



MINISTRY OF
EDUCATION, EMPLOYMENT
& GENDER AFFAIRS
CAYMAN ISLANDS GOVERNMENT

Education Council Guidelines

for

Early Childhood Care and Education Centres

(July 2013)

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Introduction

The Education Council Guidelines for Early Childhood Care and Education (ECCE) Centres contain information on the registration and re-registration processes for ECCE centres and the practices required in the operation of ECCE centres. These Guidelines were developed with reference to previous regulatory work in the Cayman Islands, international best practice and the Caribbean Community (CARICOM) Regional Guidelines for Developing Policy Regulations and Standards in Early Childhood Development Services.

In order to gain and to maintain a registration to operate from the Education Council, Early Childhood Care and Education centres must meet the requirements detailed in these Guidelines. These Guidelines also apply to schools that provide early childhood care and education.

The Guidelines are divided into two parts:

Part A : The Registration and Re-registration Process

Part A outlines the requirements for the registration of new ECCE centres and the re-registration of existing ECCE centres. The appendices for Part A contain the forms required for ECCE centres owners/operators to establish a new ECCE centre or re-register an existing ECCE centre.

Part B : Guidelines for the Operation of ECCE Centres

In Part B, there are four sections outlining criteria that ECCE centres must use to guide their practices. The appendices in Part B contain examples of the information and forms required to meet the respective criteria. Each section contains criteria for best practice followed by a list of documentation that ECCE centres are required to develop and maintain. The four sections are:

1. Care and Education provision
2. Premises and Facilities
3. Health and Safety
4. Leadership and Management

Fundamental to the execution of these Guidelines is the implementation of the practice detailed in the Cayman Islands Early Years Curriculum Framework (CIEYCF), as prescribed by the Minister of Education. The CIEYCF formalises the Government's expectations for best practice in the early years within the Cayman Islands, and guides all programmes across the Islands' early childhood care and education sector.

The aim of the Education Council is to have all ECCE centres registered using the criteria from these Guidelines and in doing so improve the quality of early childhood provision within the Cayman Islands.

The Ministry of Education, Employment and Gender Affairs, the Early Childhood Care and Education Unit, the Education Quality Assurance Unit (EQUA) and the Department of Education Services (DES) will use these Guidelines to support ECCE centres through the registration and re-registration processes and in their quest for continued improvement.

The Education Council appreciates the willingness of the stakeholders in the early childhood care and education sector to engage in this process, as we work together towards providing the very best care and education for the children of the Cayman Islands.

Part A

The Registration and Re-registration Processes

Initial Registration of Centres

In accordance with Section 32 (2) in the Education Law (2010 Revision)

(2) no person shall keep or continue to keep a private school unless the school and proprietor are registered

Therefore, all persons or companies wanting to open an early childhood care and education centre must be registered with the Education Council before accepting and caring for children at the centre. Applications can be obtained from the Early Childhood Care and Education Unit at the Ministry of Education, Employment and Gender Affairs. See Appendix A2 for full contact details. The following is the process by which an application can be made to the Education Council:

PHASE I: The following documentation is to be submitted to the Early Childhood Care and Education Unit at the time of initial application:

- Indication of anticipated date to open centre
- Fully Completed Application Form (Appendix A2, page 13)
- Approved Plans from the Planning Department (Including Floor Plan)
- Initial inspection report by Fire Department
- Initial inspection report by Department of Environmental Health
- Details of the programme being used, consistent with the Cayman Islands Early Years Curriculum Framework (Part B, page 24)
- Plan and details of indoor and outdoor provision including list of proposed resources
- A draft copy of the Child Registration Form – also submitted to and approved by the Public Health Department for content relating to child’s health information and emergency consent (Appendix B1 I Sample Forms, page 81)
- Hazard Management Plan outlining procedures on Fire/Earthquake Drills and Natural Disaster Policies (Appendix B7 Hazard Management, Plan page 65)
- Business plan and organizational chart

Once these documents have been reviewed and found to be satisfactory, an interim approval letter will be issued by the Ministry of Education, Employment and Gender Affairs to proceed to Phase II of the application process.

