodate the individual needs of each child
 - Principle 1.3: Children are treated equitably
-

Quality Area 2 - Staff Interactions and Relationships with Children

- Principle 2.1: Staff communicate effectively with each other and display professionalism, teamwork and mutual respect
 - Principle 2.2: Staff create a responsive and inclusive atmosphere and relate to children in a warm and friendly manner
 - Principle 2.3: Staff guide children's behaviour in a positive way
-

Quality Area 3 - Partnerships with Families and Community Links

- Principle 3.1: The service is responsive to the interests of families and encourages participation in the operation of the service
 - Principle 3.2: The service actively seeks to build links with the community
 - Principle 3.3: The service is responsive to diverse community needs
-

Quality Area 4 - Programming and Evaluation

- Principle 4.1: Programs reflect a clear statement of service philosophy and a related set of service goals
 - Principle 4.2: Programming caters for the needs interests and abilities of all children
 - Principle 4.3: Staff work collaboratively with children to plan and implement experiences
 - Principle 4.4: Programs are evaluated regularly
-

Quality Area 5 - Play and Development

- Principle 5.1: Programs encourage children to initiate and participate in play and recreational experiences
 - Principle 5.2: Programs support physical development
 - Principle 5.3: Programs support the development of life skills
 - Principle 5.4: Programs support creative and aesthetic development
-

Quality Area 6 - Health, Nutrition and Wellbeing

- Principle 6.1: Balanced and healthy eating is promoted by the service

- Principle 6.2: Staff implement effective and current food handling and hygiene practices
- Principle 6.3: The service acts to control the spread of infectious diseases
- Principle 6.4: The service plans to meet the individual health requirements of children

Quality Area 7 - Protective Care and Safety

- Principle 7.1: The service has effective policies and procedures on protective care
- Principle 7.2: The service promotes a safe environment for the children and staff
- Principle 7.3: The service promotes occupational health and safety

Quality Area 8 - Managing to Support Quality

- Principle 8.1: Management ensures the service operates within relevant legislation
- Principle 8.2: Management and staff support each other and communicate effectively
- Principle 8.3: Management has effective strategies for communicating with families
- Principle 8.4: Management has effective recruitment, orientation and induction processes for staff
- Principle 8.5: Management provides and facilitates professional development opportunities for staff
- Principle 8.6: Management ensures that grievance and complaints procedures are adhered to

FDCQA - 6 Quality Areas and 30 Principles

Page Contents:

- 1.Interactions
 - 2.Physical Environment
 - 3.Children's Experiences, Learning and Development
 - 4.Health, Hygiene, Nutrition, Safety and Wellbeing
 - 5.Carers and Coordination Unit Staff
 - 6.Management and Administration
-

Quality Area 1: Interactions

- Principle 1.1: Carers and coordination unit staff interact with all children in a warm, friendly and respectful way
 - Principle 1.2: Communication between coordination unit staff and families is effective and supports the child's placement in care
 - Principle 1.3: Communication between carers and families is effective and supports the family and child to settle into care
 - Principle 1.4: Carers' personal and family arrangements provide a positive home environment that supports the provision of family day care
 - Principle 1.5: Relationships within the scheme value diversity, teamwork, mutual respect, understanding and professionalism
-

Quality Area 2: Physical Environment

- Principle 2.1: The indoor and outdoor areas of carers' homes and play session* venues are welcoming, comfortable and child friendly
 - Principle 2.2: All children have access to a variety of interesting materials and equipment
 - Principle 2.3: Facilities used by the coordination unit are welcoming and accessible
-

Quality Area 3: Children's Experiences, Learning and Development

- Principle 3.1: Carers respond to the interests and abilities of all children in ways that support learning in a home environment
 - Principle 3.2: Coordination unit staff support children's learning through home visits and /or play sessions
 - Principle 3.3: Carers and coordination unit staff guide children's behaviour in positive ways
 - Principle 3.4: Carers and coordination unit staff promote resilience and social competence in all children
 - Principle 3.5: Carers and coordination unit staff promote physical competence in all children
 - Principle 3.6: Carers and coordination unit staff foster all children's language, literacy, curiosity, mathematical thinking and scientific exploration
 - Principle 3.7: Carers and coordination unit staff support all children's creative expression
-

Quality Area 4: Health, Hygiene, Nutrition, Safety and Wellbeing

- Principle 4.1: The environments provided for children are safe
 - Principle 4.2: Food and drink are nutritious and culturally appropriate
 - Principle 4.3: The health and safety of all children are protected
 - Principle 4.4: Nappy changing, toileting and bathing are positive experiences for children
 - Principle 4.5: Children's needs for rest, sleep and comfort are supported
 - Principle 4.6: Current State or Territory legislation relating to child protection and wellbeing is implemented consistently
-

Quality Area 5: Carers and Coordination Unit Staff

- Principle 5.1: Recruitment, selection and orientation processes for carers and coordination unit staff encourage and support the provision of a quality service
 - Principle 5.2: The scheme has a systematic process in place to monitor current practice and identify areas for continuing improvement
 - Principle 5.3: Professional development opportunities are accessed by carers, coordination unit staff and others involved in management
 - Principle 5.4: The scheme promotes occupational health and safety
-

Quality Area 6: Management and Administration

- Principle 6.1: Management practices are ethical and operate within relevant legislation
- Principle 6.2: The scheme consults and works collaboratively with all stakeholders
- Principle 6.3: The scheme has an efficient, effective and ethical process for the management of records
- Principle 6.4: The scheme has simple and transparent grievance and complaints handling procedures
- Principle 6.5: Carers and coordination unit staff are effective advocates for their service within the community and actively seek to build links with other agencies to benefit children and their families

*For the purposes of FDCQA, the term "play session" is used to describe the situation where two (or more) carers join together with their children for child focussed play experiences. Play sessions may be organised by the carers themselves or by coordination unit staff.

1.2. Canada

Part A: Outcomes for Children

Children enter the world full of potential. The extent to which a child's potential is realized is strongly influenced by early experiences. Children thrive within families and communities that protect their health and safety; nurture and respect them; and provide opportunities for involvement with caring adults, stimulating play and safe exploration of their environment. Warm, supportive and responsive interactions between adults and children help children to feel safe and encourage a sense of self-worth. Children who feel secure and valued are more likely to get along well with others, develop self-control and be able to benefit from opportunities and experiences that foster learning and optimal development.

Standard 1: Children are safe, secure, well cared for and nurtured.

When children are protected from harm and feel emotionally and physically safe, they engage in more exploration of their environment and are more willing to try new things. These activities are essential for the development of physical, social and cognitive skills.

1.1 Policies and practices support children forming secure attachments.

Building positive relationships is the core of practice.

Consistency and continuity of care are maintained.

Families are supported in their secure relationships with their children.

1.2 The child-centred environment promotes best practice.

Programs exceed minimum health and safety standards.

Licensing and monitoring reports are shared openly with parents and other stakeholders.

The program maintains an awareness of emerging best practice.

Programs initiate concrete action in response to new information about best practice in child- and family-centred environments.

Standard 2: Relationships between service providers and children are supportive and respectful.

Children who experience positive relationships with the adults in the program obtain higher scores on measures of overall social competence, get along better with other children, and have better outcomes on tests of their language and cognitive development.

2.1 Each child is treated with respect.

Child care staff treat each child with respect and consideration.

Child care staff listen to children and respond to them in a respectful, appropriate manner.

Child care staff support children's respectful peer interactions.

Child care staff acknowledge children's expressed feelings and treat their feelings as valid.

Routines, activities and interactions are responsive to children's individual backgrounds, needs, preferences and ability levels.

2.2 Interactions and communications with children are positive and supportive.

Children's independence is encouraged.

Child care staff's level of communication is adjusted to child's level of communication.

Child care staff seek children's opinions and demonstrate interest in children's perspectives.

Child care staff focus on children's capacities and strengths.

Child care staff give children the support they need to express their feelings in socially acceptable ways and to resolve conflicts.

2.3 Ongoing communication with families informs staff practice in supporting children's emotional and social needs.

Child care staff make concerted efforts to develop a partnership with families.

Child care staff actively encourage families to share their experience and knowledge about their children.

Child care staff modify the environment and their own behaviours to incorporate suggestions from families.

Standard 3: Every child's optimal development is promoted in an inclusive early learning and care environment.

Children have higher levels of social skills, language and cognitive development in programs where the adults are actively engaged with the children, where there are ample toys and other materials to use, and where the activities provided are appropriate for the children's level of development.

3.1 The early learning environment is inclusive, promoting competence, active independent exploration and learning through play.

Within age-appropriate limits, children are encouraged to make choices about their play, exploring their own interests and the environment for a significant portion of the day.

Children can choose from a variety of open-ended play experiences that support varying skill levels and interests.

Children's competence and independence are actively encouraged.

Materials for play reflect an inclusive approach to planning for a full range of diversity (e.g. ability, culture, ethnicity, family composition, gender).

3.2 Planned experiences are geared to children's interests and build on their experiences in their families and communities.

The neighbourhood experiences and cultural backgrounds of the child-

ren in the program are intentionally incorporated into planning daily experiences.

Children's interests are observed and documented and serve as the base for planning.

Routines and transitions are used as learning experiences for children.

The pace and complexity of routines is adjusted to ensure sufficient time for play.

3.3 Planned experiences promote development and learning across developmental domains.

Planning to meet developmentally appropriate outcomes through indoor and outdoor play is intentional.

Social engagement and competence are actively encouraged and promoted.

The environment promotes early literacy.

Children's creative expression is encouraged through a variety of open-ended, self-chosen experiences. There are choices of activities and choices within activities.

Children have opportunities to rest and space for privacy appropriate to their individual developmental needs.

The use of computer, TV and video technology is limited, thoughtful and intentional.

3.4 The adult is actively engaged in children's play and learning.

Play is child-directed.

Child care staff extend children's play, facilitating and guiding their exploration and discovery.

Child care staff build on children's interests in play in planning daily experiences.

Child care staff participate in, and facilitate children's play, taking on a variety of roles.

3.5 Peer learning is encouraged.

Children have an opportunity for child-directed play with others in small groups for extended periods of time.

Child care staff have realistic expectations for child-directed peer play and interactions.

Child care staff support children in developing strong peer relationships.

3.6 Children are guided as they begin to develop social and problem-solving skills and take responsibility for their own actions.

Child care staff interact with children positively in response to conflict and inappropriate behaviour.

Rules, limits and consequences are geared to the children's level of development and explained to children in language they can under-

stand.

Child care staff use naturally occurring incidents as opportunities to teach appropriate behaviours, rather than correcting behaviour.

3.7 There is regular and systematic documentation of children's growth and development.

Child care staff reflect continuously on patterns of children's development in relation to typical developmental outcomes.

Child care staff identify issues of developmental concern and initiate action.

The developmental goal-setting process is respectful of unique capabilities, developmental capacity and the family's primary role in child rearing.

Documentation is used as part of the ongoing planning process.

Child care staff celebrate developmental progress with children and families.

Part B: Outcomes for Families

The family has the primary responsibility for and is key to young children's well-being and development. To promote children's healthy development, programs must establish supportive, collaborate relationships with families based on respect, honest communication and joint decision making. Families have a right to fully participate in their children's program.

Standard 4: Families are supported as the primary caregivers for their children.

4.1 The program builds a relationship of trust with each family.

The program is family-friendly.

Child care staff actively seek out interactions with families.

There is a clear intake process, with specific information about the program's systems provided to families before they begin care.

Families feel safe in discussing issues with staff.

4.2 The program supports families in their child-rearing role and is respectful of their beliefs about child rearing.

Child care staff acknowledge and respect the family's primary role in child rearing and their right to transmit their values, beliefs and cultural heritage to their children.

Families are consulted about their needs and preferences for their children's daily experiences.

Information about child development is provided for families in an ongoing manner.

Child care staff model appropriate communication and guidance skills.

4.3 The program builds a sense of community (social networks) among the families it serves.

The program has an open-door policy and welcomes families to visit.

The program provides opportunities for families to develop relationships with one another.

4.4 The program advocates for the family in accessing needed supports.

Child care staff provide information to families about community services and social agencies.

Staff act as facilitators for families in accessing needed supports.

Confidentiality is ensured.

Standard 5: Relationships with families are supportive and respectful.

Programs rank higher on standard tests of overall program quality and the children have higher levels of social skills where there is ongoing, mutually respectful communication between the adults working in the program and the families.

5.1 Families are an integral part of the program.

The program provides opportunities for families to be involved.

Families are encouraged to express needs and preferences.

Families are provided with clear information about the program philosophy, goals, policies and practices.

Families are consulted about program philosophy, goals and objectives, and proposed program, policy or practice changes that may affect them and program effectiveness.

There are a variety of ways for families to provide input to the program.

5.2 The program recognizes the expertise of families and works in partnership with families to promote children's early learning, growth and development.

Child care staff and families share information and suggestions to support and enrich children's experiences in the program.

Child care staff provide formal and informal information to families about children's experience in the program and their developmental progress.

Proposed major changes that affect children's experiences are discussed by families and staff in advance.

5.3 There are clear, simple processes that support regular exchange of information between families and service providers.

There is regular ongoing communication between families and staff.

There are opportunities for formal and informal exchange of information.

The program responds quickly to concerns raised by families.

There is an effective method for resolving issues.

Part C: Outcomes for Staff

The adults in the program are the most important ingredient for the provision of high quality early learning and care services. Children benefit most when there is continuity of relationship with the adults, when the adults have a good understanding of child development and can translate this into practice, and when the adults feel supported and valued in their work situation.

Standard 6: Program philosophy, policies and procedures support staff in providing high quality early learning and child care services.

Turnover rates among the adults looking after the children are lower in programs where the policies and procedures provide a clear description of each person's job and responsibilities; the adults have annual performance appraisals; the adults have opportunities to have input into decision making about the program; and adults are encouraged and supported to obtain additional training.

6.1 There is a clear statement of program philosophy, goals and objectives, reviewed on an annual basis.

Statements are written in plain-language style.

Statements are easily accessible and understood by child care staff.

The review process involves the child care staff as key stakeholders.

6.2 There are clear written policies and procedures for managing day-to-day operations of the program.

There is regular and effective exchange of information between administration and staff.

Policies and procedures are based on knowledge of best practice and grounded in program philosophy.

Child care staff have a clear sense of their roles and the expectations for best practice within the organization.

The program employs sound business practices and follows generally accepted accounting principles.

6.3 Policies and procedures are clearly reflected in everyday practice.

Reflection on practice is intentional and ongoing.

Policies and procedures are developed and reviewed with staff input.

