

Standard 7: Curriculum

Encouraging each child's holistic development and learning requires the implementation of a verifiable, broad-based, documented and flexible curriculum or programme.



Component 7.1

It is evident that the child's learning and development are holistic experiences and processes, that play is central to integrated learning and development and to curriculum/ programme implementation.

Component 7.2

There is a well-referenced curriculum or programme in operation, based on established and verifiable principles of child development.

Component 7.3

The curriculum/programme is reflected in and implemented through the child's daily routine, spontaneous learning opportunities, structured activities and activities initiated by the child.

Component 7.4

Curriculum/programme implementation is achieved through a variety of adult strategies, close and supportive relationships in the setting and a wide range of experiences which are made available to the child.

Component 7.5

The curriculum or programme of activities being implemented is documented and the documentation is available and in use.

Component 7.6

Planning for curriculum or programme implementation is based on the child's individual profile, which is established through systematic observation and assessment for learning.

Component 7.1

It is evident that the child's learning and development are holistic experiences and processes, that play is central to integrated learning and development and to curriculum/ programme implementation.

→ Signposts for Reflection General

7.1.1 What is understood by holistic learning and development in your setting?



Think about: (e.g.)

- Links between developmental domains
- Learning processes
- Learning dispositions
- Learning contexts
- Integration
- Relationships
- Competent learners

7.1.2 In thinking of a child engaged in a particular activity, which aspects of learning and development are being integrated?



Think about: (e.g.)

- Language
- Socialisation
- Creativity
- Visual discrimination

- Gross/fine motor skills
- Classification

7.1.3 Are there instances in which one or other dimension of the child's development and learning is being emphasised, and can you think of such a situation?


7.1.4 In describing a situation in which you focus on one aspect of development and learning, what possibilities are there for bringing in other aspects of learning and development?

7.1.5 What does the curriculum/programme being implemented in your setting say about play?

 See 6.1 / 6.3 / 6.5 / 6.7

→ Birth - 18 months

7.1.6 What provision does the curriculum/programme you are implementing make for children whose experience is primarily supported by adults?

7.1.7 How does your curriculum/programme guide your relationship with the child?  See 5.3 / 5.4

→ 12 - 36 months

7.1.8 7.1.6-7.1.7

7.1.9 Is the curriculum/programme you are implementing likely to result in you approaching the child's learning and development from a 'subject' based perspective or from a 'thematic' perspective?

7.1.10 During the daily routine, what opportunities could you provide for the child to use skills and knowledge in different contexts?

→ 2½ - 6 years

7.1.11 7.1.8-7.1.10 ↩

Component 7.2


There is a well-referenced curriculum or programme in operation, based on established and verifiable principles of child development.

→ Signposts for Reflection

7.2.1 How does the curriculum/programme support your setting's aims and objectives for development and learning?




Think about: (e.g.)

- Sources for the curriculum/programme you use
- How the curriculum/programme developed
- The research base of the curriculum/programme being implemented
- Content of the literature/references used in the development of the curriculum/programme
- Predominant influences on the curriculum/programme in use in your setting
- Theories of child development most influential in the curriculum/programme you use
- How principles of child-development incorporated into the curriculum/programme support you in considering the child's learning and development as a holistic process  See 7.1

Component 7.3

The curriculum/programme is reflected in and implemented through the child's daily routine, spontaneous learning opportunities, structured activities and activities initiated by the child.





→ Signposts for Reflection General

7.3.1 How is the daily routine, including care routines, used to implement the curriculum/programme?  See 5.3

 See 6.1



Think about: (e.g.)