PHASE II: The Centre must submit the following documentation to the Early Childhood Care and Education Unit:

- Certificate of Occupancy or fully completed ‘Red Card’, indicating the maximum number of children for whom the centre is approved for
- List of proposed staff members and their qualifications
- Recent Certificate of “Pass” from the Fire Department
- Recent Certificate or Letter of Approval from Department of Environmental Health

- Proof of up-to-date Public Liability Insurance (A Letter of Good Standing from your Insurance Provider)

Once documents from Phase II have been reviewed and found to be satisfactory, an approval letter will be issued by the Ministry of Education, Employment and Gender Affairs to proceed with the application to Phase III.

PHASE III: The Centre must submit the following documentation to the Early Childhood Care and Education Unit at least six weeks prior to the anticipated centre start date to avoid delays in opening.

- Information regarding the owner and all staff members, including name, nationality, date of birth and qualifications, proof of nationality, immigration status and qualifications must be submitted
- Proof of Police Clearance for owner and all members of staff (regardless of nationality)
- Proof of Certificate of Licence to Teach in the Cayman Islands issued by the Education Council for each Teacher employed at the centre
- Proof of current CPR training certification for all staff
- Payment receipt for Trade and Business License, Legal Documentation of Operation or Certificate of Incorporation
- Proof of Health Insurance and Pension Plans (a Letter of Enrollment from your Health Insurance and Pension Providers, listing all employees)
- Report from Department of Children and Family Services detailing their approval
- Report from the Ministry of Education, Employment and Gender Affairs' Early Childhood Care and Education Unit detailing whether the proposed centre's plans and provisions are in keeping with the Early Childhood Guidelines

When all final documents have been received, a team appointed by the Ministry of Education, Employment and Gender Affairs will review all documentation and make a site visit. When all requirements have been met, the Chief Officer will forward a written Evaluation Report to the Education Council recommending the registration of the ECCE centre.

Final Steps:

- A Certificate of Registration will be issued by the Education Council
- Certificate of Registration from Education Council must be presented to Trade and Business License Board in order to receive Trade and Business License
- Within three (3) months of the start of business, an inspection by Public Health must be completed and an inspection report submitted to the Education Council

Annual Re-registration of Early Childhood Care and Education Centres

The health and safety of the children at the centre is of paramount importance. Annual inspection of the early childhood centre by various agencies will be completed in order to ensure that adequate provision is maintained. As a requirement, all registered early childhood care and education centres must submit the following documents annually in order to be approved for annual re-registration:

- Fully completed Information Form (Appendix A3, page 20-21)

Care and Education provision

- Details of the programme, which must be consistent with the Cayman Islands Early Years Curriculum Framework (Part B, page 24-26 and page 29, 2-3)
- Recent approval from Department of Children and Family Services
- Copy of most recent Education Quality Assurance Unit's Report (if not previously submitted) and action plan in reference to EQAU's report

Premises and Facilities

- Copy of the Early Childhood Care and Education centre's floor plan detailing the layout of the Centre with evidence of approval from Planning Department (if changes were made from the original floor plan)

Health and Safety

- Hazard Management Plan outlining procedures on Fire/Earthquake Drills, Natural Disaster Policies and evidence of drills carried out during the year (Appendix B7 Hazard Management Plan, page 65)
- Recent Certificate of Approval from the Fire Department
- Recent Certificate of Approval from Department of Environmental Health
- Recent approval from Public Health
- Proof of Police Clearance for all members of staff, regardless of nationality
- Recent DEH Food Handler's Certificate for applicable staff
- Recent CPR/First Aid Training certification for all staff

Leadership and Management

- Payment receipt for Trade and Business License, Legal Documentation of Operation or Certificate of Incorporation
- Proof of Public Liability Insurance (A Letter of Good Standing from your Insurance Provider)
- Details of staff members currently employed at the centre, including proof of nationality, immigration status and qualifications
- Proof of current Certificate of Licence to Teach in the Cayman Islands issued by the Education Council for all teachers employed at the centre
- Proof of Health Insurance and Pension Plans (a Letter of Good Standing from your Health Insurance and Pension Providers, listing all employees)

Issuance of Notice of De-registration and the De-registration Process

Part VII Section 34 (1) of the Education Law (2010 Revision) states:

34. (1) If, in the opinion of the Council, a private school which is on the Register fails to achieve minimum or other standards satisfactory to the Council and notified to the private school, or has ceased to be conducted in accordance with the requirements of this Law or the regulations, the Council may, after it has given notice in writing to the proprietor of the school setting out the matters complained of and where no action has been taken to rectify the deficiencies within such time being not less than three months as the Council may allow, cancel the registration of the school upon giving three months' notice thereof to the proprietor.