Policies and procedures are consistent with early childhood best practice standards.

A code of ethics guides practice.

Standard 7: The work environment supports quality service delivery.

A supportive work environment increases staff retention, enhances job satisfaction, and provides staff with the tools they need to support children's optimal development.

7.1 The program has well-defined management practices to recruit and retain staff in a positive work environment.

There is a written statement of the required skills, knowledge and qualifications for each staff position in the program that is reviewed regularly.

There is a clear process used to recruit and orient new staff.

There is an annual performance review process for program staff.

There is a strategy to recruit staff who reflect the cultural, racial and/or religious diversity in the community served.

Staff have the qualifications to do the work they are hired to do.

The qualifications, authority and responsibility of the administration are clearly defined.

7.2 The organizational climate is positive.

The physical and social/emotional environment supports the patterns and practices required for continuity of experience for children and staff.

Professional development for staff is encouraged and supported.

Child care staff have access to specialized knowledge and resources for planning when required.

The program provides staff members with formal opportunities to participate in decision making at both the operational and governance levels.

Child care staff are informed about changes to the program or government policies and requirements that might directly affect them.

Part D: Outcomes for the Community

High quality child care contributes to well-functioning families and builds social cohesion in communities. It enhances community partnerships and supports appropriate linkages across children's services.

Standard 8: The service responds to the needs and concerns of children, their families, the staff and the community.

A program that seeks information about the needs of the children and families it serves and the community in which it operates on an ongoing basis and modifies itself accordingly is better able to meet those needs, provide activities that promote the growth and development of the children and support families in their parenting role.

8.1 The program is aware of, and responsive to, the diversity of needs in the community of children and families it serves.

Program policies and practices recognize and reflect a focus on meeting diverse needs.

Community members and families are respected and consulted.

The program is responsive to complaints, issues and concerns from members of the broader community.

8.2 The program is an active participant in the broader community of services for children and families.

The program establishes and maintains partnerships with other community agencies and professional groups.

The program contributes to community efforts to ensure seamless service for children and families.

The program uses community resources to meet the needs of the children and families it serves.

Standard 9: Families and community stakeholders are actively engaged in ensuring that community diversity and interests are reflected in the delivery of early learning and child care services.

Involving families and community stakeholders in the governance of the program increases the program's knowledge of family and community needs and assists it to develop the type of programming that is most needed and most appropriate.

9.1 There is a clearly defined process for involving community stakeholders.

Families and other community members are invited to participate in an advisory capacity and/or to sit on the Board of Directors.

Families and community members involved in governance reflect the diversity of the community.

There is an established pattern for regular community consultation.

Outcomes of the planning processes are communicated with stakeholders.

The process for engaging community stakeholders is responsive to diversity.

There is an orientation process for all stakeholders directly involved in the program.

9.2 The roles and responsibilities of stakeholder groups are clearly defined.

The governance model clearly outlines internal as well as external roles and responsibilities.

Responsibility for the day-to-day operation of the program is delegated in accordance with legal responsibilities and/or organizational bylaws.

The program maintains a constant awareness of all legal requirements for operation and communicates these to the appropriate individuals.

There is a process to support clear communication between management and community stakeholders.

Roles and responsibilities are reviewed regularly to ensure alignment with achieving program outcomes.

Standard 10: Early learning and child care services participate in ongoing monitoring and evaluation processes that support continuous quality improvement.

Quality is not static - it is dynamic. Our understanding of best practices is constantly evolving on the basis of research findings. Similarly,

the needs of families and the community change, for example, as a result of demographic shifts. To provide a high quality service, a program must continually monitor itself, make changes, and evaluate the impact of the changes. Involving stakeholders in this cycle of monitoring, changing and evaluating assists in keeping their needs and wishes in the forefront of the discussions.

10.1 The program actively seeks the views of the staff, the families it serves and relevant community stakeholders through a variety of on-going processes.

The process for policy/procedure development and revisions involves relevant stakeholders at the governance and operational levels.

Quality assurance measures are developed collaboratively with relevant stakeholders.

There is a report back to stakeholders on an annual basis.

10.2 The program uses an annual review process to set goals for the coming year and to develop and implement action plans to address these goals for continuous quality improvement.

The program is systematically evaluated on a regular basis.

Procedures and responsibilities for implementing quality improvement plans are set during the annual review.

Goals and action plans are concrete and realistic.

There is a process in place to monitor progress in between review periods.

1.3. England

Statutory Framework for the Early Years Foundation Stage

Section 2 – The learning and development requirements

Overview of the learning and development requirements

2.1 This section sets out the learning and development requirements that all early years providers must by law deliver, regardless of type, size or funding of the setting. The *Practice Guidance for the Early Years Foundation Stage* and supporting resources provide information and advice designed to help practitioners meet these legal requirements in a way which reflects the needs of the individual children in their care and is appropriate to their setting.

2.2 Children are competent learners from birth and develop and learn in a wide variety of ways. All practitioners should, therefore, look carefully at the children in their care, consider their needs, their interests, and their stages of development and use all of this information to help plan a challenging and enjoyable experience across all the areas of Learning and Development.

2.3 The Childcare Act 2006 provides for the EYFS learning and development requirements to comprise three elements:

- the early learning goals – the knowledge, skills and understanding which young children should have acquired by the end of the academic year in which they reach the age of five;
- the educational programmes – the matters, skills and processes which are required to be taught to young children;
- the assessment arrangements – the arrangements for assessing young children to ascertain their achievements.

2.4 There are six areas covered by the early learning goals and educational programmes:

- Personal, Social and Emotional Development;
- Communication, Language and Literacy;
- Problem Solving, Reasoning and Numeracy;
- Knowledge and Understanding of the World;
- Physical Development;
- Creative Development.

2.5 None of these areas of Learning and Development can be delivered in isolation from the others. They are equally important and depend on each other to support a rounded approach to child development. All the areas must be delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities.

The early learning goals and educational programmes

2.6 The statutory early learning goals (detailed below) establish expectations for most children to reach by the end of the EYFS. They provide the basis for planning throughout the EYFS, so laying secure

foundations from birth for future learning. By the end of the EYFS, some children will have exceeded the goals. Other children, depending on their individual needs, will be working towards some or all of the goals – particularly some younger children, some children with learning difficulties and disabilities and some learning English as an additional language. Detailed guidance on the early learning goals and how to work with children to achieve them is set out in the *Practice Guidance for the Early Years Foundation Stage*. The section below lists the education programmes followed by the early learning goals for each of the six areas of Learning and Development. *Personal, Social and Emotional Development* Educational programme

2.7 Children must be provided with experiences and support which will help them to develop a positive sense of themselves and of others; respect for others; social skills; and a positive disposition to learn. Providers must ensure support for children's emotional well-being to help them to know themselves and what they can do. Early learning goals

2.8 By the end of the EYFS, children should:

- Continue to be interested, excited and motivated to learn.
- Be confident to try new activities, initiate ideas and speak in a familiar group.
- Maintain attention, concentrate, and sit quietly when appropriate.
- Respond to significant experiences, showing a range of feelings when appropriate.
- Have a developing awareness of their own needs, views and feelings, and be sensitive to the needs, views and feelings of others.
- Have a developing respect for their own cultures and beliefs and those of other people.
- Form good relationships with adults and peers.
- Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.
- Understand what is right, what is wrong and why.
- Consider the consequences of their words and actions for themselves and others.
- Dress and undress independently and manage their own personal hygiene.
- Select and use activities and resources independently.
- Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect.
- Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.

Communication, Language and Literacy
Educational programme

2.9 Children's learning and competence in communicating, speaking and listening, being read to and beginning to read and write must be supported and extended. They must be provided with opportunity and encouragement to use their skills in a range of situations and for a range of purposes, and be supported in developing the confidence and disposition to do so.

Early learning goals

2.10 By the end of the EYFS, children should:

- Interact with others, negotiating plans and activities and taking turns in conversation.

- Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning.
- Sustain attentive listening, responding to what they have heard with relevant comments, questions or actions.
- Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems.
- Extend their vocabulary, exploring the meanings and sounds of new words.
- Speak clearly and audibly with confidence and control and show awareness of the listener.
- Use language to imagine and recreate roles and experiences.
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Hear and say sounds in words in the order in which they occur.
- Link sounds to letters, naming and sounding the letters of the alphabet.
- Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.
- Explore and experiment with sounds, words and texts.
- Retell narratives in the correct sequence, drawing on language patterns of stories.
- Read a range of familiar and common words and simple sentences independently.
- Know that print carries meaning and, in English, is read from left to right and top to bottom.
- Show an understanding of the elements of stories, such as main character, sequence of events and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how.
- Attempt writing for different purposes, using features of different forms such as lists, stories and instructions.
- Write their own names and other things such as labels and captions, and begin to form simple sentences, sometimes using punctuation.
- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

Problem Solving, Reasoning and Numeracy Educational programme

2.11 Children must be supported in developing their understanding of Problem Solving, Reasoning and Numeracy in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding. They must be provided with opportunities to practice and extend their skills in these areas and to gain confidence and competence in their use.

Early learning goals

2.12 By the end of the EYFS, children should:

- Say and use number names in order in familiar contexts.
- Count reliably up to ten everyday objects.
- Recognise numerals 1 to 9.
- Use developing mathematical ideas and methods to solve practical problems.
- In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.
- Use language such as 'more' or 'less' to compare two numbers.
- Find one more or one less than a number from one to ten.
- Begin to relate addition to combining two groups of objects and subtraction to 'taking away'.

- Use language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities.
- Talk about, recognise and recreate simple patterns.
- Use language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes.
- Use everyday words to describe position.

Knowledge and Understanding of the World

Educational programme

2.13 Children must be supported in developing the knowledge, skills and understanding that help them to make sense of the world. Their learning must be supported through offering opportunities for them to use a range of tools safely; encounter creatures, people, plants and objects in their natural environments and in real-life situations; undertake practical 'experiments'; and work with a range of materials.

Early learning goals

2.14 By the end of the EYFS, children should:

- Investigate objects and materials by using all of their senses as appropriate.
- Find out about, and identify, some features of living things, objects and events they observe.
- Look closely at similarities, differences, patterns and change.
- Ask questions about why things happen and how things work.
- Build and construct with a wide range of objects, selecting appropriate resources and adapting their work where necessary.
- Select the tools and techniques they need to shape, assemble and join materials they are using.
- Find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning.
- Find out about past and present events in their own lives, and in those of their families and other people they know.
- Observe, find out about and identify features in the place they live and the natural world.
- Find out about their environment, and talk about those features they like and dislike.
- Begin to know about their own cultures and beliefs and those of other people.

Physical Development

Educational programme

2.15 The physical development of babies and young children must be encouraged through the provision of opportunities for them to be active and interactive and to improve their skills of coordination, control, manipulation and movement. They must be supported in using all of their senses to learn about the world around them and to make connections between new information and what they already know. They must be supported in developing an understanding of the importance of physical activity and making healthy choices in relation to food.

Early learning goals

2.16 By the end of the EYFS, children should:

- Move with confidence, imagination and in safety.
- Move with control and coordination.
- Travel around, under, over and through balancing and climbing equipment.
- Show awareness of space, of themselves and of others.

- Recognise the importance of keeping healthy, and those things which contribute to this.
- Recognise the changes that happen to their bodies when they are active.
- Use a range of small and large equipment.
- Handle tools, objects, construction and malleable materials safely and with increasing control.

Creative Development

Educational programme

2.17 Children's creativity must be extended by the provision of support for their curiosity, exploration and play. They must be provided with opportunities to explore and share their thoughts, ideas and feelings, for example, through a variety of art, music, movement, dance, imaginative and role-play activities, mathematics, and design and technology.

Early learning goals

2.18 By the end of the EYFS, children should:

- Respond in a variety of ways to what they see, hear, smell, touch and feel.
- Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments.
- Explore colour, texture, shape, form and space in two or three dimensions.
- Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music.
- Use their imagination in art and design, music, dance, imaginative and role-play and stories.

The assessment arrangements

Assessment during the EYFS

2.19 Ongoing assessment is an integral part of the learning and development process. Providers must ensure that practitioners are observing children and responding appropriately to help them make progress from birth towards the early learning goals. Where practitioners require

additional training in order to assess capably and objectively, it is the responsibility of the provider to ensure practitioners receive the support that they need. Assessments should be based on practitioners' observation of what children are doing in their day-to-day activities. As judgements are based on observational evidence gathered from a wide range of learning and teaching contexts, it is expected that all adults who interact with the child should contribute to the process, and that account will be taken of information provided by parents. An essential feature of parental involvement is an ongoing dialogue, building on the partnership begun by any previous practitioner(s). Settings should report progress and achievements to parents throughout the

EYFS.

2.20 The *Practice Guidance for the Early Years Foundation Stage* sets out detailed formative assessment suggestions in the 'Look, listen and note' sections of the areas of Learning and Development. Practitioners should:

- make systematic observations and assessments of each child's achievements, interests and learning styles;

- use these observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child;
- match their observations to the expectations of the early learning goals.

Assessment at the end of the EYFS – the Early Years Foundation Stage Profile

2.21 The EYFS Profile is a way of summing up each child's development and learning achievements at the end of the EYFS. It is based on practitioners' ongoing observation and assessments in all six areas of Learning and Development. Each child's level of development must be recorded against the 13 assessment scales derived from the early learning goals. Judgements against these scales, which are set out in Appendix 1, should be made from observation of consistent and independent behaviour, predominantly children's self-initiated activities.

2.22 Some children will have experienced a range of settings during the final year of the EYFS and may have a number of carers. In these cases the EYFS Profile must be completed by the provider where the child spends the majority of time between 8 am and 6 pm. Providers should take account of all available records and of any formal or informal discussions with the parents and with those involved with children in the previous year.

2.23 Children with special educational needs may be working below the level of the scales and require an alternative approach to assessment. In these cases providers may use the assessment systems of their local authority or other systems according to the needs of the children.

2.24 At the end of the EYFS providers must ensure that children are assessed against the 13 scales in the EYFS Profile. Providers may use the e-Profile (available from local authorities) or their own record keeping systems. Regulations made under Section 99 of the Childcare Act 2006 require early years providers to provide information about the assessments they carry out to local authorities. Local authorities are under a duty to return this data to the DCSF.

2.25 Local authorities have a duty to monitor and moderate the EYFS Profile judgements to ensure that providers are making assessments that are consistent across settings. Providers must take part in these arrangements.