- Arrival in the morning
 - Settling-in time
 - Play time
 - Meal/snack times
 - Trips and outings
 - Toileting and hygiene routines
 - Transitions  See 13.1
- 7.3.2 What aspects of the curriculum/programme lend themselves to responding to spontaneous learning opportunities which occur during the daily routine, and to the ever-changing nature of the child's activities?  See 6.5 / 6.7  See 11.5
- 7.3.3 How can the curriculum/programme be adapted to support the learning and development of all children, thinking especially of children with special needs?  See 14.2 / 14.3

Standard 7: Curriculum

7.3.4 How can spontaneous learning opportunities be used to implement an element of the curriculum/programme?



Think about: (e.g.)

- Curriculum/programme content
- Themes and topics
- Extending learning
- Dimensions of development
- Observation
- Language
- Child's interests
- 'Meaning making'



12 - 36 months

7.3.5 Can you give an example of a planned, structured activity you have devised, and the aspects of child development and learning being addressed in this activity? See 1.1 / 1.2



Think about: (e.g.)

- Creative activities
- Small/large groups
- Tidy-up time
- Table-top activities
- Outdoor play/games

7.3.6 What aspects of child learning and development are being addressed in this activity?

7.3.7 In child-initiated activity, what strategies do you use to incorporate your curriculum/programme goals?

See 5.4



Think about: (e.g.)

- Your comments
- Descriptive/expressive language
- Questions
- Participating in play in character



2½ - 6 years

7.3.8 7.3.5-7.3.7

Component 7.4

Curriculum/programme implementation is achieved through a variety of adult strategies, close and supportive relationships in the setting and a wide range of experiences which are made available to the child.



Signposts for Reflection
General

7.4.1 What strategies do you use in implementing the curriculum/programme? See 5.4




Think about: (e.g.)

- Modelling
- Facilitating
- Language/body language
- Enabling
- Playing
- Observing and listening

Standard 7: Curriculum



- Structuring
- Enabling interactions between children

7.4.2 How are you pro-active in becoming involved in the child's learning and development through curriculum/ programme implementation?  See 6.6



Think about: (e.g.)



- Individual attention
- Emotional presence
- Interactions
- Engagement
- Sharing interests
- Joint projects

7.4.3 What range of experiences are provided for the child in the course of the daily routine?  See 2.5 / 2.6 / 2.7
 See 6.3



Think about: (e.g.)

- Outdoor play
- Activity areas
- Rhyme, story and song
- Care of pets
- Physical activity
- Creativity
- Quiet time

7.4.4 What impact does the nature of your relationship with the child have on their learning and development?  See 5.4  See 9.6



Think about: (e.g.)

- Caring
- Responsive
- Sensitive
- Supportive

7.4.5 What is the range of relationships within the setting which have an impact on the child's learning and development?



Think about: (e.g.)

- Management
- Staff
- Parents

Component 7.5

The curriculum or programme of activities being implemented is documented and the documentation is available and in use.

 See 6.7

→ Signposts for Reflection


7.5.1 How does the curriculum/programme documentation support implementation?



Think about: (e.g.)

- Type of documentation
- Ensuring the documentation is the most up-to-date available
- Making all of the documentation available to everyone who is interacting with the child in the setting

Standard 7: Curriculum

- Frequent usage of the documentation
- Additional documentation you produce yourself to support curriculum/programme implementation
 See 6.7
- How often you document your curriculum/programme planning (e.g., year plan; season/term plan; monthly/fortnightly/weekly/daily plan, etc.)

Component 7.6

Planning for curriculum or programme implementation is based on the child's individual profile, which is established through systematic observation and assessment for learning.

→ Signposts for Reflection

- 7.6.1 What are the different elements of your system of child observation and assessment?



Think about: (e.g.)


- Observation
- Parents
- Child's self-assessment
- Participating in play
- Interactions
- Listening
- Informal
- Consultation with colleagues
- Reflection
- Ongoing cycles

- 7.6.2 How do you record the information gained from your observations and assessment?



Think about: (e.g.)