Therefore, at the discretion of the Education Council, based on advice from agencies and departments involved in the registration and annual re-registration requirements, the Education Council may provide a time frame (of not less than three months) in which a centre must address issues identified by the Education Council. During this time, an existing ECCE centre may be issued with a provisional certificate of registration that details the remediation required in order for them to re-gain a registration certificate. All certificates must be publicly displayed in the ECCE centre.

Proof that the issue(s) has been remedied to comply with requirements of Education Council's Guidelines, as well as any laws of the Cayman Islands which may have been breached must be presented to Education Council before the date indicated on the Notice of De-registration. The Council will then make an informed decision regarding the steps taken towards improvement, and communicate with the Owner/Operator whether or not the centre should be given three months' notice of cancellation of their registration.

Where there is inter-agency reporting of issues at an ECCE centre and any department provides a report that shows children are at risk within an ECCE centre, the Education Council reserves the right to enforce immediate closure in conjunction with the agencies and department(s) involved.

Appeals

Part VII Section 34 (2) of the Education Law (2010 Revision) states:

(2) A proprietor, upon receipt of the notice of cancellation of the registration of this school under subsection (1), may, at any time before the date on which the cancellation takes effect, appeal in the prescribed manner against cancellation to the Governor.

Appeals must be made in writing to the Governor in Cabinet. Submissions should be made to the attention of the Cabinet Secretary.

Appendices – Part A

- A1. Initial Registration checklist
- A2. Registration application form
- A3. Information form for Re-registration
- A4. Certificate of Licence to Teach in the Cayman Islands

Appendix A1

Initial Registration Checklist

PHASE I: The following documentation is to be submitted to the Early Childhood Care and Education Unit at the time of initial application:

- Indication of anticipated date to open centre
- Fully Completed Application Form (Appendix A2, page 13)
- Approved Plans from the Planning Department (Including Floor Plan)
- Initial inspection report by Fire Department
- Initial inspection report by Department of Environmental Health
- Details of the programme being used, consistent with the Cayman Islands Early Years Curriculum Framework (Part B, page 24)
- Plan and details of indoor and outdoor provision including list of proposed resources
- A draft copy of the Child Registration Form – also submitted to and approved by the Public Health Department for content relating to child's health information and emergency consent (Appendix B11 Sample Forms, page 81)
- Hazard Management Plan outlining procedures on Fire/Earthquake Drills and Natural Disaster Policies (Appendix B7 Hazard Management, Plan page 65)
- Business plan and organizational chart

Once these documents have been reviewed and found to be satisfactory, an interim approval letter will be issued by the Ministry of Education, Employment and Gender Affairs to proceed to Phase II of the application process.

PHASE II: The Centre must submit the following documentation to the Early Childhood Care and Education Unit:

- Certificate of Occupancy or fully completed 'Red Card', indicating the maximum number of children for whom the centre is approved for
- List of proposed staff members and their qualifications
- Recent Certificate of "Pass" from the Fire Department
- Recent Certificate or Letter of Approval from Department of Environmental Health
- Proof of up-to-date Public Liability Insurance (A Letter of Good Standing from your Insurance Provider)

Once documents from Phase II have been reviewed and found to be satisfactory, an approval letter will be issued by the Ministry of Education, Employment and Gender Affairs to proceed with the application to Phase III.

PHASE III: The Centre must submit the following documentation to the Early Childhood Care and Education Unit at least six weeks prior to the anticipated centre start date to avoid delays in opening.

- Information regarding the owner and all staff members, including name, nationality, date of birth and qualifications, proof of nationality, immigration status and qualifications must be submitted
- Proof of Police Clearance for owner and all members of staff (regardless of nationality)
- Proof of Certificate of Licence to Teach in the Cayman Islands issued by the Education Council for each Teacher employed at the centre
- Proof of current CPR training certification for all staff
- Payment receipt for Trade and Business License, Legal Documentation of Operation or Certificate of Incorporation
- Proof of Health Insurance and Pension Plans (a Letter of Enrollment from your Health Insurance and Pension Providers, listing all employees)
- Report from Department of Children and Family Services detailing their approval
- Report from the Ministry of Education, Employment and Gender Affairs' Early Childhood Care and Education Unit detailing whether the proposed centre's plans and provisions are in keeping with the Early Childhood Guidelines

When all final documents have been received, a team appointed by the Ministry of Education, Employment and Gender Affairs will review all documentation and make a site visit. When all requirements have been met, the Chief Officer will forward a written Evaluation Report to the Education Council recommending the registration of the ECCE centre.