Assessment arrangements – the requirements

2.26 The assessment requirements are that:

- All providers must make arrangements for each child within the final year of the EYFS to be assessed throughout the year by a practitioner. Practitioners must use the 13 scales and have regard to the scale points as set out in Appendix 1 to complete the EYFS Profile as a record of achievement.
- This must be completed in the final term of the year in which the child reaches the age of five and no later than 30 June in that term.
- Providers must permit the relevant local authority to enter the premises at all reasonable times in order to observe the implementation of the arrangements for the completion of the EYFS Profile.
- Providers must permit the relevant local authority to examine and take copies of documents and other articles relating to the EYFS Profile and assessments.

- Providers must take part in all reasonable moderation activities specified by their local authority.
- Providers must provide the relevant local authority with such information relating to the EYFS Profile and assessment as they may reasonably request.
- Within the final term of the EYFS providers must provide the parent of a child in relation to whom the EYFS Profile has been completed with:
 - a written summary reporting the child's progress against the early learning goals and the assessment scales;
 - where the parent requests it, a copy of the EYFS Profile;
 - details of the arrangements under which the EYFS Profile and its results may be discussed between a practitioner and the parent, giving a reasonable opportunity for the parent to discuss the EYFS Profile and its results with that practitioner.
- Where a child moves to a new provider during the academic year, the provider should send the following information to the new provider within 15 days of a request from the new provider:
 - any EYFS Profile data recorded by the EYFS provider;
 - the provider's assessment made in respect of the child;
 - if no EYFS Profile of the child has been recorded by the EYFS provider, the reason why the assessment has not been carried out.

1.4. USA - COA

Early Child Care and Development Services provide quality care and promote development of children who need child care outside the home. Services provide children with opportunities for educational, physical, and social activities to stimulate healthy development. Services provide parents with information and support related to parenting and provide support for employment or needed relief from caregiving responsibilities. Services may be provided in a child care center or in family child care homes.

Note: The term caregiver is used throughout the child care standards for ease, and can be used interchangeably with teacher, caregiver, or child care provider.

Research Note: Research has shown that high quality child care and education services can have a positive impact on the development, academic achievement, and safety of infants, toddlers, and school-age children. Some studies have found that the strongest impacts of high quality services were observed in at-risk children. A long-term study has shown that high quality services for at-risk children had positive effects on the economic success and prevention of criminal activities of adults.

ECCD 1: **SCREENING**

The organization screens applicants promptly and responsively to direct families to appropriate services.

ECCD 1.01

Applicants are informed about how well the family's request matches the organization's services, and when the organization cannot meet the family's need for appropriate developmental care for their child, the organization provides a written explanation and appropriate referrals.

ECCD 1.02

Prompt, responsive screening practices:

- a. ensure equitable treatment;
- b. give priority to families with urgent needs;
- c. support timely initiation of services;
- d. provide for placement on a waiting list, if desired; and
- e. inform parents what services will be available and when.

LAST UPDATED 01/01/08

NA Another organization is responsible for screening.

ECCD 1.03

The needs of the child and family are matched with a care provider to ensure suitable, family-based care.

LAST UPDATED 01/01/08

NA The organization does not operate family child care homes.

ECCD 1.04

Parents of children with special needs receive assistance accessing supports necessary to enroll their child in care.

Interpretation: Parents may need assistance obtaining suitable transportation, managing logistics, and coordinating services with other providers.

Research Note: Literature suggests that barriers to the enrollment of children with disabilities include: a lack of appropriate transportation, cost, challenges in coordinating services, and a lack of caregivers that possess the competencies to care for children with disabilities.

ECCD 2: SERVICE PHILOSOPHY

The program is guided by a service philosophy that:

- a. provides a logical approach for how program activities will meet the needs of families; and
- b. is based on program goals and the best available evidence of service effectiveness.

ECCD 3: PARENTAL INVOLVEMENT

Parents are active service participants and partners.

ECCD 3.01

Information is available to help parents learn about child care objectives and activities.

ECCD 3.02

During pre-enrollment orientation, parents receive a written copy of the provider's policies and procedures and other information is communicated to parents regarding:

- a. opportunities and expectations for parental participation;
- b. applicable child protection reporting mandates;
- c. the approach to child learning and discipline, and any related policies; and
- d. means of resolving differences or complaints with the organization.

ECCD 3.03

Parents have opportunities to participate in curriculum content, program development, and service delivery.

Interpretation: Participation in program development can occur through parent advisory boards, regular parent meetings, participation in the organization's governing body, or other appropriate mechanisms. Parents may serve as aides or provide volunteer service to the program.

ECCD 3.04

Parents are involved in all decisions affecting their child, from enrollment to conclusion of service, including the choice and suitability of a family child care home or center.

ECCD 3.05

Parents are helped to understand their child's developmental and educational needs through:

- a. participation in the development of a plan for their child;
- b. daily communication of information;
- c. semi-annual parent-caregiver conferences; and
- d. visits and newsletters.

ECCD 3.06

The organization evaluates the child's ability to participate in recreational or athletic activities and obtains a signed permission slip from the child's parents prior to participation.

Interpretation: If children and youth participate in strenuous athletic activities, it may also be appropriate to obtain a medical records release, or a signed document from a qualified medical professional stating that the child is physically fit to participate.

ECCD 3.07

Parents and children receive assistance with managing transitions between the home and the service environment.

ECCD 4: HEALTH PROMOTION AND PROTECTION

The child care service promotes and protects the health of children and caregivers.

ECCD 4.01

A health record is maintained for each child that includes:

- a. verification of regular health evaluations;
- b. evidence of up-to-date immunizations required by applicable law or regulation;
- c. emergency contact information that is updated at least twice a year;
- d. written parental authorization for emergency care; and
- e. an acknowledgment form, signed by a child care program director or designee at the organization, which states that information has been received about the child's health needs and allergies, and specifies the program's role in carrying out any related care or treatment.

Interpretation: Emergency contact information should also include the names of the family physician, clinic, or hospital to be used in emergencies. When a child has allergies or health issues, the acknowledgement form should specify which foods the child cannot eat and any activities in which the child cannot participate.

ECCD 4.02

All parents receive a written health protocol that addresses:

- a. health issues or needs the organization can and cannot handle; and
- b. care for sick children, including separation from other children.

ECCD 4.03

Child health problems and accidents, including changes in appearance or behavior, are promptly recorded and reported to parents and administration, and appropriate follow-up is conducted.

ECCD 4.04

Precautions against the spread of infection include:

- a. daily cleaning of the facility or home;
- b. sanitizing bedding, beds, cots, cribs, and mats at least once a week and between use by different children;
- c. sanitary and safe diapering practices;
- d. separating hand-washing sinks from kitchen sinks; and
- e. ensuring caregivers and children wash their hands immediately after diapering or toileting.

ECCD 4.05

Caregivers model good health habits and provide age-appropriate instruction on health and hygiene practices.

Interpretation: An example of such practices would be washing hands before and after eating and after using the bathroom.

NA The organization provides infant care only.

ECCD 4.06

Caregivers are flexible in meeting each child's eating, toileting, and sleeping needs.

Interpretation: Each child under age six should be provided with a crib, bed, or cot and clean bedding. Healthy meals should be based on sound nutritional planning and menus should reflect the diverse ethnic backgrounds of the children

in the program. Programs respond to the needs of infants as they occur in a way that allows for different schedules, rather than a rigid schedule.

ECCD 4.07

Children are protected from injuries, accidents, and illnesses through practices that ensure personnel:

- a. follow universal health precautions;
- b. are able to provide pediatric first aid and respond when a child is choking;
- c. trained in CPR are available to respond at all times;
- d. notify parents in case of emergencies;
- e. identify and report suspected child abuse to state authorities;
- f. have access to telephone equipment, emergency transportation, and first aid supplies; and
- g. are healthy and capable of performing the essential functions of the job, with or without reasonable accommodation.

Interpretation: The organization can train a certain percentage of personnel in CPR to ensure appropriate coverage at all times. While a physical examination is preferred, caregivers may receive a general health screening performed by a qualified medical practitioner, provided the screening addresses communicable diseases. The organization should also screen all other family members in family child care homes for communicable diseases.

ECCD 4.08

A health facility or qualified medical professional is available to provide:

- a. medical consultation to the program;
- b. a review of children's health needs; and
- c. a review of the organization's health and safety practices.

ECCD 5: QUALITY AND SAFETY IN THE SERVICE ENVIRONMENT

Child care is provided in an enriched, interactive environment that is safe and well-suited to meeting the developmental needs of children.

Interpretation: The service environment is adapted and appropriate for children with [special needs](#).

ECCD 5.01

The facility or home provides an optimal care and learning environment that is:

- a. welcoming;
- b. well lit, with natural light where possible;
- c. maintained at a safe, comfortable temperature;
- d. odor and smoke free; and
- e. adequately ventilated.

Interpretation: Smoking is not allowed anywhere on the premises.

ECCD 5.02

The environment supports positive development and education by providing:

- a. adequate space to accommodate age-appropriate activities such as crawling, and group and individual play;
- b. sturdy, child-friendly furniture;
- c. access to books and reference materials in [programs](#) where children do homework;
- d. places for children to store their belongings; and
- e. play materials placed in areas children can access without help.

ECCD 5.03

The physical facilities, buildings, and grounds of child care centers include:

- a. outdoor areas enclosed by fences or natural barriers which support a variety of play activities such as climbing, sports, and digging;
- b. separate rooms for the children in each age group unless a clear justification for mixing groups exists;
- c. separate lavatories customized for adults and children that include liquid soap and disposable towels;
- d. quiet and private indoor areas;
- e. a reception area for [parents](#), children, and visitors; and
- f. offices and private areas for parent interviews.

NA The organization does not operate a child care center.

ECCD 5.04

A safe environment is maintained through:

- a. ensuring stairwells have railings and are closed off from toddler areas;
- b. providing child-friendly playground equipment that meets national safety standards, and is installed on impact absorbing surfaces;
- c. using play areas that have shade and drinking water available;
- d. attending to infants at all times when in swings, jumpers, or other activity equipment; and
- e. prohibiting infant walkers.

ECCD 5.05

Toys and other materials are:

- a. child proof, non-toxic, and maintained in good repair;
- b. disinfected at least weekly and immediately after use if items are placed in a child's mouth;
- c. arranged and customized for the ages and abilities of children;
- d. changed regularly to sustain interest;
- e. reflective of ethnic diversity and special needs; and
- f. effective for stimulating motor and language development.

ECCD 5.06

Prior to use, all family childcare homes are screened to ensure they are fully licensed or approved, according to applicable regulatory requirements.

ECCD 6: QUALITY AND STABILITY IN RELATIONSHIPS

Children experience quality and stability in relationships with caregivers and peers.

ECCD 6.01

Each child establishes and maintains an ongoing relationship with a primary caregiver who provides frequent expressive and verbal interaction in a warm, friendly manner.

Research Note: [Research](#) presents strong evidence demonstrating a connection between the quality and stability of the teacher-child relationship and social and cognitive outcomes.

ECCD 6.02

Each [infant](#) receives individualized, ongoing care from one person, or a consistent team, who:

- a. imitates and responds positively to the infant's vocalizations;
- b. understands and respects the infant's sleeping and eating habits;
- c. promptly responds to the infant's need for comfort and relieves distress;
- d. provides reassurance, physical care, regular affection, and tactile and vocal stimulation;
- e. offers consistent repetition of daily routines, with appropriate variety and contrast;
- f. provides opportunities for developing self-concept, crawling and exploring, and musical stimulation; and
- g. promotes development of fine and gross motor skills through pushing, grabbing, throwing, mouthing, and kicking.

NA The organization does not provide infant care.

ECCD 6.03

Caregivers act as role models and promote social development by:

- a. supporting children in the development of friendships and other forms of positive group interaction;
- b. treating children equally and celebrating the [culture](#) and backgrounds of all children;
- c. setting clear limits for appropriate and safe behavior and encouraging the child's ability to control and accept responsibility for their behavior;
- d. helping each child appropriately express emotions and resolve conflicts;
- e. treating the child's family with respect and involving the child in communication with the family whenever possible; and
- f. using everyday activities such as dressing, eating, and toileting to foster the development of social skills.

ECCD 7: **DEVELOPMENTAL AND EDUCATIONAL ACTIVITIES**

A variety of activities and lessons afford choice and promote social, emotional, cognitive, and physical growth.

ECCD 7.01

Daily activities demonstrate well-planned, flexible, and responsive care in a group setting that is appropriate to the age, development, family situation, interpersonal characteristics, and special needs of the children in the program.

Interpretation: A curriculum, or another type of developmental or educational plan, guides the provision of daily activities.

ECCD 7.02

A wide variety of developmentally appropriate activities are provided including:

- a. daily opportunities for active play, rest, nap time, and discussions;
- b. daily opportunities for unstructured independent activity and the initiation of activity by children as well as by adults;
- c. daily indoor and outdoor play, when safety and weather permit; and
- d. regular use of external resources such as libraries, museums, and community recreational and educational sites.

ECCD 7.03

Cognitive development is promoted through:

- a. artistic and musical activities;
- b. daily story telling, reading, and other activities and materials that promote early literacy skills;
- c. opportunities to question, experiment, explore, and use language effectively; and
- d. encouragement of the child's sense of mastery in learning new skills and experiences.

ECCD 7.04

Activities and materials involve development of fine and gross muscle control and promote physical development.

ECCD 7.05

Use of television, videos, video games, and computers is strictly limited to a minimal portion of the child's time in care, and the content is:

- a. supportive of the child's educational and developmental goals;
- b. appropriate to the child's age and developmental stages; and
- c. monitored by staff at all times.

NA The organization does not use television, video, and computer equipment.

ECCD 7.06

Activities for school age children:

- a. are designed in partnership with children;
- b. allow for and encourage active play;
- c. cultivate comfort in assuming the role of leader and helper;
- d. are sufficiently flexible to allow youth time to relax; and
- e. include arrangements for older children to read, complete homework, engage in quiet discussion, or participate in organized group activities.

ECCD 8: **SERVICES FOR CHILDREN WITH SPECIAL NEEDS**

Services that promote optimal development of children with special needs take into account additional communication, activity, and staffing needs.

Interpretation: Special needs can include medical, developmental, social, emotional, and behavioral problems.

NA The program does not serve children with special needs.

ECCD 8.01

Parents receive assistance in obtaining and coordinating specialized screening, assessment, and treatment services from qualified professionals.

ECCD 8.02

A team approach is used in service planning, care provision, and transition planning.

Interpretation: The team should include parents, other providers, and child care providers.

ECCD 8.03

Care providers and administrators promote the child's inclusion in activities with other children, and help other children, providers, and parents understand and accept the child.

ECCD 8.04

Care providers are appropriately qualified and trained to meet the specific needs of children, and the organization brings in consultants and other professionals, when necessary.