- Daily observation notebook
- Observation templates
- Child's portfolio
- Photos/tapes/video, etc.
- Process as opposed to outcome
- Individual Education Plans (IEPs)

- 7.6.3 How do you acknowledge and validate cultural experiences and knowledge in the curriculum/programme?  See 14.3



Standard 8: Planning and Evaluation

Enriching and informing all aspects of practice within the setting requires cycles of observation, planning, action and evaluation, undertaken on a regular basis.



Standard 8: Planning and Evaluation

Component 8.1

Each Standard area of practice is reviewed regularly through appropriate and tailored processes of observation, planning, action and evaluation.

Component 8.2

The setting has established and documented review structures.

Component 8.3

There is a mechanism in place to ensure that review processes lead to changes in practice.

Component 8.4

The outcomes of review structures and processes are recorded, stored and shared, as appropriate.

Component 8.1

Each Standard area of practice is reviewed regularly through appropriate and tailored processes of observation, planning, action and evaluation.

→ Signposts for Reflection

8.1.1 What types of review processes are appropriate to each of the 16 Standards specific to *Síolta*?



Think about: (e.g.)

- Person-centred review
- Structural review
- Resource review
- Evidence and documentation
- Change management review
- External review process

8.1.2 How often do you undertake reviews within the practice categories of the Standards?



Think about: (e.g.)

- Daily/weekly/monthly
- Term/annual
- Rolling review

8.1.3 What aspects of the Standards require more frequent review than others?

Component 8.2

The setting has established and documented review structures.

→ Signposts for Reflection

8.2.1 What review structures are in place in your setting?



Think about: (e.g.)

- Time management
- Team/staff/management meetings
- Inputs from parents and children
- Self-review
- Supervision and appraisal
- Progress reports
- Evidence and documentation
- External evaluation/audits

Component 8.3

There is a mechanism in place to ensure that review processes lead to changes in practice.

→ Signposts for Reflection

8.3.1 When change is indicated by the review process, how is that change incorporated into practice?



Think about: (e.g.)

- Responsibility for incorporating change
- Responsibility for overseeing change

Component 8.4

The outcomes of review structures and processes are recorded, stored and shared, as appropriate.


→ Signposts for Reflection

8.4.1 How do you document your review processes?



Think about: (e.g.)

- Review templates
- Curriculum/programme planning notes
- Records of decisions
- Minutes of meetings
- Practice diaries
- Evaluation reports
- Individual Education Plans (IEPs)

8.4.2 How do you ensure that records are stored and shared appropriately, ensuring confidentiality?  See 10.6

 See 12.2 / 12.3

Standard 9: Health and Welfare

Promoting the health and welfare of the child requires protection from harm, provision of nutritious food, appropriate opportunities for rest, and secure relationships characterised by trust and respect.



Component 9.1

The setting has implemented a full range of policies and procedures to prevent the spread of infectious diseases, reduce exposure to environmental hazards and stress, and deal effectively and efficiently with medical situations that may arise.

Component 9.2

The setting endeavours, through the implementation of a range of policies, procedures and actions, to promote the health of all children and adults.

Component 9.3

The setting has implemented the guidelines from *Children First and Our Duty to Care* in relation to child protection.

Component 9.4

The setting is proactive in supporting the development of healthy eating habits in children whilst supporting their enjoyment and appreciation of eating as a positive social experience.

Component 9.5

The setting has made significant efforts to ensure that children's need for rest, quiet time and privacy is appropriately catered for and respected.


Component 9.6

The setting has made provision to ensure that children can form and sustain secure relationships with adults, siblings, peers and other children.

Component 9.7

The setting ensures that all adults and children are prepared for emergency situations.

Component 9.1

The setting has implemented a full range of policies and procedures to prevent the spread of infectious diseases, reduce exposure to environmental hazards and stress, and deal effectively and efficiently with medical situations that may arise.  See 2.4

→ Signposts for Reflection

9.1.1 How do you deal with illness, infectious diseases and medical emergencies in your setting?



Think about: (e.g.)