Final Steps:

- A Certificate of Registration will be issued by the Education Council
- Certificate of Registration from Education Council must be presented to Trade and Business License Board in order to receive Trade and Business License
- Within three (3) months of the start of business, an inspection by Public Health must be completed and an inspection report submitted to the Education Council

Appendix A2



MINISTRY OF
EDUCATION, EMPLOYMENT
& GENDER AFFAIRS
CAYMAN ISLANDS GOVERNMENT

Government Administration Building Box 108
133 Elgin Avenue Grand Cayman KY1-9000
CAYMAN ISLANDS
t. (345) 244 2417 f. (345) 949 9343
www.education.gov.ky

Application to Register an Early Childhood Care and Education Centre

To ensure efficient processing of your application, this form is to be completed in full by the applicant and accompanied by all the documents listed in the accompanying checklist. Please deliver your registration documentation to:

The Early Childhood Care and Education Unit
Ministry of Education, Employment and Gender Affairs
Government Administration Building
PO Box 108, 133 Elgin Ave,
George Town, Grand Cayman
Phone 244-5724

General information	
Name of ECCE centre	
Address (physical location)	
Telephone	
Name of owner	
Address (mailing)	

Telephone						
Email address						
Proposed opening date						
Original name (if an existing centre)						
Manager (if different from Owner)						
Hours of operation						
Days of operation						
Anticipated annual vacation dates						
Child arrival and departure arrangements						
Please include a letter from your providers in your documentation for the next three rows						
Liability insurance provider	<input type="checkbox"/> Attached					
Health insurance provider	<input type="checkbox"/> Attached					
Pension provider	<input type="checkbox"/> Attached					
Age range of children						
Projected number of children	Full time		Part time		After School	
Attendance fees						

Staffing			
Proposed number of staff	Full time	Part time	
	Amount proposed (and names where known)	Qualification or training	Years of experience
Certificate of Licence to Teacher in the Cayman Islands holders			
Staff with other qualifications or training			
Untrained staff			
Domestic staff			
Names of staff with first aid training			
<p><i>Please ensure that all documents required for staff listed on the Registration checklist are included in your application (for employees already identified).</i></p> <p><i>Information that is required to be kept on staff includes job descriptions, signed contracts, qualifications, police clearances and medical certificates.</i></p> <p><i>Information that is required to be kept on children includes records of immunisations, emergency information provided from parents or guardian, health history record, allergies and medication.</i></p>			
Proposed ratio of staff to children for:			
Infants (birth-18 months)	Toddlers (18 months-3years)	Young children (3-compulsory school age)	

Premises

Current use of the building			
Proposed changes to the building:	<i>A detailed floor plan approved by Planning Department must be included with this application (plan to include all the proposed spaces and exits).</i>		
Indoor square footage		Outdoor square footage	
Please include photographs, if available, to evidence the descriptions provided in the next three sections			
Description of the outdoor area including fixed and moveable equipment, safety and surfaces			
Description of indoor area including fixed and moveable furniture, resources and use of spaces			
Description of adaptations and facilities for children with special needs			

Health and safety

Description of food provision, preparation and storage
Please include sample menus with your application

Please outline provisions for the storage of food and feeding for infants and toddlers

Please outline the provisions made for children during nap time

Please outline the provisions made for bathing and changing infants and toddlers

First Aid kit: Please list the contents of your kit

<p>Fire Escapes: Please provide a floor plan sketch with fire exits marked clearly (or ensure emergency exits are clearly marked on floor plan approved by Planning)</p> <p>- Plan showing which groups of children will use each exit</p>	
<p>Please list any other health and safety provisions for children</p>	