ECCD 9: CHILD SUPERVISION

Close supervision ensures child safety and improves service quality.

Last updated 06/21/07

ECCD 9.01

Each child is monitored to ensure:

- a. arrival and departure is with a person approved by his or her parents;
- b. absences are documented;
- c. off-site whereabouts while under the supervision of the program are known and documented; and
- d. departure is not allowed with someone who poses a safety risk.

Last updated 06/21/07

Interpretation: Protocols should provide direction on how to use appropriate organizational or community resources to respond to individuals who are intoxicated by drugs or alcohol, mentally or physically unstable, or who present any safety concern.

ECCD 9.02

The child care center or child care home maintains caregiver-child ratios and group sizes that:

- a. allow caregivers to provide supervision that ensures child health and safety;
- b. allow caregivers to establish and maintain relationships with each child in the group;
- c. allow caregivers to offer a variety of activities and lessons that promote social, emotional, cognitive, and physical development; and
- d. take into consideration the qualifications and competencies of the caregiver and the needs of the children in the group.

Interpretation: Generally, the provider maintains caregiver-child ratios that do not exceed COA's Recommended Caregiver-Child Ratios and Group Sizes. Caregivers assess and modify group size based on the special physical, social, or developmental needs of children within the group and the qualifications and competencies of the caregivers to ensure the children receive appropriate nurturance and supervision.

Interpretation: Average daily attendance is acceptable for group size and ratios in child care centers, as long as the agency has back-up help available when unusually large numbers of children are present. When more than six unrelated children are cared for in a child care home, the childcare provider is assisted by additional staff.

Research Note: Studies have shown that the child-caregiver ratio and the size of the group are correlated with social and cognitive outcomes for children. Some researchers suggest that lower ratios allow teachers to have more frequent and higher quality interactions with each child.

ECCD 9.03

Caregiver-child ratios are maintained when a caregiver works individually with a child who is ill, requires separation from the group, needs special supervision or care, or has an emergency.

ECCD 9.04

Mixed-age groupings are permitted if:

- a. the developmental needs of all children can be met;
- b. teachers are skilled in programming for mixed-aged groupings; and

- c. the group's caregiver-child ratio is tailored with consideration given to the age of the youngest children in the group.

Last updated 06/21/07

NA The organization does not offer mixed-age groupings.

ECCD 9.05

Positive approaches are used to guide group interaction and individual behavior, and the organization prohibits:

- a. corporal punishment;
- b. interventions that involve withholding nutrition or hydration, or that inflict physical or psychological pain;
- c. isolation;
- d. ignoring the child;
- e. group punishment or discipline for individual behavior;
- f. labeling a child "good" or "bad";
- g. the use of demeaning, shaming or degrading language or activities; and
- h. punitive overuse of time outs.

ECCD 10: FAMILY SUPPORT

Family support services promote the health and well-being of the child, parents, and other family members.

ECCD 10.01

Providers help parents recognize child development or behavior issues that may require additional services.

Interpretation: Support services can include direct counseling, parent education services, and parent support groups.

ECCD 10.02

Information is available to help parents cope with child-rearing responsibilities.

Interpretation: Information should address the needs and interests of parents and may include topics such as: early childhood development, home economics, work-life balance, and nutrition. Information can be provided through literature, seminars, conversations, or other pro-

grams or media appropriate to the size of the service.

ECCD 10.03

Providers help parents identify social service needs and provide direct services or referrals to community-based providers.

ECCD 11: **TRANSITION**

Personnel work with parents to plan for orderly transitions.

ECCD 11.01

When the child needs to transition to school or another program, personnel:

- a. engage parents in a discussion of the child's developmental needs and most suitable options;
- b. provide parents with general information on the transition and enrollment process; and
- c. share information with other providers to facilitate an orderly transition.

ECCD 11.02

Collaborating service providers are notified when the child transitions to another school, program, or care at home.

ECCD 11.03

When a person's third-party benefits or payments end, the organization determines its responsibility to provide services until appropriate arrangements are made and, if termination or withdrawal of service is probable due to non-payment, the organization works with the person or family to identify other service options.

Interpretation: The organization must determine on a case-by-case basis its responsibility to continue providing services to persons whose third-party benefits have ended and who are in critical situations.

NA The organization does not receive third-party benefits or payments for service.

ECCD 11.04

When a child is asked to leave the program, parents receive a written reason with sufficient notice, and the organization makes every effort to link the family with appropriate services.

ECCD 12: **PERSONNEL**

Direct service **personnel** and supervisors are appropriately trained and qualified.

ECCD **12.01**

All **caregivers**:

- a. are at least 18 years of age;
- b. have the energy and flexibility to meet the needs of children;
- c. have the personal characteristics to provide children with safe, affectionate, secure, and continuous care; and
- d. meet state or local requirements for minimum education.

ECCD **12.02**

Family child care homes:

- a. receive support from a family child care coordinator who possesses at least a bachelor's degree in **human services** or early childhood education, and is monitored or supervised by a person with a master's degree in **social work**, early childhood education, or child development; and
- b. are staffed by family child care providers with a GED or high school diploma, at least 45 hours of family child care-related **training** within the last three years, and continuing training and education.

related **TS 1**, **TS 2**

NA The organization does not operate family child care homes.

ECCD **12.03**

In a child care center:

- a. administrators or **program** managers have a bachelor's degree in child development, early childhood education, or social work, and related field experience in early childhood or elementary education;

- b. teachers have a CDA credential, CCP credential, an associate's degree in early childhood education or child development, or a bachelor's degree in a related field; and
- c. assistant teachers, associate teachers, and aides have a high school diploma or GED, and have completed a minimum of 30 hours of training in relevant topics within the first year of employment.

related [TS 1](#), [TS 2](#)

Research Note: [Research](#) has shown that caregiver education and training are related to children's developmental outcomes. Some researchers suggest that qualified teachers have better interactions with children, which leads to improved cognitive and social outcomes. Early childhood education workforce research suggests that with the tremendous growth in the field, it is becoming increasingly difficult to recruit and retain experienced and qualified workers. Low wages and benefits have been cited as obstacles for sufficient recruitment and retention of staff.

NA The organization does not operate a child care center.

ECCD 12.04

Providers of care for [infants](#):

- a. have direct experience or training in the care of infants or very young children and their needs for consistency, kindness, and appropriate stimulation;
- b. have the personal warmth, alertness, and attentiveness required to nurture infants; and
- c. demonstrate interest in caring for infants.

NA The organization does not provide care for infants.

ECCD 12.05

Supervising teachers or [consultants](#) with appropriate educational credentials oversee and train personnel who are not certified educators.

NA All teachers are certified educators; or the organization provides infant care only.

ECCD 12.06

Family child care coordinators recruit and assess family child care homes and provide support and supervision through a monthly home visit.

NA The organization does not operate family child care homes.

ECCD 12.07

Personnel development opportunities and professional resources are provided on at least a quarterly basis and include:

- a. group meetings for joint problem-solving and mutual support;
- b. information sharing on child development and parent-child relationships;
- c. health and nutritional needs of children;
- d. food preparation and service; and
- e. educational techniques.

1.5. USA - NAEYC

The following charts present the 10 NAEYC Early Childhood Program Standards and related Accreditation Criteria. Each standard describes an essential element that together with the other nine standards provide a definition of quality for child care, preschools, and kindergarten program. Standards are numbered 1 to 10.

Click on a standard to link to the Topic Areas and Accreditation Criteria related to that Standard.

- [Standard 1: Relationships](#)
- [Standard 2: Curriculum](#)
- [Standard 3: Teaching](#)
- [Standard 4: Assessment of Child Progress](#)
- [Standard 5: Health](#)
- [Standard 6: Teachers](#)
- [Standard 7: Families](#)
- [Standard 8: Community Relationships](#)
- [Standard 9: Physical Environment](#)
- [Standard 10: Leadership and Management](#)

Standard 1: NAEYC Accreditation Criteria for Relationships

Program Standard: The program promotes positive relationships among all children and adults to encourage each child's sense of individual worth and belonging as part of a community and to foster each child's ability to contribute as a responsible community member.

Rationale: Positive relationships are essential for the development of personal responsibility, capacity for self-regulation, for constructive interactions with others, and for fostering academic functioning and mastery. Warm, sensitive, and responsive interactions help children develop a secure, positive sense of self and encourage them to respect and cooperate with others. Positive relationships also help children gain the benefits of instructional experiences and resources. Children who see themselves as highly valued are more likely to feel secure, thrive physically, get along with others, learn well, and feel part of a community.

Within each of the 10 NAEYC Early Childhood Program Standards are topic areas that highlight the big ideas to more fully express the meaning and value of the standard. Each topic area

includes criteria that further define the meaning of quality in that area. The topic areas are identified by letters (A, B, C, etc.). The number of topic areas within a standard varies. The following list presents the topic areas for this standard. Click on the topic area to link to the accreditation criteria.

Topic Areas

1.A.

[Building Positive Relationships among Teachers and Families](#)

1.B.

[Building Positive Relationships between Teachers and Children](#)

1.C.

[Helping Children Make Friends](#)

1.D.

[Creating a Predictable, Consistent, and Harmonious Classroom](#)

1.E.

[Addressing Challenging Behaviors](#)

1.F.

[Promoting Self-Regulation](#)

Standard 1: NAEYC Accreditation Criteria for Relationships

The following chart presents the accreditation criteria for this topic area. Each criterion provides specific details to guide program plans, policies and practices. The criteria are numbered (01, 02, 03, etc.) within their topic area. Each criterion within each program standard is identified by its relevant age group (or groups). Many criteria are identified as "universal" (U), meaning that all classrooms and programs pursuing NAEYC Accreditation must address these criteria. These aspects of quality should be seen in any programs or classrooms serving birth through kindergarten, though they may look somewhat different in practice depending on the children's age.

Age Groups:

U = universal

I = infant

T = toddlers/twos

P = preschool

K = kindergarten

1.A. Building Positive Relationships among Teachers and Families

1.A.01

U I T P K

Teachers work in partnership with families, establishing and maintaining regular, ongoing, two-way communication.

1.A.02

U I T P K

Teachers gain information about the ways families define their own race, religion, home language, culture, and family structure.

1.A.03

U I T P K

Teachers communicate with family members on an ongoing basis to learn about children's individual needs and ensure a smooth transition between home and program.

1.A.04

U I T P K

Teachers are sensitive to family concerns and reassure family members who are concerned about leaving children in non-family care.

1.A.05

U I T P K

Teachers share information with families about classroom rules, expectations, and routines not only at enrollment but also as needed throughout the year.

1.B.

Building Positive Relationships between Teachers and Children.

1.B.01

U I T P K

Teaching staff foster children's emotional well-being by demonstrating respect for children and creating a positive emotional climate as reflected in behaviors such as frequent social conversations, joint laughter, and affection.

1.B.02

U I T P K

Teaching staff express warmth through behaviors such as physical affection, eye contact, tone of voice, and smiles.

1.B.03

U I T P K

Teaching staff are consistent and predictable in their physical and emotional care of all children.

1.B.04

U I T P K

Teaching staff encourage and recognize children's work and accomplishments.

1.B.05

U I T P K

Teaching staff function as secure bases for children. They respond promptly in developmentally appropriate ways to children's positive initiations, negative emotions, and feelings of hurt and fear by providing comfort, support, and assistance.

1.B.06

U I T P K

Teaching staff encourage children's appropriate expression of emotions, both positive (e.g., joy, pleasure, excitement) and negative (e.g., anger, frustration, sadness).

1.B.07

U I T P K

Teaching staff evaluate and change their responses based on individual needs. Teaching staff vary their interactions to be sensitive and responsive to differing abilities, temperaments, activity levels, and cognitive and social development.

1.B.08

U I T P K

Teaching staff support children's competent and self-reliant exploration and use of classroom materials.

1.B.09

U I T P K

Teaching staff never use physical punishment such as shaking or hitting and do not engage in psychological abuse or coercion. (This is a required criterion.)

1.B.10

U I T P K

Teaching staff never use threats or derogatory remarks and neither withhold nor threaten to withhold food as a form of discipline.

1.B.11

I

Teaching staff engage infants in frequent face-to-face social interactions each day. These include both verbal behaviors (e.g.,

talking, cooing, repeating infant sounds, singing) and nonverbal behaviors (e.g., smiling, touching, holding).

1.B.12

I

Teaching staff give one-to-one attention to infants when engaging in caregiving routines.

1.B.13

I T

Teaching staff adjust their interactions to infants' and toddlers'/twos' various states and levels of arousal.

1.B.14

I T

Teaching staff quickly respond to infants' and toddlers'/twos' cries or other signs of distress by providing physical comfort and needed care. Teaching staff are sensitive to infants' and toddlers'/twos' various signals and learn to read their individual cries.

1.B.15

T P K

Teaching staff talk frequently with children and listen to children with attention and respect. They

- respond to children's questions and requests.
- use strategies to communicate effectively and build relationships with every child.
- engage regularly in meaningful and extended conversations with each child.

1.C.

Helping Children Make Friends

1.C.01

I

Teaching staff facilitate an infant's social interaction when he or she is interested in looking at, touching, or vocalizing to others.

1.C.02

T P K

Teaching staff support children's development of friendships and provide opportunities for children to play with and learn from each other.

1.C.03

Teaching staff support children as they practice social skills and build friendships by helping them enter into, sustain, and enhance play.

1.C.04

T P K

Teaching staff assist children in resolving conflicts by helping them identify feelings, describe problems, and try alternative solutions.

1.C.05

T P K

Teaching staff guide children who bully, isolate, or hurt other children to learn and follow the rules of the classroom.

1.C.06

T P K

Teaching staff facilitate positive peer interaction for children who are socially reserved or withdrawn and for those who are bullied or excluded.

1.D.

Creating a Predictable, Consistent, and Harmonious Classroom

1.D.01

U I T P K

Teaching staff counter potential bias and discrimination by

- treating all children with equal respect and consideration.
- initiating activities and discussions that build positive self-identity and teach the valuing of differences.
- intervening when children tease or reject others.
- providing models and visual images of adult roles, differing abilities, and ethnic or cultural backgrounds that counter stereotypical limitations.
- avoiding stereotypes in language references.

1.D.02

T P K

Teachers provide children opportunities to develop the classroom community through participation in decision making about classroom rules, plans, and activities.

1.D.03

T P K

Teaching staff anticipate and take steps to prevent potential behavior problems.

1.D.04

T P K

Teachers help children talk about their own and others' emo-

tions. They provide opportunities for children to explore a wide range of feelings and the different ways that those feelings can be expressed.