- Policies and procedures
- Informing parents and families
- Informing other relevant adults (e.g., volunteers, students, medical personnel, etc.)
- Isolation/exclusion/supervision
- Provision of a quiet, comfortable location

9.1.2 What procedures are in place to respond to medical emergencies?




Think about: (e.g.)


- Appropriate number of adults in your setting qualified to administer first aid
- Adequate number of fully-equipped first aid boxes available and easily accessible
- Briefing of adults on appropriate storage and administration of medication

- Arrangement with a medical doctor or other appropriately qualified medical professional to provide advice and support to the setting
- Communication with parents in the case of illness or medical emergency (e.g., accessible and up-to-date contact details, informing them of infectious illnesses in the setting, advising them on appropriate precautionary methods, etc.)

Component 9.2

The setting endeavours, through the implementation of a range of policies, procedures and actions, to promote the health of all children and adults.  See 14.1

→ Signposts for Reflection

9.2.1 What strategies are in place to ensure that everyone in your setting is fully informed on all aspects of health promotion?  See 11.1 / 11.4



Think about: (e.g.)

- Making information leaflets available on vaccinations, oral hygiene, prevention of infection, etc.
- Inviting regular contact with the public health nurse and other relevant health professionals
- Holding information evenings for parents on health promotion issues
- Offering adults working in the setting opportunities to participate in training on health promotion matters
- Incorporating health promotion into the curriculum/ programme of activities for children
- Training regarding child protection, food-handling, etc.

Standard 9: Health and Welfare

9.2.2 How are children supported to develop good personal hygiene routines?  See 7.3




Think about: (e.g.)

- Establishing routines regarding hand washing, brushing teeth, cleaning after toilet use, nose blowing, waste disposal, etc.
- Developing self-management skills through the curriculum/programme (e.g., opening/closing fastenings, tidy up time, etc.)
- Reinforcing good practice regarding keeping the environment clean and safe (e.g., mopping up spills, wiping feet, wearing indoor shoes, etc.)

9.2.3 How can adults in your setting contribute positively to the promotion of children's health?



Think about: (e.g.)


- Modelling good hygiene practice
- Following safety procedures
- Suitable outdoor clothing, application of sunscreen
- No smoking
- Being attentive and responsive regarding children's routine personal hygiene needs (e.g., nappy-changing, toileting, etc.)
- Minimising stress and anxiety for children by acting in a calm manner at all times  See 5.5
- Support and supervision of adults
- Being responsive and sensitive to children's needs for reassurance and comfort

Component 9.3

The setting has implemented the guidelines from *Children First* and *Our Duty to Care* in relation to child protection.



Signposts for Reflection

9.3.1 How does your setting ensure that all adults are fully briefed on good practice guidelines in relation to child protection?  See 11.4



Think about: (e.g.)

- Relevant information available and accessible to all
- Briefing on child protection policies and procedures in your induction process for adults working in the setting
- Involving all relevant adults in the development of a policy and procedures related to child protection
- Role of in-service training to support the adults' engagement with child protection policies and procedures
- Ensuring that information updates are communicated clearly to all adults, as appropriate
- Ensuring that parents are familiarised with policies and procedures on child protection




9.3.2 What processes are in place in your setting to ensure that children are treated with respect and dignity, especially in relation to personal care?



Think about: (e.g.)

- Supporting children to have a say in decision-making
- Ensuring that children's rights to privacy are respected

Standard 9: Health and Welfare

- Ensuring that behaviour management processes maintain respect for the dignity and rights of children
 See 1.3  See 5.6
- Ensuring that all complaints are dealt with sensitively and responsively
- Ensuring that children are able to trust and confide in adults working in your setting
- Ensuring that adults are never unsupervised/alone with an individual child
- Supporting children's understanding of their own role in respecting the rights of others  See 14.3

9.3.3 What procedures do you have to deal with suspected or actual abuse of children in your setting or elsewhere?



Think about: (e.g.)