Programme and resources	
	Comments
<p>Please comment on the quantity and quality of indoor resources <i>Please include an indoor plan and resources list with your application</i></p>	
<p>Please comment on the quality and condition of outdoor equipment and resources <i>Please include an outdoor plan and resources list with your application</i></p>	
<p>Daily programme, planning and assessment. <i>Please include a copy of your daily programme and an example of your planning and assessment documentation</i></p>	
<p>How do you plan to use the Cayman Islands Early Years Curriculum Framework in your centre?</p>	
<p>How do you plan to include parents in the work of your centre?</p>	

Signed Declaration

ASSURANCE AND SIGNATURE

The administrator who signs this application for registration must initial each assurance

Initials I confirm that I have read and understood the documentation required for the opening and operation of an Early Childhood Care and Education centre and agree to abide by the requirements therein

Initials I confirm that, to the best of my knowledge, the information provided in this application is true, and the Early Childhood Care and Education centre meets the requirements of the Education Council

Initials I understand that at the discretion and request of the Education Council, I will provide further verification of any representation in this application

Initials I understand that failure to comply with these Guidelines may lead to the registration not being granted by the Education Council

The Education Council may modify these requirements or may require additional documentation at any time. The Education Council may refuse registration or evoked a registration previously approved if they find that the ECCE centre fails to comply with registration requirements or its agents intentionally make false or misleading representations in connection with the registration.

Print Name of Applicant

Signature of Applicant

Date

For any queries regarding this application please contact the ECCE Unit at 244 5724

Appendix A3

Information Form for Re-registration

Please complete the information regarding the children **currently** registered at your centre.

Age Group	Gender		Special Needs	English as a Second Language	Nationality	
	Number of Male Children	Number of Female Children			Number of Caymanian Children	Number of Non-Caymanian Children
Birth – 12 months			Number of children receiving support services such as Early Intervention (e.g. Speech and Language Therapy, Physical Therapy)	Number of children who speak English as a Second Language		
1 Year Old						
2 Years Old						
3 Years Old						
4 Years Old						
TOTALS						
TOTAL CHILDREN						

Appendix A4

Certificate of Licence to Teach in the Cayman Islands

In order to obtain a Certificate of Licence to Teach in the Cayman Islands, an individual must possess the following qualifications:

- A degree from an accredited tertiary institution that is equivalent to an honours degree within the UK, **or**
- A bachelor's degree awarded by an accredited institution in the United States or Canada, **or**
- A bachelor's degree awarded by the University of the West Indies or one of its affiliated institutions, **or**
- A bachelor's degree recognized by the NARIC consortium of international institutions, **and**
- A teaching qualification conferring the right to practice as a professional teacher in the United Kingdom, the United States, Canada or the Caribbean, or the equivalent as recognized by the NARIC consortium of international institutions

Please note that in order to qualify for a Certificate of Licence to Teach in the Cayman Islands, the process must include the successful completion of a formally evaluated period of professional internship. The following qualifications are already recognized as meeting that standard:

- Qualified Teacher Status as awarded within the United Kingdom
- Teacher certification as awarded by any state within the United States
- Teacher certification as awarded by any provincial authority within Canada
- Successful completion of a Teaching Diploma from an accredited Caribbean institution

Teachers for whom English is an additional language may be asked to provide a recent English language assessment score for their written and spoken language from an accredited organisation such as International English Language Testing System (IELTS) <http://www.ielts.org/>.

Application for the Certificate of Licence to Teach in the Cayman Islands must be made to the:

Department of Education Services
130 Russell Thomas Way
PO Box 910
Grand Cayman, KY1-1103
Phone: 945 1199

Part B

Guidelines for the Operation of ECCE Centres

Care and Education Provision

1. The Education Council Guidelines for Early Childhood Care and Education Centres were developed in reference to the CARICOM Regional Guidelines, prior regulatory work and in alignment with the Cayman Islands Early Years Curriculum Framework (CIEYCF). The CIEYCF will be implemented by early childhood care and education centres through the provision of a programme that caters to the needs of each child and ensures that conditions exist within the centre for the development of :
 - (a) a healthy, strong and well-adjusted child;
 - (b) a child who is able to communicate effectively;
 - (c) a child who values his culture and that of others;
 - (d) a critical thinker and an independent learner;
 - (e) a child who respects himself, others and the environment; and
 - (f) a resilient child.

These aspects are embedded within the CIEYCF and as such, the implementation of these criteria is integrated throughout this section.