1.D.05

T P K

Teaching staff promote pro-social behavior by interacting in a respectful manner with all staff and children. They

- model turn taking and sharing as well as caring behaviors.
- help children negotiate their interactions with one another and with shared materials.
- engage children in the care of their classroom.
- ensure that each child has an opportunity to contribute to the group.
- encourage children to listen to one another.
- encourage and help children to provide comfort when others are sad or distressed.
- use narration and description of ongoing interactions to identify pro-social behaviors.

1.E.

Addressing Challenging Behaviors

1.E.01

T P K

For children with persistent, serious, challenging behavior, teachers, families, and other professionals work as a team to develop and implement an individualized plan that supports the child's inclusion and success.

1.E.02

T P K

Teachers observe children who have challenging behavior. They identify events, activities, interactions, and other contextual factors that predict challenging behavior and may contribute to the child's use of challenging behavior.

1.E.03

T P K

Rather than focus solely on reducing the challenging behavior, teachers focus on

- teaching the child social, communication, and emotional regulation skills and
- using environmental modifications, activity modifications, adult or peer support, and other teaching strategies to support the child's appropriate behavior.

1.E.04

T P K

Teaching staff respond to a child's challenging behavior, including physical aggression, in a manner that

- provides for the safety of the child.
- provides for the safety of others in the classroom.
- is calm.
- is respectful to the child.
- provides the child with information on acceptable behavior.

1.F.

Promoting Self-Regulation

1.F.01

T P K

Teaching staff actively teach children social, communication, and emotional regulation skills.

1.F.02

T P K

Teaching staff help children manage their behavior by guiding and supporting children to

- persist when frustrated.
- play cooperatively with other children.
- use language to communicate needs.
- learn turn taking.
- gain control of physical impulses.
- express negative emotions in ways that do not harm others or themselves.
- use problem-solving techniques.
- learn about self and others.

Eksempler på processer og rapporter

1.6. Australien – improvement guide mm.

Dear

Step 5: Accreditation Decision

The National Childcare Accreditation Council (NCAC) has determined that X Early Learning Centre & Pre School is Accredited in accordance with the requirements of the Quality Improvement and Accreditation System (QIAS). Congratulations.

Please advise families and staff at the Service of this Accreditation Decision.

Please find enclosed with this letter:

1. Ratings awarded by NCAC for each of the 33 Principles
2. A *Continuing Improvement Guide*
3. A *Quality Profile Certificate* for display in the Service
4. A *Certificate of Accreditation* for display in the Service
5. Information about the QIAS Accreditation Decision
6. Information about the Accreditation Decisions Review Committee.

The Service is required to undertake self-study in consultation with all staff and families, and to submit its next *Self-study Report* in **April 2010**.

If you require further information about any aspect of this letter, please contact NCAC on

Accreditation Decision: May 2008

Continuing Improvement Guide

The following guidance is provided for consideration by the Service in its plans for continuing improvement.

The Service is encouraged to:

- Continue to discuss policies and procedures for inclusion and reducing bias in Centre programs in consultation with families. Keep records of these interactions, and also ensure that dates of these consultations are recorded at the time they are conducted. This will help to ensure that the views and beliefs of families are recorded, and reflected on when developing or reviewing policies and daily practice in this area. The following article contains useful information: "Encouraging inclusive behaviour" (Morrison. *Putting Children First*. Issue 14, 2005). (QA 1)
- Develop a systematic process for evaluating the Centre's statement of philosophy and broad goals annually. This could include discussing who will be responsible for coordinating the review, who will be consulted and how, and the time frames involved. It may also involve specifying how information gathered during the review process will be included in new versions of the philosophy and goals. Any changes that are made to the philosophy and broad goals when they are evaluated should be shared with all stakeholders. Implementing this procedure may help ensure that the Centre's statement of philosophy and broad goals are reviewed regularly, and remain sensitive and responsive to the dynamic needs of stakeholders. The following factsheet may be of assistance: *Developing a service philosophy* (Faulkner. National Childcare Accreditation Council, 2006). (QA 3)
- Continue to ensure that policies and procedures relating to child protection, the use and storage of dangerous products, occupational health and safety, nutrition, food safety and hygiene practices, dental care, safe, comfortable sleep/rest for children, clothing, sun protection, and immunisation are dated and sourced. Dating will help with future reviews by alerting staff and management to when they are due and help verify the currency of the information contained in the documents. Sourcing policies can help reassure families that the Centre's policies are based on the recom-

mendations of relevant recognised authorities. The following articles contain useful information: "Dating and sourcing policies" (McFarlane and Willett. *Putting Children First*. Issue 17, 2006) and "Health and safety information on the internet" (McLeod. *Putting Children First*. Issue 15, 2005). (QA 5, 6)

- Implement the commendable *Continuing Improvement Plan* (CIP) to discuss supervision requirements at staff meetings. Giving consideration to the following questions during these discussions could be useful for staff and management:
 - How can environments be organised to enable children to have access to a variety of learning spaces, but also ensure that staff maintain effective supervision practices?
 - How can quiet areas be set up for the children to use in ways that encourage socialisation with others, but also enable the children to have time alone whilst still being supervised by staff?

Regular evaluation of supervision practices will help to ensure that supervision techniques being used by staff are meeting safety requirements, as well as responding to the programming needs of children. The following book and article may be of assistance: *Designs for living and learning: transforming early Childhood environments* (Curtis and Carter, 2003) and "Supervision in children's services" (Tansey. *Putting Children First*. Issue 15, 2005). (QA 5)

- Implement the CIP to involve parents in menu planning by asking for suggestions in the newsletter. To build on this, consider ways to involve children in the menu planning process. This could include reviewing recipe books with them, or asking them to share favourite meals from home that could be incorporated into Centre menus. This could provide additional opportunities for children to learn about the types of foods available, and the diverse cultures, mealtime rituals and practices that may be associated with different foods. The following books may be of assistance: *Caring for children: food, nutrition and fun activities* (Bunney and Williams. 4th edition, 2005) and *Let's eat! Children and their food around the world* (Hollyer, 2003). (QA 6)
- Maintain the Centre's commitment to providing staff with professional development opportunities. Continue to provide training on early childhood education, as referred to in the CIP. Discussing how specific information from this training could enhance practices in the Centre, would be useful. This could help staff to evaluate and make use of professional development experiences in ways that benefit all staff, children and families. The following books may be of assistance: *Techniques for teaching young children: choices in theory and practice* (MacNaughton and Williams. 2nd edition, 2004) and *On reflection: reflective practice for early childhood educators* (O'Connor and Diggins, 2002). (QA 3, 7)

Summary of all Ratings

The following ratings were used to calculate the service's composite Quality Profile as shown on the Quality Profile Certificate.

	Self-study Report	Validation Surveys			Validation Report	Moderation Rating
		Director	Staff	Families		
Quality Area 1						
Principle 1.1	H	H	H	H	H	H
Principle 1.2	H	H	H	H	H	H
Principle 1.3	H	H	H	H	H	H
Principle 1.4	H	H	H	H	H	H
Principle 1.5	H	H	H	H	U	U
Principle 1.6	H	H	H		H	H
Quality Area 2						
Principle 2.1	H	H	H	H	H	H
				H		
Principle 2.2	H	H	G	H	G	G
Principle 2.3	H	G	G	H	H	H
Quality Area 3						
Principle 3.1	H	H	H	H	U	U
Principle 3.2	H	H	H	H	H	H
Principle 3.3	H	H	H	H	H	H
Quality Area 4						
Principle 4.1	H	H	H	H	H	H
Principle 4.2	H	H	H	H	H	H
Principle 4.3	H	H	H	H	H	H
Principle 4.4	H	H	H	H	H	H
Principle 4.5	H	H	H	H	H	H
Principle 4.6	H	H	H	H	H	H

Akkreditering på det sociale område – internationale erfaringer

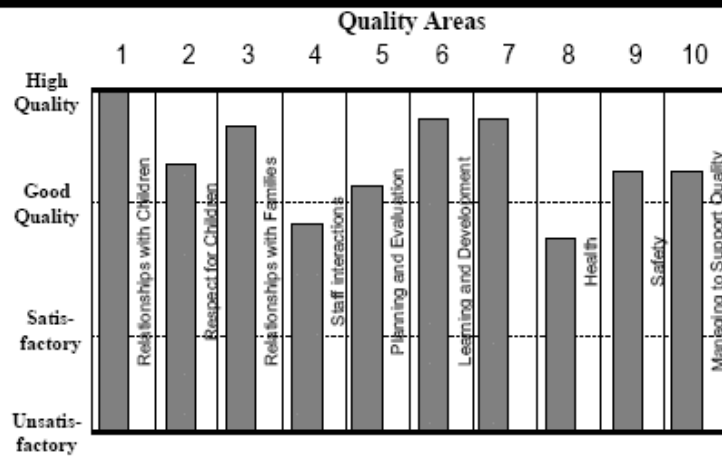
	Self-study Report	Validation Surveys			Validation Report	Moderation Rating
		Director	Staff	Families		
Quality Area 5						
Principle 5.1	H	H	H	H	H	H
Principle 5.2	H	H	G	H	H	H
Principle 5.3	H	H	H	H	H	H
Principle 5.4	H	H	G	H	H	H
Principle 5.5	H	H	G	H	H	H
Quality Area 6						
Principle 6.1	H	H	H	H	H	H
Principle 6.2	H	H	H	H	H	H
Principle 6.3	H	H	H	H	H	H
Principle 6.4	H	H	H	H	H	H
Principle 6.5	H	H	H	H	H	H
Principle 6.6	H	H	H	H	H	H
Quality Area 7						
Principle 7.1	H	H	H	H	H	H
				H		
Principle 7.2	H	H	G		H	H
Principle 7.3	H	H	H	H	H	H
				H		
				H		
Principle 7.4	H	H	S	H	H	H

Appendix 5

All long day care centres are provided with a certificate showing their composite *Quality Profile* and the names of the centre staff who participated in the QA process when they receive an Accreditation Decision. To be Accredited a centre must achieve a rating of Satisfactory or higher on all 10 Quality Areas as detailed on the composite *Quality Profile*.





QIAS composite *Quality Profile*



1.7. Canada – selvalueringstjekliste

SELF STUDY GUIDE STEPS CHECKLIST

The initial review is like a photo snapshot of where your centre and staff are *at the moment you start the self study process*. Complete the initial review as quickly as you can, identify what you plan to work on and what supports you might need to achieve your goals and then submit your Quality Enhancement Work Plan (QEP).

Steps	Tasks	Done ✓
Step 1 NOTE: HAVE PARENTS/STAFF RETURN SURVEYS TO YOU IN SEALED ENVELOPES!	When you receive your self study guide, within the first week or two: <ul style="list-style-type: none"> ○ Read the Self Study Guide. ○ List or put sticky notes on pages where you have any questions about the self study process or materials and call a Field Coordinator at the AELCS office with your questions. ○ Establish an Accreditation Team and begin to assign tasks. ○ Distribute Family and Staff Surveys. Make sure your program name is entered on the top line before you distribute the surveys. <ul style="list-style-type: none"> ▪ Encourage parents/staff to fill out and return them promptly. It is important that parents/staff respond to the survey so you can build information you have learned from their responses into your Self Study's Quality Enhancement Work Plan. ▪ For parents/staff to be assured of confidentiality tell them to return their surveys to you in sealed envelopes – perhaps with their signature across the seal. ▪ Forward ALL completed Family and Staff Surveys in their sealed envelopes to AELCS. 	
Step 2	<ul style="list-style-type: none"> ○ Use the Sample Accreditation Portfolio Report as a reference to review your documentation and files for your Accreditation Portfolio. ○ Organize your evidence using sticky notes to indicate which standard the document is supporting (e.g. 2.1 Mission Statement) ○ Complete Facility and Interactions Observation Checklists using the initial review column in each room. 	
Step 3 	<ul style="list-style-type: none"> ○ Use Family & Staff Survey results, items in the "What We Do/ What We Need To Do" column of the self study checklists to set goals and write up your Quality Enhancement Work Plan (QEP) ○ SUBMIT QEP to AELCS (and to ACS if you are requesting funding assistance) as soon as you complete your initial review and before you start to "fix" anything. 	
Step 4	<ul style="list-style-type: none"> ○ Start working on items in your QEP <ul style="list-style-type: none"> ▪ Identify which of your goals are needed to meet the accreditation standards as your first priority. Other items can be considered long term goals and can continue to be worked on during the three years before re-accreditation. 	
Step 5	<ul style="list-style-type: none"> ○ Complete Final review of Facilities and Interactions Checklists; complete Accreditation Portfolio and Portfolio Report. Complete Consent Forms. ○ If this review indicates you are meeting the ACCAP standards it is time to request a site visit. 	
Step 6 	<ul style="list-style-type: none"> ○ Submit Site Visit Request Form <ul style="list-style-type: none"> ▪ Forward ALL required documentation to AELCS (see Site Visit Request Form Checklist in Child Care Centre guide). 	
Step 7 Site Visit	<ul style="list-style-type: none"> ▪ Facilitate Site Visit ▪ Assist with arranging interviews – ensure you have coverage to allow staff to participate in interviews ▪ Complete and submit Accreditation Process Evaluation form within 48 hours of site visit. Your materials will not go forward to a moderator until we have received this form. 	

1.8. England – inspektionsrapport



Inspection report for early years provision

Unique reference number	EY231526
Inspection date	06/10/2008
Inspector	Carol Ann Dixon

Type of setting	Childminder
------------------------	-------------

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Inspection Report: 08/10/2008

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Inspection Report: 08/10/2008

Description of the childminding

The childminder has been registered since 2002. She lives with her husband and two adult children in Chadderton, Oldham. All of the ground floor is used for childminding and access is via a pathway. There are fully enclosed gardens at the front and rear of the house for outside play. The family has a dog, a cat, a tortoise and two guinea pigs.

The childminder is registered to care for children on the Early Years Register and the Childcare Register. She is currently minding seven children who attend various days and hours. The childminder makes links with local schools and playgroups as appropriate for children in the early years age range.

The childminder has an Early Years qualification and has achieved a Quality Assurance Award. She is also an approved Oldham Early Years network childminder.

Overall effectiveness of the early years provision

The childminder values the uniqueness of each child and has a very good knowledge of their individual needs. She successfully promotes all aspects of their welfare and learning in an inclusive environment where they enjoy participating in a balanced range of enjoyable activities. The childminder has developed excellent partnerships with parents which ensures that they work together to enable children to make good progress. The childminder continuously evaluates and develops the service she provides to ensure it is of the highest standard.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop the links between planning, observation and assessment
- improve the arrangements for nappy changing to minimise the risk of cross infection.