- Designated person who takes responsibility for issues related to child protection
- Opportunity for the designated person to gain the skills and knowledge necessary for this important role
- Recognition of, and response to, abuse
- Reporting of suspected abuse
- Supporting the child to report abuse
- Provision of support for the child where abuse has been identified
- Liaison with other agencies/individuals who can intervene and/or support you in dealing appropriately with this issue

Component 9.4


The setting is proactive in supporting the development of healthy eating habits in children whilst supporting their enjoyment and appreciation of eating as a positive social experience.

→ Signposts for Reflection General

9.4.1 How does your setting promote the development of healthy eating habits in children?



Think about: (e.g.)

- Informing children about healthy eating/healthy choices
- Raising awareness with parents and families regarding healthy eating
- Sources of information about healthy eating available in the setting (e.g., leaflets/posters from Health Services Executive, An Bord Bia, food companies, magazine articles, etc.)
- Offering children experience of different foods
 See 7.3
- Involving children in discussion and debate about healthy eating
- Encouraging parents and families to support your healthy eating policies
- Responding to individual children's dietary needs
- Ensuring that all children have free access to safe drinking water at all times

Standard 9: Health and Welfare

9.4.2 How does your setting make sure that:



Think about: (e.g.)

- It complies with the Department of Health and Children's 'Food and Nutrition Guidelines for Preschools?'
- Written daily menus are available to parents?
- Meals and snacks are available with consideration to the individual dietary needs of the child?
- Food portions are adjusted according to the age of the children and also in a manner that affords age-appropriate decision-making to the child?
- In the daily menu, food from all food groups are provided?
- Food texture is adjusted according to the age of the child?
- Food served is attractive and appetising to the child?
- The setting ensures that children with special dietary requirements, allergies or food forbidden for any reason (e.g., religious custom) are catered for?
- All staff have appropriate training in food-handling?
- A HACCP (Hazard Analysis Critical Control Point) programme is in operation?

9.4.3 How is children's enjoyment/appreciation of eating developed as a positive social experience?



Think about: (e.g.)

- Relaxed and unhurried break and snack times
- Sitting with children at snack times to provide positive role models
- Offering children opportunities to take responsibility for organising break/snack times



Birth - 18 months

9.4.4 How are the specific needs of babies provided for within the setting?



Think about: (e.g.)

- How do you make provision for breastfeeding?
- Is feeding based on individual nutritional needs and feeding schedules, and not by rota?
- Are there adequate storage and preparation areas for bottles?
- Are babies always held and given one-to-one attention whilst being bottle fed?
- What processes do you have in place to support the weaning of babies?
- How do you encourage independence in feeding?
- How is seating arranged to support social interaction with others?



12 - 36 months

9.4.5 9.4.4 ↩

Component 9.5

The setting has made significant efforts to ensure that children's need for rest, quiet time and privacy is appropriately catered for and respected.



Signposts for Reflection General

Standard 9: Health and Welfare

- 9.5.1 How do you make appropriate space available for quiet time and relaxation, away from the other activities in your setting?
- 9.5.2 How do you incorporate flexibility around opportunities for rest into the daily routine of children in your setting?
- 9.5.3 How do you encourage children to take appropriate rest breaks?

→ Birth - 18 months

- 9.5.4 Have all babies under 12 months a cot with a safety mattress and individual linen in a quiet, darkened, warm area?
- 9.5.5 What precautions have you in place for the prevention of Sudden Infant Death Syndrome (SIDS)?

Component 9.6

The setting has made provision to ensure that children can form and sustain secure relationships with adults, siblings, peers and other children.

 See 5.1 / 5.2 / 5.3  See 13.1  See 14.2

→ Signposts for Reflection

- 9.6.1 How are children supported to form relationships in your setting?



Think about: (e.g.)