2. Curriculum

The Cayman Islands Early Years Curriculum Framework (CIEYCF) should be implemented in all registered ECCE centres through the provision of a programme that caters for the needs of each child and responds to their interests, strengths and capabilities. The pedagogy required to implement the CIEYCF is detailed in the criteria below.

3. Criteria for the implementation of the Cayman Islands Early Years Curriculum Framework (CIEYCF) in all registered early childhood care and education (ECCE) centres

(a) Pedagogy

- (i) The programme is consistent with the intent and practices of the CIEYCF in providing a positive, safe and nurturing environment for children
- (ii) The programme is informed by assessment, planning, and evaluation that demonstrate an understanding of each child's learning interests; strengths and capabilities; and family and life contexts
- (iii) The programme is informed by assessment, planning, and evaluation that demonstrate an understanding of the learning interests, strengths and capabilities of groups of children and how the individuals within the group interact with each other through well planned and spontaneous activities
- (iv) The programme is inclusive of all children including those with special and additional needs
- (v) Adults providing care and education engage in meaningful, positive interactions to enhance children's learning and nurture reciprocal relationships

- (vi) The practices of adults providing care and education demonstrate an understanding of children's learning and development, and knowledge of relevant theories and practice in early childhood care and education
- (vii) Adults converse with children in standard English and encourage children to respond in Standard English

(b) *Respect*

- (i) The programme is designed to respect and support the right of each child to be confident in their own culture and religion and encourage children to understand and respect other cultures and religions
- (ii) The programme is designed to support the acceptance of and respect for the child's first language, the language of their home and family, while exposing the child to Standard English and encouraging them to learn this as an additional language
- (iii) The programme is designed to support children in their moral and spiritual development through opportunities to engage in activities that develop personal values such as honesty, fairness, respect and an understanding and acceptance of themselves and others. Adults support and encourage children by modeling these values and accepting children for who they are
- (iv) The programme reflects the needs within the community and the wider world to preserve the natural world and engage in projects to reduce, reuse and recycle

(c) *Children as learners*

- (i) The programme is inclusive, and responsive to children as confident and competent learners. Children's preferences are respected, and they are involved in decisions about their learning experiences
- (ii) The programme provides for a language-rich environment that supports children's learning
- (iii) The programme provides opportunities for children to express themselves freely in conversation, dance, drama, role play, art, song, music and movement
- (iv) The programme provides children with a range of experiences and opportunities to enhance and extend their learning and development; both indoors and outdoors; individually and in groups; and with a minimum of 50% of their time spent engaging with activities that they have chosen for themselves
- (v) The programme is designed to support children's developing social competence and understanding of appropriate behaviour. Adults support and guide children as they develop their social skills by modeling positive, respectful behaviours and encourage children to negotiate their own solutions

- (vi) The programme provides children with opportunities to persevere at tasks so they can gain confidence in their abilities to experience success, while adults support them through encouraging, praising and celebrating their efforts

(d) *Environment*

- (i) Children are engaged in an environment that:

- is loving, accepting, caring, nurturing, respectful and warm
- is positive and stimulating with regard to initiatives by children
- is respectful with regard to cultural background
- encourages freedom of speech that is respectful
- fosters creative and independent thinking
- encourages the development of initiative and leadership skills
- is rich in experiences and play
- has responsive adults who ensure children develop a sense of belonging through an environment that is significant and meaningful to them

- (ii) Children have access to resources and materials that stimulate creativity and imagination and provide adventurous experiences

- (iii) Children have free access to activity areas with flexible play materials that will stimulate them to safely discover, discuss, examine and explore situations; learn by taking a risk, trial and error; and enable them to develop critical thinking and problem solving skills through classifying, sorting, counting, ordering, making comparisons, constructing, analyzing, synthesizing and evaluating

- (iv) Diversity is reflected within an environment that displays community and national icons and symbols; regional and international icons and symbols; and includes people from within the community

- (v) Information and Communication Technology (ICT) is integrated into the programme and used to support children to collaborate, communicate, explore and engage in role play

- (vi) Children's independent art work is on display and updated regularly

- (vii) Children have opportunities to engage in activities that are age appropriate, cater to their stage of development and build on their own interests and experiences. Learning resources, materials and equipment are accessible to every child to enable independent choice, exploration and discovery while fostering problem solving and decision making skills.