The leadership and management of the early years provision

The childminder's thorough understanding of safeguarding issues and effectively implemented policies and procedures ensure children are well protected from harm or abuse. She has attended updated training in relation to safeguarding and the common assessment framework, and has arranged to attend further training in food hygiene and first aid to maintain her qualifications and knowledge. She completes all the documentation required to support children's welfare conscientiously and establishes highly effective routines to keep children safe.

Appropriate steps have been taken to address recommendations arising from

3

This inspection was carried out under sections 49 and 50 of the Childcare Act 2006

Inspection Report: 08/10/2008

inspections. For example, the childminder has made further improvements to her healthy eating policy and has ensured the safety of a water feature in the front garden, which means that children can now play safely in both front and rear garden areas. She continues to regularly attend relevant childminder training courses and seeks out information from local authority development workers for advice and support in best practice. The childminder has developed thorough and robust systems in relation to self-evaluation which help her to assess the service she provides and identify key strengths and areas for development. Parents are also involved as they complete questionnaires to help the childminder monitor her practice.

Partnership with parents is exemplary as the childminder values the importance of fostering positive relationships with them. They receive a wealth of information about the service provided and the childminder diligently gains appropriate details about children to ensure that there is good consistency of care. She shares her inspection reports with parents and explains how she is responding to any recommendations. The childminder has recently introduced systems to record the children's progress. She is committed to encouraging parents' active involvement in this and has developed an 'All about me' book to identify children's starting points upon admission. Observations and ongoing daily discussions with parents are effectively used to identify the next steps to help children make good progress in their learning and development. It is acknowledged that these records are in the early stages of implementation. Very positive written feedback from parents is available, indicating that parents are well informed about their child's progress and are supported in continuing this at home.

The quality and standards of the early years provision

Children enjoy a wide range of opportunities to learn and develop. The childminder creates individual play plans for each child that build on the information she gathers from parents and observations of the children at play. The flexible plans reflect the interests of the children attending and are very well adapted to allow all children to take part. They develop problem solving skills and an awareness of shape as they complete jigsaws successfully. They cooperate well as they play games and work together to build towers with bricks, counting how many they have used.

Children develop positive self esteem as the childminder ensures that they feel welcome and valued. The well-organised environment enables children to become independent learners which develops their confidence effectively. Toys are placed where they can reach them easily and they have their own child height pegs for their coats and belongings. They make many choices, initiating their own activities as they find the basket of fruit and play imaginatively with this. They thoroughly enjoy feeding the dolls using the fruit. Other role play items provided such as a bath, blankets, clothes and a wheelchair are utilised to extend their play. The childminder engages in these activities and develops them well; introducing number skills, talking about colours and helping the children to manage buttons and poppers as they dress and undress their babies. These opportunities are provided alongside a range of adult-led activities which interest the children and help them progress towards the early learning goals. For example, many creative activities such as

4

This inspection was carried out under sections 49 and 50 of the Childcare Act 2006

playing with dough, jelly and corn flour and water, enable children to express their own ideas and begin to develop skills for writing.

The children climb onto the childminder's knee as they look at books. She skilfully extends their language as they clearly enjoy talking about the pictures of the animals and are encouraged to think about the sounds the animals might make as they turn the pages. When they see a picture of a duck the children make connections as they remember that they have been to feed the ducks at the local canal. Their understanding of diversity is enhanced as they play with toys, celebrate other cultural festivals and look at books which have positive images of different people in society. The childminder recognises that every child is unique and offers additional support to children with learning difficulties to ensure they are fully included. She has a good understanding of children's individual needs and meets these well.

The childminder actively encourages good hygiene practices with the children. They learn about personal care routines as they wash their hands at appropriate times of the day. However, the procedure for nappy changing presents a risk of cross infection. The childminder provides snacks and meals that are well balanced and healthy to aid children's growth and development. The childminder skilfully uses first hand experiences, such as visiting the local supermarket with the children to purchase fruit for their morning snack. The children enjoy tasting the various fruits such as pineapple, oranges and bananas. These activities help children learn about the world around them and promote their interest in healthy eating. The childminder is consistent in managing children's behaviour and she acts as a positive role model. The children receive lots of praise and encouragement to help them learn to share, take turns and to be kind to each other.

The childminder's comprehensive risk assessments accurately identify hazards in the home and garden and the action taken to reduce risks, which means that children can play safely. Children's understanding of personal safety is supported as they learn road safety skills on outings and regularly practise the fire evacuation procedure so they are protected should an emergency arise. Walking to and from school, along with a good range of outdoor activities, provides children with daily opportunities for fresh air and exercise which contribute to their good health.

Inspection Report: 08/10/2008

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality
Good: this aspect of the provision is strong
Satisfactory: this aspect of the provision is sound
Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Outstanding

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Outstanding
How well are children safeguarded?	Outstanding

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Inspection Report: 08/10/2008

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

This inspection was carried out under sections 49 and 50 of the Childcare Act 2006

7

Inspection Report: 08/10/2008

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

1.9. England – selvevalueringsrapport



Early years self-evaluation form

For settings delivering the Early Years Foundation Stage

Age group: Birth – 31 August following a child's fifth birthday

Published: June 2008

Reference no: 080104

Please leave blank for Ofsted use

EY Self-evaluation form



This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Alexandra House
33 Kingsway
London WC2B 6SE
T 08456 404043

www.ofsted.gov.uk

Reference no. 080104

© Crown Copyright 2008





Contents

Part A: setting details and views of those who use the setting	5
Section 1: your setting	5
Section 2: views of those who use your setting	6
Part B: the quality and standard of the early years provision	7
Section 3: the learning and development of the children in the early years provision	8
Section 4: the welfare of the children in the early years provision	10
Section 5: the leadership and management of the early years provision	17
Section 6: the overall effectiveness of the early years provision	23
Part C: information about compliance with statutory requirements	27
Childcare Register	30
Are you registered on the compulsory and/or voluntary parts of the Childcare Register?	30



Setting name		
Setting URN		
Setting address		
	Postcode	
Completed by (name and role)		
Date completed		



WELCOME TO YOUR EARLY YEARS FOUNDATION STAGE SELF-EVALUATION FORM.

This form is divided into three sections, you should complete all sections. You may wish to add extra sheets, if so please make sure each additional sheet has the name of the setting and URN clearly stated at the top of each page. Please make sure you have completed the front page with your settings details and the name of the person who has completed the form.

Please refer to *Early years self-evaluation form guidance* to help you understand what is required in each section. The guidance is available from the self-evaluation form's page: www.ofsted.gov.uk/publication/080104.

Part A: setting details and views of those who use the setting

Section 1: your setting

In this section please describe the main characteristics of your setting and the culture and backgrounds of the children who attend, including those who have learning difficulties and/or disabilities, or speak English as an additional language.

Refer to guidance page 8.



Section 2: views of those who use your setting

Please tell us about the views of the children and their parents or carers who attend your setting.

Tell us how you know what their views are, for example if your parents complete a questionnaire. How do you know what the children's views are?

Give examples of any action you have taken to change your provision as a result of their views.

Refer to guidance page 8



Part B: the quality and standard of the early years provision

The main aim of the Early Years Foundation Stage is to help young children achieve the five Every Child Matters (ECM) outcomes which are embedded within the themes of the Early Years Foundation Stage. These are to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Develop skills for the future.

Please use part B to evaluate how your provision helps children achieve these outcomes.

While completing this part of the form you may find it helpful to have a copy of the Early Years Foundation Stage pack¹ for reference and *Early years self-evaluation form guidance*.

As you go through this section you will be asked to grade your practice for different aspects of your provision. Completing the 'My practice' boxes will help you consider the quality of the service you offer to the children who attend. Please refer to Annex B – 'How will my provision be graded?', for guidance when deciding which grade best reflects the practice at your setting.

It is not necessary to repeat any comments you have included in one section if you think they also relate to another section. For example you may decide when answering the question on safeguarding that you have covered this elsewhere. You can just record: 'comments in staying safe', or 'being healthy' and 'leadership and management', rather than rewriting comments.

¹ www.standards.dcsf.gov.uk/eyfs/site/resource/pdfs.htm.



Section 3: the learning and development of the children in the early years provision

In this section you should take a critical look at the effectiveness of what you and any assistants or staff do to help children **enjoy learning and achieve as much as they can**.

Do not just list all that you do. Try to explain the impact of what you do on children's learning and development.

Refer to guidance page 10.

a) Learning and development

Evaluation



On the basis of your evaluation, what are your priorities for improvement?

My practice is:

Outstanding: my practice is exemplary	
Good: my practice is strong	
Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	



Section 4: the welfare of the children in the early years provision

In this section you should take a critical look at the effectiveness of what you and any assistants or staff do to help children to **stay safe, be healthy, enjoy and achieve, make a positive contribution and develop skills that will contribute to their future economic well-being**. Try to explain the impact of what you do on children's welfare. What works well? What could be improved?

Refer to guidance pages 11–13.



b) Helping children to stay safe

Evaluation

On the basis of your evaluation, what are your priorities for improvement?

My practice is:

Outstanding: my practice is exemplary	
Good: my practice is strong	
Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	



c) Helping children to be healthy

Evaluation

On the basis of your evaluation, what are your priorities for improvement?

My practice is:

Outstanding: my practice is exemplary	
Good: my practice is strong	
Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	



d) How well do children enjoy and achieve?

Evaluation

On the basis of your evaluation, what are your priorities for improvement?

My practice is:

Outstanding: my practice is exemplary	
Good: my practice is strong	
Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	



e) Helping children to make a positive contribution

Evaluation

On the basis of your evaluation, what are your priorities for improvement?

My practice is:

Outstanding: my practice is exemplary	
Good: my practice is strong	
Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	



f) Helping children to develop skills for the future

Evaluation

On the basis of your evaluation, what are your priorities for improvement?

My practice is:

Outstanding: my practice is exemplary	
Good: my practice is strong	
Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	



The welfare of the children in the early years provision

Taking into consideration your answers to the five Every Child Matters outcomes above, answer the question:

g) How effectively is the welfare of children in the early years foundation stage promoted?

Add any additional comments that are not entered above

On the basis of your evaluation, what are your priorities for improvement?

My practice is:

Outstanding: my practice is exemplary	
Good: my practice is strong	
Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	



Section 5: the leadership and management of the early years provision

In this section you should think about how well the overall leadership and management of your setting promotes children’s welfare, learning and development. You should consider how well you use self evaluation to promote improvement, work in partnership with parents and others and what steps you take to safeguard children.

If you are a childminder, you should consider how the questions in this section relate to the organisation of the childminding service you provide and how well you work with others, such as the network coordinator and any other provision a child attends.

h) How effective is your setting’s self evaluation, including the steps taken to promote improvement?

An evaluation of the effectiveness of your self evaluation makes a major contribution towards how effectively the setting is led and managed, and will often have a close relationship to your capacity for continuous improvement.

Refer to guidance page 14.

Add any additional comments that are not entered above



On the basis of your evaluation, what are your priorities for improvement?

My practice is:

Outstanding: my practice is exemplary	
Good: my practice is strong	
Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	



i) How well does your setting work in partnership with parents and others?

Consider how well you work in partnership with parents and others, such as other settings children may attend, or another professional who is working with a child. Try to explain the impact of what you do on children's welfare. What works well? What could be improved?

Refer to guidance page 15.

Add any additional comments that are not entered above



On the basis of your evaluation, what are your priorities for improvement?

My practice is:

Outstanding: my practice is exemplary	
Good: my practice is strong	
Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	



j) How well do you safeguard all children?

You may have already recorded the evidence for this question in other sections of the form such as staying safe and leadership and management. Do not repeat what you have already done, but you may find it helpful to record the questions you have already answered that relate to safeguarding children.

Refer to guidance page 15.

Add any additional comments that are not entered above

On the basis of your evaluation, what are your priorities for improvement?

My practice is:

Outstanding: my practice is exemplary	
Good: my practice is strong	
Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	



k) How effectively is provision in the early years foundation stage led and managed?

Think about what you have already said in this form and consider the question above. How well is your setting led and managed?

Refer to guidance page 15–17.

Add any additional comments that are not entered in other sections of the form

On the basis of your evaluation, what are your priorities for improvement?

My practice is:

Outstanding: my practice is exemplary	
Good: my practice is strong	
Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	



Section 6: the overall effectiveness of the early years provision

The central question is 'What is it like for a child here?' An evaluation of the overall effectiveness of the provision is determined by how well it promotes the five Every Child Matters outcomes and meets the needs of all children who attend.

In previous sections you considered aspects of inclusive practice, self evaluation and improvements you have made. Now we want you to gather these aspects together to answer the question below and tell us how good your practice is.

Refer to guidance page 17–18.



1) How well do you promote inclusive practice?

Add any additional comments that are not entered in other sections of the form

On the basis of your evaluation, what are your priorities for improvement?

My practice is:

Outstanding: my practice is exemplary	
Good: my practice is strong	
Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	



m) How well do you maintain continuous improvement?

Add any additional comments that are not entered in other sections of the form

On the basis of your evaluation, what are your priorities for improvement?

My practice is:

Outstanding: my practice is exemplary	
Good: my practice is strong	
Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	



n) How effective is your provision in meeting the needs of children in the early years foundation stage?

Add any additional comments that are not entered in other sections of the form

On the basis of your evaluation, what are your priorities for improvement?

My practice is:

Outstanding: my practice is exemplary	
Good: my practice is strong	
Satisfactory: my practice is reasonable but could be better	
Inadequate: my practice is not good enough and I know it needs to improve	



Part C: information about compliance with statutory requirements

Please complete the table on the following pages which is a summary of the statutory requirements.

Refer to guidance page 19–20 and Annex C page 26.

To assist you we have numbered the general legal requirements and included the pages to refer to in the May 2008 edition of the EYFS framework.²

Learning and development requirements pages 11–18	Fully in place	Partly in place	Not in place
LD 1: the early learning goals – the knowledge, skills and understanding that young children should have acquired by the end of the academic year in which they reach 5. pages 12–16			
LD 2: the educational programmes – the matters, skills and processes that are required to be taught to young children. pages 12–16			
LD 3: the assessment arrangements – the arrangements for assessing young children to ascertain their achievements. pages 16–18			
Action			

² www.standards.dcsf.gov.uk/eyfs/site/resource/pdfs.htm.