- Opportunities for siblings to meet and interact
- Support from experienced adults who can provide continuity and consistency
- Supporting children's friendship formations

- Supporting children's relationships with parents and extended families
- Operation of a key worker system

Component 9.7


The setting ensures that all adults and children are prepared for emergency situations.

→ Signposts for Reflection

- 9.7.1 How does your setting make provision to deal with emergency situations that require evacuation?



Think about: (e.g.)

- Policies and procedures  See 10.2
- Communicating these clearly to all relevant adults and children
- Preparing the children and adults in your setting to respond to emergency situations in a calm, stress free manner (e.g., regular fire drill, familiarisation with exits, alarm bells, etc.)
- Accessing external assistance in the case of emergencies



Standard 10: Organisation

Organising and managing resources effectively requires an agreed written philosophy, supported by clearly communicated policies and procedures to guide and determine practice.



Standard 10: Organisation

Component 10.1

The setting has developed a comprehensive statement or set of statements that clearly describes the vision, values and principles which underpin the nature of the service, and informs all aspects of practice.

Component 10.5

A strong ethos of teamwork is evident in the setting.

Component 10.2

The setting has a range of clearly documented policies and procedures covering all aspects of practice in the setting. These are developed, and shared appropriately, with all stakeholders.

Component 10.6

The setting keeps relevant and accurate administration records whilst maintaining appropriate levels of confidentiality.

Component 10.3

The management of financial resources within the setting is efficient, effective and ensures the sustainability of the service.

Component 10.7

The setting has clearly documented, well-developed and functioning management structures and operating processes that support the implementation of the setting's philosophy, in the best interests of children, families and staff.

Component 10.4

All adults working in the setting are valued, supported and encouraged in their individual roles and responsibilities.

Component 10.1

The setting has developed a comprehensive statement or set of statements that clearly describes the vision, values and principles which underpin the nature of the service, and informs all aspects of practice.

→ Signposts for Reflection General

10.1.1 What are the essential elements that need to be included in a philosophy statement for your setting?



Think about: (e.g.)

- The view of children and child development that informs and guides your practice See 7.1
- The core values that adults working with children should be guided by See 11.2
- How you define and describe the service that you provide for children and their families
- Your perspectives on the role of parents and families in the delivery of your service? See 3.2 / 3.3

10.1.2 What are the outcomes of participation in your service for children and their families?

Component 10.2

The setting has a range of clearly documented policies and procedures covering all aspects of practice in the setting. These are developed, and shared appropriately, with all stakeholders.

→ Signposts for Reflection

10.2.1 What documented policies and procedures are in place in your setting?

10.2.2 How do you get the views and input of all relevant stakeholders in the development of policies and procedures? See 4.1



Think about: (e.g.)

- Asking for input on the writing/preparation of your policy and procedures
- The stakeholders involved
- Gathering and translating these views into the policy documents
- Getting agreement on the content

10.2.3 How do your policies and procedure documents inform practice in your setting?



Think about: (e.g.)

- Familiarity with these documents by all adults in the setting
- Their use as the basis for routines and everyday practice in the setting
- Regular review to ensure they continue to be relevant to practice See 8.4

Component 10.3

The management of financial resources within the setting is efficient, effective and ensures the sustainability of the service.

→ Signposts for Reflection

10.3.1 What systems do you have in place to make sure that financial records are accurate and well maintained?



Think about: (e.g.)

- Book-keeping, income and expenditure, invoices and receipts
- Salaries, payslips, P60's
- Taxation, revenue returns
- Audited accounts

10.3.2 What processes do you use to review the financial situation of your setting?



Think about: (e.g.)

- Preparation of budgets
- Weekly, quarterly, annual reconciliation of expenses to budget
- Processes to review or amend budgets

10.3.3 How do you make sure that you have the necessary information and skills to ensure that your setting continues to be financially sustainable?



Think about: (e.g.)