The indoor centre environment should contain developmentally appropriate resources and materials which could include at least:

- a creative area well stocked with paint, a variety of paper, water, sand, re-useable materials such as boxes, and pliable materials such as play dough
- a role play area such as a family corner with dress-up costumes and/or accessories, child sized home play resources, dolls and doll beds
- a quiet area with books, puzzles and games where children can relax on rugs and cushions
- a construction area with blocks, small cars, trucks and world of work resources, manipulative materials and resources
- an exploration area with science materials and natural materials, such as plants and shells, and tools to explore their properties such as magnifying glasses, microscopes, bug catchers, reference books and photographs
- sufficient free floor space for uninterrupted play
- low level storage of materials and resources to promote children's independence
- sufficient child sized furniture and equipment

The outdoor area should contain at least:

- a sand box that must be covered when not in use
- sufficient sand toys for the number of children in the centre, such as buckets; child sized shovels/spades/rakes; pouring resources; reusable resources such as plastic containers; trucks and construction toys
- access to a quiet area with books, puzzles and games where children can relax outdoors on rugs and cushions
- access to a construction area with blocks, small cars, trucks and world of work resources, manipulative materials and resources
- access to an exploration area with science materials and natural materials, such as plants and shells, and tools to explore their properties such as magnifying glasses, microscopes, bug catchers, reference books and photographs
- sufficient free space for uninterrupted games and exercise
- low level storage of materials and resources to promote children's independence
- sufficient child sized moveable and fixed equipment such as a climbing structure, slide, planks, boxes and stepping stumps

(e) *Working with others*

- (i) Positive steps are taken to acknowledge and respect the aspirations held by parents for their children

- (ii) A system is in place for the regular exchange of information between parents and the adults working with their child about the child's learning and development. Parents are encouraged to share information about their child and their views should be acknowledged and respected
- (iii) Regular opportunities (formal and informal) are provided for parents to:
 - communicate and share specific evidence of their child's learning with the adults providing care and education for their child
 - be involved in decision-making concerning their child's learning
- (iv) Information and guidance is sought when necessary from agencies to enable adults providing care and education to work effectively with children and their parents

Documentation required

Documentation that provides evidence of the ECCE centre's compliance with criteria (a) to (e) is collected and shared with relevant stakeholders such as parents, the Ministry of Education, and the Education Quality Assurance Unit (EQUA). Documentation may be presented in various ways as preferred by the ECCE centre's operation such as portfolios, wall displays, and policies and procedures and must include:

1. Policy and procedures for providing positive guidance to encourage social competence in children
2. Planning documentation that reflects the interests and needs of children through the provision of developmentally appropriate activities for individuals and groups of children (see Cayman Islands Early Years Curriculum Framework for suggested formats)
3. Assessment documentation that reflects the learning and development of each child (see Cayman Islands Early Years Curriculum Framework for suggested formats)
4. A process for the regular exchange of information, providing formal and informal opportunities for parents to:
 - communicate and share specific evidence of their child's learning with the adults providing care and education for their child
 - be involved in decision-making concerning their child's learning

Premises and Facilities

I. Criteria for the premises and facilities

(a) General

Space Requirements	
Indoor Space	20 square feet of useable space per child registered at the centre
Outdoor Space	40 square feet per child registered at the centre

- (i) The design and layout of the premises:
 - supports the provision of different types of indoor and outdoor experiences
 - includes quiet spaces, areas for physically active play, and space for a range of individual and group learning experiences appropriate to the number, ages, and abilities of children attending
- (ii) The design and layout of the premises supports effective adult supervision so that children's access to the spaces (indoor and outdoor) is not unnecessarily limited
- (iii) The premises must be located on the ground floor of any building
- (iv) The premises and facilities conform to any relevant laws, regulations and guidelines
- (v) A sufficient quantity and variety of (indoor and outdoor) furniture, equipment, and materials that are appropriate for the learning and developmental stages of the children is provided
- (vi) All indoor and outdoor items and surfaces, furniture, equipment and materials are safe and suitable for their intended use
- (vii) Floor surfaces are durable, safe, and suitable for the range of activities to be carried out at the centre (including wet and messy play) and can easily be kept clean
- (viii) Any windows or other areas of glass accessible to children are:
 - made of safety glass or
 - covered by an adhesive film designed to hold the glass in place in the event of it being broken or
 - effectively guarded by barriers which prevent a child striking or falling against the glass
- (ix) There are sufficient spaces for equipment and materials to be stored safely and they can be easily and safely accessed by adults, and where practical, by children
- (x) The ECCE centre provides space for adults who work there to:
 - use for planned breaks
 - meet privately with parents and colleagues
 - store curriculum support materials