Welfare requirements Pages 19–40	Fully in place	Partly in place	Not in place
<p>W1: safeguarding and promoting children’s welfare</p> <p>W1.1: the provider must take necessary steps to safeguard and promote the welfare of children in the setting. pages 22–25</p>			
<p>W1.2: the provider must promote the good health of the children, take necessary steps to prevent the spread of infection, and take appropriate action when they are ill. pages 26– 27</p>			
<p>W1.3: children’s behaviour must be managed effectively and in a manner appropriate for their stage of development and particular individual needs. page 28</p>			
<p>W2: suitable people</p> <p>W2.1: adults looking after children, or having unsupervised access to them, must be suitable to do so. pages 29–30</p>			
<p>W2.1: adults looking after children must have appropriate qualifications, training, skills and knowledge. page 31</p>			
<p>W2.3: staffing arrangements must be organised to ensure safety and to meet the needs of the children. page 32</p>			
<p>W3: suitable premises, environment and equipment</p> <p>Outdoor and indoor spaces, furniture equipment, and toys must be safe and suitable for their purpose. pages 33–36</p>			



<p>W4: organisation Providers must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs. page 37</p>			
<p>W5: documentation and reporting Providers must maintain records, policies and procedures required for the safe and efficient management of the settings and to meet the needs of the children. pages 38–40</p>			
<p>Action</p>			



Childcare Register

Are you registered on the compulsory and/or voluntary parts of the Childcare Register?

Refer to the guidance page 21.

	Registered yes or no	Number of children registered for
Compulsory part of the Childcare Register		
Voluntary part of the Childcare Register		

1.10. Sverige – selvevalueringsspørgsmål

Hur väl tycker du att följande påståenden stämmer på din skola?

Svarsalternativ

- 4 Instämmer helt
- 3
- 2
- 1 Instämmer inte alls

Normer och värden

1. Det är arbetsro i skolan
2. Alla visar respekt för varandra
3. Jag tillämpar ett demokratiskt arbetssätt
4. Jag arbetar för att förebygga och bekämpa alla former av kränkande behandling
5. Jag bidrar till utveckling av värdegrund och förhållningssätt på skolan

Utveckling och lärande/kunskaper

1. Jag stödjer barn/elever/studerande att utveckla ett rikt och nyanserat språk
2. Jag stödjer barn/elever/studerande i att bli utforskande och självständiga
3. Jag stödjer barn/elever/studerande i att kunna samarbeta
4. Jag stödjer barn/elever/studerande i att självständigt formulera ståndpunkter och tänka kritiskt
5. Jag stödjer barn/elever/studerande i att se helheter och sammanhang
6. Jag använder ett varierat arbetssätt tillsammans med barn/elever/studerande
7. Jag stimulerar barn/elever/studerande till utveckling och lärande utifrån sina förutsättningar och behov
8. Jag dokumenterar och följer upp barns/elevs/studerandes utveckling och lärande
9. Jag dokumenterar och följer upp mina arbetsmetoder
10. Den fysiska miljön stödjer utveckling och lärande

Ansvar och inflytande för barn/elever

- 1.Jag ger barn/elever/studerande goda möjligheter till ansvar och inflytande
- 2.Jag ser till att barn/elever/studerande har inflytande över innehåll samt arbets- och redovisningssätt
- 3.Jag ser till att barn/elever/studerande tar ansvar för det egna lärandet och är delaktiga i den individuella utvecklingsplanen

Skola och hem (ej Vux)

- 1.Jag ger föräldrar goda möjligheter till inflytande
- 2.Jag ger föräldrar god information om deras barns utveckling och lärande

Övergångar, samverkan, omvärld och utbildningsval

- 1.Övergångar och samverkan inom verksamheten fungerar bra
- 2.Övergångar och samverkan mellan skolformerna fungerar bra
- 3.Vi har god samverkan med samhälle, arbetsliv och högre utbildning
- 4.Vi har en väl fungerande studie- och yrkesvägledning (gäller ej förskola)
- 5.Vi utvecklar infrastrukturen (gäller vuxenutbildningen)

Bedömning och betyg (ej förskola)

- 1.Jag följer systematiskt upp och analyserar kunskapsresultat
- 2.Jag ger barn/elever/studerande god återkoppling på deras utveckling och lärande
- 3.Mål och kriterier i läroplan och kursplaner är väl kända av elever/studerande
- 4.Jag arbetar aktivt för att säkra en likvärdig, allsidig och rättssäker bedömning

Styrning och ledning

- 1.Min skola har ett genomtänkt syfte med sin organisation och ansvarsfördelning
- 2.Rektor (eller motsvarande) leder aktivt skolans utvecklingsarbete
- 3.Rektor (eller motsvarande) tar tillvara min kompetens
- 4.Vi följer upp och utvärderar verksamhetens mål.
- 5.Resultat från uppföljning och utvärdering leder till åtgärder

Var arbetar du?

Förskola

Förskoleklass, grundskola, särskola, fritidshem

Gymnasieskola, gymnasiesärskola

Vuxenutbildning

1.11. Australien - spot checks

What is a Spot Check?

A Spot Check is a short visit to a child care service to check that the service is providing quality care for children. All services Accredited by the National Childcare Accreditation Council (NCAC) are eligible to receive a Spot Check.

What notice will the service receive about a Spot Check?

Spot Checks will be unannounced. When a Validator arrives to conduct a Spot Check the service will be provided with a letter from NCAC advising that a Spot Check is to take place.

How long will the CCQA Spot Check take?

The Spot Check will take no more than two hours. The Spot Check can occur at any time of the day (within regular service operating hours). It is important to inform NCAC in writing of any closure planned throughout the year.

What happens during a Spot Check?

The Validator will commence the Spot Check with a brief introduction to staff and a short tour of the service, depending on its layout. The Validator will be there to observe practice and talk with staff but should not need to interrupt the normal routine of the day.

The Validator will complete a *Spot Check Report* during the visit. This *Report* describes whether or not practice is being met at the standard required for Accreditation.

If the Validator observes practice that does not meet the standard required for Accreditation the Validator will note this and advise the service so that action can be taken to address this as soon as possible.

The Validator will write comments to acknowledge the service's practices which meet the standard required for Accreditation. The Validator will also talk with the service representative about the continuing improvement process the service may have in place to self-assess and improve practice. Documentation is not required to be viewed.

The service representative will have an opportunity to discuss the *Spot Check Report* with the Validator at the conclusion of the Spot Check.

Who are the Spot Check Validators?

Spot Checks are undertaken by NCAC Validators. All NCAC Validators have child care qualifications and experience and have been trained to undertake Spot Checks. Validators will conduct Spot

Checks only in service types in which they have experience. Validators will be wearing a NCAC Validator Identification Card.

How are services selected for a Spot Check?

NCAC's database is used to randomly select Accredited services to receive Spot Checks. A service may receive more than one Spot Check during its Accreditation period.

In family day care schemes, will carers be visited in Spot Checks?

During Spot Checks in family day care schemes, the Validator will visit both the coordination unit and a carer. All carers working on the day of the Spot Check are eligible to be visited.

What happens if the Spot Check identifies areas where the service is not providing care at the standard required for Accreditation?

Accredited services are expected to be meeting, as a minimum, the Satisfactory standards outlined in the relevant Child Care Quality Assurance *Quality Practices Guide*. This is the Standard required for Accreditation.

Where the service can take immediate action to address the issue

Where the service is not meeting the standard required for Accreditation, there may be instances where the service can take immediate action to rectify any unsatisfactory practice. For example, the service can act quickly to label dangerous products, post warning signs, or remove hazards. The Validator will record the practice and what has been done to rectify the practice in the *Spot Check Report*.

Where the service needs time to improve

In situations where the service is not meeting the standard required for Accreditation and no immediate action can be taken to rectify the unsatisfactory practice (for example, it will take time to improve interactions with children), the Validator will record the practice and the service representative will sign the *Spot Check Report* to acknowledge that action will be taken after the Spot Check.

What happens if the service is maintaining quality care for children?

If the service is meeting the standards required for Accreditation, the Validator will acknowledge this by documenting examples of practices that are meeting the standard required for Accreditation in the *Spot Check Report*.

What happens if a possible breach of licensing regulations is identified?

If a Validator observes practices that may relate to licensing regulations during a Spot Check, these observations will be recorded in the *Spot Check Report* and NCAC may notify the relevant licensing authority regarding those issues. NCAC will also write to the service to

advise of the action taken. Please refer to the CCQA *Handbooks* for further information on the link between the Child Care Quality Assurance systems and licensing legislation.

How can a service prepare for a Spot Check?

As services do not receive notice of Spot Checks, they should be prepared to receive a Spot Check at any time.

Can a service have a copy of the Spot Check Report?

Services will be given the opportunity to photocopy the *Spot Check Report* completed by the Validator. If a service does not have the facilities to do so, NCAC will post (free of charge) a copy of the *Report* to the service. Services may telephone NCAC on 1300 136 554 and speak to a Child Care Adviser if they wish to discuss the Spot Check or the *Spot Check Report*.

Where can I get more information about Spot Checks?

For further information about Spot Checks please telephone NCAC on 1300 136 554 and ask to speak to a Child Care Adviser.

1.12. England – guidance on writing early years inspection reports

The aim of this guidance is to assist inspectors to write inspection reports of early years provision other than that directly provided by schools.

General principles for writing the report

- The report must arise from and be consistent with the evidence recorded in the toolkit or hard copy notes.
- It should be based on the most significant strengths and areas for improvement. The report must give a fair and accurate account of a setting's early years provision.
- The text, balance and tone of the report should reflect the quality of that provision.
- The report should be evaluative rather than descriptive, and must leave the reader in no doubt about the strengths of the provision and those areas which need improving.
- It must be written in clear, everyday language and free from jargon. It should be written in the active voice and in the present tense. It should comply with our Guide to Ofsted's house style (www.ofsted.gov.uk/publications/080230).
- The report's sections must be fully consistent with each other, and with the judgements made on the inspection judgement (IJ) grid at the back of the report. The text and numbers on the IJ grid convey the inspection judgements. The text in the main body of the report should accurately reflect these grades, but there is no need to state the judgements explicitly using a set form of words. For example, if the leadership and management are graded 2 in the IJ grid, inspectors do not need to say: 'The leadership and management are good.' The number conveys this information. Rather, inspectors should take the opportunity to write about the good leadership and management, what makes them good, and, perhaps, why they are not outstanding. The text in each section must be consistent with, and sufficient to explain, the grade given.

General points

- Report unequivocally. Do not hide judgements in descriptive or advisory phrases. Avoid expressing findings as recommendations: for example, 'self-evaluation is weak', not 'self-evaluation needs to be improved'.

- Make sure that the text in all sections explains the reasons for the grades in the IJ grid, so that the reader can understand why higher grades were not awarded.
- Make sure that the IJ grades are consistent and that any apparent discrepancy is explained in the text.
- Capture the big picture without getting tangled up in excessive detail. Where appropriate, make use of examples and quotations, but do not overdo it.
- Ensure that examples of practice and what children do match evaluative comments and are consistent with the judgements.
- Avoid speculation or prediction – for example, saying what would result if the provider was to follow a particular course of action.
- Make recommendations and actions brief and to the point.
- Write the report so it is clear and interesting for a wide audience, without exaggerating or being over-colloquial.
- Do not name the childminder or give too much information about where (s)he lives in any part of the report.
- Do not evaluate provision registered on the Childcare Register but, where appropriate, report its impact on provision for children in the Early Years Foundation Stage (EYFS).
- Where there is a clear breach of a regulation or condition state this in the most appropriate section of the report.
- As a general rule, the main body of the report – reporting on overall effectiveness, steps for improvement, leadership and management, and quality and standards of the provision – should not exceed two sides of A4.

Guidance on writing the report sections

Introduction

This is standardised text explaining the purpose of the inspection. As well as the introductory paragraph that will appear in all early years inspection reports, inspectors can select from the following options in the report template depending on the provision offered:

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

and/or

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an

evaluation of that provision, but does include the provider's confirmation of compliance with the requirements of the Childcare Register, or otherwise, at the end of the report.

and/or

There were no children on roll when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. Where there are no children on roll, no judgement is made on the quality of the early years provision as there is no reliable evidence on which to assess its impact on children.

Description of the setting/childminding

The section should tell the readers about the setting, giving them a context for inspection findings. It should be a factual statement – inspectors should avoid expressing any evaluations or judgements in this paragraph.

It is helpful to share this section with the registered person or person-in-charge during the inspection so that they can agree its factual accuracy.

The section should include in no particular order information about:

- the location of the setting; for reports on childminders, you should ensure that addresses cannot be identified
- where applicable any operational links with a school on whose site the setting is located
- whether the setting is, or is part of, a children's centre and the range of services offered
- registration of any provision on the Childcare Register
- the opening times of the setting – making it clear, where appropriate, that provision is only offered before or after school or in school holidays
- the number of children for whom the setting is registered
- the current number of children on roll and their age range – making it clear if no children were present or on roll at the time of the inspection
- the number of staff and their qualifications, including any who have Early Years Professional Status or Qualified Teacher Status
- access to the provision especially where this may be a problem for instance, if it is on the first floor with no lift access.

The section should also include any other information that inspectors believe is likely to be of interest to parents.

An example of any other information is:

At a childcare on domestic premises setting one of the providers has a separate registration as a childminder: she works alone from different premises for one day of the week. Parents may be interested to know this as they may be able to use this childminder in an emergency.

Overall effectiveness of the early years provision

This section should be no more than four or five sentences, giving a broad, evaluative overview of the quality of early years provision, making clear the reasons why the overall judgement ‘How effective is the Early Years Foundation Stage provision in meeting the needs of children?’ is graded as it is. It should not merely repeat text that appears elsewhere in the report.

For example:

The excellent knowledge of each child’s individual needs ensures that staff promote all aspects of children’s welfare and learning with success. Children are safe and secure at all times and enjoy learning about their local area and the world around them. The partnership with parents, the local school and other agencies is a key strength and contributes significantly to ensuring that the needs of all children are met very well and they get any additional support they need. This means that children make good progress, given their age, ability and starting points. Regular self-evaluation by the manager and staff team ensures that any priorities for future development are promptly identified and acted on, resulting in a service that is responsive to the needs of all of its users.

This section should not include an evaluation of any provision registered on the Childcare Register; comments on its impact on the provision for children in the EYFS can be included if it is a significant factor in the way the overall judgment is graded as it is.

What steps need to be taken to improve provision further?

Each recommendation and action should begin with a verb and a lower case letter.

The recommendations should be worded so that providers are clear about what they could or must do to improve the provision and/or to meet any requirements of the EYFS or conditions of registration.

There is no set number of recommendations or actions that can be raised but, as a general rule, they should be few.

Recommendations

- These should focus on those things that will bring about the most improvement.
- They should be traceable to the EYFS principles, practice guidance and statutory guidance, and will usually arise from satisfactory judgements in the IJ grid.