- The financial management skills of the operator/manager

- Accessing professional advice and support (e.g., accountant, auditor)
- Opportunities for accessing funding, grant aid, subsidies, fundraising, sponsorship

Component 10.4

All adults working in the setting are valued, supported and encouraged in their individual roles and responsibilities.

→ Signposts for Reflection

10.4.1 What processes are in place to ensure that all adults have their rights as employees met and safeguarded?



Think about: (e.g.)

- Employer and employee registration, contracts of employment, working hours, holidays, salaries, PAYE, PRSI, PRSA
- Recruitment processes (e.g., job descriptions, interview procedures, etc.)
- Disciplinary/grievance procedures, review

10.4.2 How do you ensure that all adults working in the setting are fully briefed on their roles and responsibilities?




Think about: (e.g.)

- Job descriptions, skills analysis
- Induction processes for new personnel
- Daily/weekly rotas and assignments
- Students' participation and supervision processes
- The role and supervision of volunteers (e.g., parents)


Standard 10: Organisation


- Key worker system
- Communications strategies (e.g., team meetings, newsletter, notice board, etc.)

10.4.3 How are adults working in the setting valued and supported sensitively, in a manner designed to motivate and encourage?  See 14.1



Think about: (e.g.)

- Decision-making processes/consultation being inclusive of the views of all involved  See 4.1
- Opportunities to share ideas, views and information on, e.g., staff needs
- Regular opportunities to give and receive feedback on how staff/adults are progressing in their role
- Systems and processes to make sure all adults can access appropriate support for their role

10.4.4 What opportunities are provided for adults to plan for and become involved in education, training and continuing professional development?  See 11.4

10.4.5 How does your setting acknowledge, value and respond positively to the sharing of new practice approaches or new ideas gained through education and continuing professional development/in-service activities?

10.4.6 How do you develop your setting as a learning environment for students/adults?



Think about: (e.g.)

- Promoting action research
- Providing a model of good practice
- Induction and supervision of students
- Mentoring
- Coaching
- Communicating with training providers

Component 10.5



A strong ethos of teamwork is evident in the setting.

→ Signposts for Reflection


10.5.1 How is teamwork promoted and encouraged in your setting?



Think about: (e.g.)

- Creating and supporting a culture of teamwork
- Opportunities to participate in team activities
- Sharing information in support of teamwork
- How adult/adult interactions reflect mutual support and trust of each other  See 5.5
- Ensuring rights to confidentiality are respected amongst all adults in the setting  See 12.3
- Holding structured team meetings regularly with agenda and record-keeping

Component 10.6

The setting keeps relevant and accurate administration records whilst maintaining appropriate levels of confidentiality.  See 12.3



→ Signposts for Reflection

10.6.1 What types of records are kept in your setting?

Standard 10: Organisation



Think about: (e.g.)

- Children, staff, attendance, accidents/incidents, medication, administration, parental permission for outings and photography, cleaning routines, fire drills, etc.
- Ensuring confidentiality of records, which are sensitive or refer to personal details of children, families and staff
- Storage of records
- Access to records  See 15.1
- Sharing of records  See 12.2
- Accuracy of records
- Responsibility for record-keeping
- Regular review of records

Component 10.7

The setting has clearly documented, well-developed and functioning management structures and operating processes that support the implementation of the setting's philosophy, in the best interests of children, families and staff.

→ Signposts for Reflection


- 10.7.1 Is there a defined management structure, which is clearly communicated and understood by everyone using the setting?
- 10.7.2 If appropriate, is there a management committee?



Think about: (e.g.)

- Its composition/constitution

- Regularity of meetings
- Meetings are conducted democratically
- Recording of meetings

- 10.7.3 What skills, experience and competencies are necessary for those in positions of management to implement the philosophy and policies of the setting?  See 11.1
- 10.7.4 How do management structures actively promote and support an environment of trust, teamwork and inclusion in the setting?
- 10.7.5 What processes are in place to support medium and long term strategic planning for the development of the setting?