Normally, where provision is satisfactory overall there will be no more than four recommendations. More than this will not help the provider to target improvement where it will make the most difference. Where all the judgements are good, at least one will have a recommendation.

At least one, but no more than two, recommendations must be raised against early years provision judged as outstanding overall. These should be aimed at bringing about very minor improvements to otherwise exemplary provision. Where there is a mix of outstanding and good judgements, the recommendations will arise from the good rather than the outstanding ones.

Recommendations are not intended to ensure that statutory requirements are met. They must not be raised to remedy weaknesses that have a significant impact on children, for example to address shortcomings in safeguarding procedures or in educational programmes which are hindering children's progress towards the early learning goals.

They can be raised for provision judged as inadequate: category 1, but only if they do not hinder progress with actions.

They should not be raised where the overall provision is judged as inadequate: category 2.

Actions

These should be raised to ensure that conditions of registration or statutory requirements of the EYFS are met or fully met.

They should be traceable to the overarching or specific requirement(s) that are not being met.

Normally, at least one action will be raised where any judgement in the IJ grid is inadequate. The exceptions to this are:

where it is sensible to combine an action

where other enforcement action is being considered such as cancellation of registration.

In the inspection report, each action must clearly state the particular requirement(s) to which it applies. This must be the same as the requirement shown in the drop down box in the toolkit. For example:

Action: identify a practitioner to take lead responsibility for safeguarding children (Safeguarding and promoting children's welfare).

The leadership and management of the early years provision

This section is an extended commentary on the impact of the leadership and management on children's welfare, learning and development. It is important to acknowledge how well the setting knows itself. The quality of its self-evaluation process – not just of its self-

evaluation form (SEF) – should be clearly evaluated in the leadership and management section of the report, with any weaknesses in the process noted.

This section should comment on the extent to which those in charge include and safeguard all children – including the extent to which checks are carried out on all staff to make sure that there is no recorded reason that would disqualify them from working with children.

The quality and standards of the early years provision

This should be the longest section of the report.

It incorporates key findings about the provision for children’s welfare, and learning and development, and their progress. Throughout this section, inspectors should make clear connections between the provision and how it promotes the five outcomes for children; for example, how the provider encourages children to select their own resources, and the impact of this on their confidence and self-motivation.

Focus on the overall quality of the provision for children’s welfare, learning and development; for example, there is no need to report separately on each of the areas of learning. If a particular requirement or condition of registration is not met, this must be clearly stated, so that the setting is left in no doubt about what it must do to improve.

Annex C complaints

We do not investigate complaints to see if they are founded or unfounded. We investigate complaints to see if the registered person continues to meet legal requirements.

The complaints section

This should not include the words ‘founded/unfounded complaints’ or whether complaints were upheld or not upheld. It should include only complaints that result in actions or compliance. It should not include complaints where the outcome was to set one or more recommendations.

This section should be a short summary including:

- the complaint(s) and issues to which it/they relate(s)
- what we did to establish whether the provider met the legal requirements to remain registered
- what actions we took or required the provider to take in order to meet legal requirements
- where cases are closed, the outcome of the actions where known.

Do not mention the National Standards or EYFS requirements in this section because references to more than one framework could lead to confusion for people reading the report. State the focus of the concern followed by a short sentence about the nature of the complaint. This can be done under the titles of the National Standards or EYFS re-

quirements but do not name the National Standards or requirements themselves. For example:

Since the last inspection Ofsted has received two complaints that required the provider to take action. These related to behaviour – boisterous behaviour of some children impacting on quieter activities – and food and drink where children were given unhealthy snacks.

We carried out a visit with regard to the first complaint and set an action for the provider to ensure staff are aware of and implement the behaviour management policy. The provider has revised the policy and briefed all staff on its implementation. Staff members have also attended a behaviour management training course. We asked the provider to investigate the second complaint. The provider reviewed snack arrangements and introduced healthy options such as fruit. The provider remained suitable for registration at the time the investigations were closed.

The annex explains that the complaint record relates to complaints since the last inspection or registration, whichever is the most recent. It should only include information collected at the time that the complaints were investigated: it should not refer to related issues that became apparent at the time of the inspection. Any weaknesses identified at the time of the inspection should be reported under the appropriate section of the report. For example, there may have been earlier complaints that staff ratios were not met, and then not enough staff were present at the time of the inspection. In this case the lack of current staff should be reported under leadership and management.

Process for submitting the inspection toolkit for a quality assurance check

The inspection toolkit should be submitted within three days of completing the inspection visit.

Publishing the inspection report

The report will be sent, within five working days of the end of the inspection, to the provider for comment on any factual inaccuracy. The report will then be published on the Ofsted website within 20 working days of the end of the inspection.

Quick check for inspection reports

Go through the sections and consider the questions below.

Introduction

Where appropriate, does it have the relevant optional text?

Description of the setting

Does it have brief factual details about the characteristics of the provision?

Have you remembered not to include the names of childminders or identify precisely where they live?

Does it state which register(s) the provider is on?

Does it include a reference to any partnership arrangements with other early years settings?

Overall effectiveness

Does the section provide a succinct summary of the main reasons why the overall effectiveness judgement is graded as it is in the IJ grid?

What steps need to be taken to improve provision further?

Did you start each recommendation or action with a verb and lower case letter?

Are there only a few?

Do they focus on aspects that will bring about the most improvement?

Are they traceable to the overarching or specific legal requirements, or the EYFS principles, statutory guidance or practice guidance?

Do they arise from the main body of the report?

Is there at least one action where any judgement in the IJ grid is inadequate?

Is there at least one, but no more than two very minor recommendations where the provision is judged as outstanding overall?

Have you remembered not to include any recommendations where the provision is judged as inadequate: category 2?

The quality and standard of the leadership and management of the early years provision

Does the section provide an extended commentary on the impact of the leadership and management, or the organisation of the childminding, on children's welfare, learning and development?

Does it evaluate the quality of the setting's process of self-evaluation?

Does it evaluate how well the leadership and management ensure that all children are safeguarded and included?

The quality and standards of the provision

Does the section provide an extended commentary on the quality of the provision for children's welfare and learning and development by focusing on the big picture?

Does it make clear the connections between the provision and how it promotes the five outcomes for children?

The inspection judgements

Are they consistent with the report findings?

Do they make sense when set against each other?

Overall

Does the report make sense?

Is the report free from spelling and grammatical errors?

Is it written in the active voice and in the present tense?

Is the report fully substantiated by evidence in the toolkit?

Effekter

1.13. Canada – testimonials

What's the Buzz?

Going through the accreditation process was a good, but challenging experience. Even though it was challenging, we followed our daily routine.

A single piece of advice to programs just starting the accreditation process is to do it with confidence.

We gained more confidence in our abilities as child care providers having achieved accreditation status.

The part of the process we disliked was the stress, but the part we enjoyed most of all was the feedback from the moderators. Staff is more confident that they are doing their jobs properly.

The accreditation process is worthwhile as it built our confidence and we feel proud of ourselves in daily routines.

Parents and staff have built better communication skills.

-Gold Bar Day Care

Edmonton

The accreditation process was very positive for our centre. It started off a little 'rocky' as we were dealing with a shortage of staff and definite non-commitment from our Accreditation team. At that point our accreditation process was put on hold. Upon the restart of the process we had a new team, new start and new determination to become accredited. Through the help of ARCQE we learned so much about our centre, and by breaking down the tasks that were at first very overwhelming, we made it through step by step. It was a great process. It really allows you to go through every aspect of your centre.

Make sure you and your team are committed and dedicated to making this happen! If you are planning to just skim through, think again. Once you start working on one aspect, you will find they are all linked together. Be patient. Take one day at a time and try not to be overwhelmed.

A positive outcome- as a fairly new director to the centre, it gave me a chance to basically pull the whole place apart and learn about all aspects, past, present, and the plans in store for the future.

An unexpected outcome attributed to achieving accreditation was the awareness of the

10 Standards for the staff. They grew strength and professionalism, and I believe this was the main attribute to our success.

Parts of the process that were enjoyed the most were learning more about our centre and the feelings of accomplishment along the way. Knowing that we are making our centre better was a great feeling.

Parts of the process that were least enjoyed were feeling overwhelmed, stressed, (it seemed like a lot of times) plus of course frustration. Some parts were extremely repetitive.

I learned a lot about the centre, my staff and our capabilities.

The staff learned a lot about professionalism, working towards goals, and their own experiences and interactions with the children, families and each other.

The process is worthwhile. It does show professionalism in our industry as well as showing that we are worthy, important and hard working professionals. Recognition gives us self-esteem as child care workers.

Although we struggle with parent and board involvement, I do believe we all learned from this, even if it is just ‘awareness.’

Our most unique way of meeting the Standards is our closeness as a staff. We are very much a team here and it shows up very much when providing evidence for the Standards.

-Taber Child Care Centre

Taber

It was a long, grueling process. I feel that perhaps more information should have been given at the very beginning as to the workload. Due to the length of the process, the original accreditation team got tired and so the bulk of the workload was left to very few people and a lot of work had to be done after hours. The process did give us a good opportunity to evaluate all our programs on a provincial scale.

Some advice to give someone just starting the process is to have patience! Date all your papers and reports etc. Start with one task and complete it before going on. Work where papers can be left so you are not wasting time re-sorting.

A positive outcome through the process was that we certainly found out about the strengths of all our programs and staff. We found we were doing so much...just because.....and we are proud of our outcome!

An unexpected outcome is that there is now a lot more paperwork for managers.

Having achieved accreditation status maintains the paperwork, but it takes away from hands-on interactions. This has been very hard for all involved because we have always prided ourselves in a very caring, hands-on environment. So in order to keep with our ‘hands-on’—paperwork entails a lot of after hour work.

We enjoyed the positive interaction with all people connected to accreditation. It was most enjoyable when our team could all get together to work on the process without interruptions. It was a real bonus when the government gave money to be used for helping get the process completed. Staff are all very appreciative of accreditation staff funding dollars.

Extras time was scarce. A lot of work was done by dedicated staff on lunch hours and evenings.

We learned how to look at programs more objectively.

Yes, accreditation is worthwhile to prove to all that our centers met all the Standards.

Staff have a better understanding of quality care because of the interest in workshops, newsletters, and information sessions. Staff are voicing their opinions, praising, providing positive feedback and demonstrating a willingness to help with special projects.

Some innovative and unique ways we meet the ten quality standards include:

- All staff on the premise has first aid
- Staff are working on Early Childhood courses
- All monitoring reports are posted
- Support is given to all staff working on courses by Administration
- A large percentage of staff are aboriginal and speak the language
- We are open long hours to accommodate all families requiring care for out of town jobs
- Administration team is very accessible to parents, staff and community at large—there is an door policy
- Programs positively reflect meeting diverse needs of families and community

-NLC Daycare

-Centennial Daycare

-Slave Lake Satellite Family Day Home

Slave Lake

Accreditation was a very long process, but overall we feel we learned about our staff and the families we provide a service to. It was informative.

Some advice would be to make ensure you read everything twice. Double check all the things you have filled out. If there is something you can do, do it! There is no sense in putting it off.

A positive outcome was that we went through all our policies. We updated them and had staff input!

The part we enjoyed the most was the site visit to the centre. We also enjoyed hearing what the staff had to say. It was a nice way to interact with the staff.

During the accreditation process, our staff really pulled together and we became even closer as a team.

Accreditation is a very long sometimes stressful process, but very worthwhile.

I can not speak for the parents as to whether they have a better understanding of quality care. We do not have any complaints.

As for the staff, the accreditation process reinforced what they knew. We have staff that go out of their way each day to make children and parents feel truly welcome.

We have changed a few things here and there, but all for the better. An example of this is how we record our planning. We used to use a monthly calendar, but now it is weekly. It took awhile to get used to it, but got easier every day.

-Millrise Child Centre

Calgary

Accreditation was a long process that took close to one year to complete. The paperwork helped us to focus and re-focus on the Standards we needed to review, revise and adjust.

A piece of advice if someone was just starting the process is to attend the workshops!

Any outcomes that we attribute to going through the process are definitely all positive. Going through the accreditation process created a standardization for our industry.

We are more involved with external agencies and working in a collaborative effort to introduce resources for parents, teachers, staff and children in order to continue providing best practices and best services.

Our staff were also excited to receive higher pay once we received accreditation status!

Our staff enjoyed mentoring each other. We recognized strengths and weaknesses in ourselves and in each other to help everyone improve.

Workshops done through ARCQE were very helpful in helping us improve our interactions with children and with our co-workers.

Accreditation is a worthwhile process. Absolutely! Everyone in the industry needs to be on the same page. The accreditation process forced our gaze on the “Standards” as it should.

From this process, we have understood ‘quality care’ to encompass the external community. In order to provide best practices and best services we cannot isolate ourselves. We need to work in collaboration with external agencies so that parents and staff have access to resources or supports to enhance the quality of care that children receive.

-Millwoods Kinder Kare Child Development

Edmonton

The accreditation process was hard, but well worth the time and energy needed to complete the self study. The insights we gained made it clear the areas that were lacking and how to develop them to meet standards. The site visit was really great; I enjoyed seeing how the staff responded to having the Validators out. It was difficult to get the staff highly involved, but overall they got excited.

A single piece of advice if someone was just starting the accreditation process would be to just START and set some small goals. Ask for parents to help and get staff to sign up in their area of interest.

Some unexpected outcomes as a result of going through the accreditation process were that parents were so proud of the center and the desire for spaces increased.

Having achieved accredited status, staff expected large pay increases. There was recognition within the Glenrose Hospital and the community as a whole. (Being on TV was fun.)

We now have a process for new children and it runs so much smoother for all involved – parents, staff and children.

Parts of the process we enjoyed the most were the development of the QEP and tangible goals to bring us up to standard. Reaching goals and being able to adapt as time goes by was enjoyable.

The actual site visit was only a minute glimpse of our program...it’s good for centres, but bad for centres.

Staff learned the value of programming all areas of the room and really following interests. Cleaning lists, check lists—all these lists actually help to keep things on track.

Yes, accreditation is a worthwhile process. The benefits outweighed the costs associated, time, energy, hours and patience. Also, it’s a great way to work as a team toward a common goal—it had the money reward for staff and the recognition.

Parents have a better understanding of quality care and can see the difference; they give great feedback.

Staff have a better understanding of quality care as we work on the other stuff over and above accreditation and have kept the program running at these high standards for close to a year and we look at ways to always improve now—not just accepting how it is!

-Edmonton Hospital Workers Child Care Society

Edmonton