- assess, plan, and evaluate their provision
- (xi) There is a telephone on which calls can be made to and from the centre
- (xii) Parts of the building used by children have:
 - lighting (natural or artificial) that is appropriate to the activities offered or purpose of each room. The spaces where children spend the majority of their day must have natural light
 - ventilation (natural or mechanical) that allows fresh air to circulate (particularly in sanitary and sleep areas)
 - a safe and effective means of maintaining a comfortable and safe room temperature
 - acoustic absorption materials if necessary to reduce noise levels that may negatively affect children's learning or well-being
- (xiii) Outdoor activity space is:
 - connected to the indoor activity space and can be easily and safely accessed by children
 - safe, well-drained, and suitably surfaced for a variety of activities
 - enclosed by structures and/or fences and gates designed to ensure that children are not able to leave the premises without adult supervision
 - available for the exclusive use of the centre during hours of operation
- (xiv) There are safe and comfortable (indoor and outdoor) spaces, for children not yet walking on which they may lie, roll, creep, crawl and pull themselves up as they learn to walk. These spaces are protected from more mobile children.

(b) Food preparation and eating spaces

- (i) There is a safe, comfortable and hygienic place for children attending to sit when eating
- (ii) While it is not mandatory to provide a full kitchen/canteen at ECCE centres that do not prepare meals on a full scale, it is a Department of Environmental Health requirement that in cases where prepared meals are brought in whether by parents or catering services the following provisions be made:
 - a two (2) compartment sink for washing and rinsing utensils
 - a separate sink for hand washing
 - a means of keeping perishable food at a temperature at or below 40°F and protected from vermin and insects
 - an appliance for reheating prepared foods
- (iii) Where meals are provided, there are facilities for the hygienic preparation, storage and/or serving of food and drink that contain:
 - a means of keeping perishable food at a temperature at or below 40°F and protected from vermin and insects
 - a means of cooking and/or heating food
 - a means of hygienically washing dishes
 - a sink connected to a hot water supply

- food storage and preparation surfaces that are impervious to moisture and can be easily maintained in a hygienic condition
- (iv) Kitchen and cooking facilities or appliances are designed, located, or fitted with safety devices to ensure that children cannot access this facility without adult assistance or supervision

(c) Toilet and hand washing facilities

- (i) The centre has at least 1 toilet for every 1-15 children, that includes children aged two and older
- (ii) There should be separate toilet facilities for boys and girls
- (iii) There is at least 1 tap delivering warm water (over an individual or shared hand basin) for every 15 persons (or part thereof) at the centre (that is to say, children attending and adults employed at the centre)
- (iv) Toilet and associated hand washing/drying facilities intended for use by children are:
 - designed and located to allow children capable of independent toileting to access them safely without adult help
 - adequately separated from areas of the centre used for play or food preparation to prevent the spread of infection
- (v) There are means of drying hands for children and adults that prevents the spread of infection
- (vi) Toilets for use by children are designed to provide them with some sense of privacy
- (vii) There is a separate toilet for adults to use

(d) Other sanitary facilities

- (i) Tempering valve or other accurate means of limiting hot water temperature is installed
- (ii) There are diaper changing facilities of rigid and stable construction that can be kept hygienically clean. These facilities are located in a designated area near to hand washing facilities, and are adequately separated from areas of the centre used for play or food preparation to prevent the spread of infection. The design, construction, and location of the facilities ensure that:
 - they are safe and appropriate for the age/weight and number of children needing to use them
 - children's independence can be fostered as appropriate
 - children's dignity and right to privacy are respected
 - some visibility from another area of the centre is possible
- (iii) There are suitable facilities provided for washing sick or soiled children and a procedure outlining how hygiene and infection control outcomes will be met when washing sick and soiled children

- (iv) There is space (away from where food is stored, prepared, or eaten) where a sick child can:
 - be temporarily kept at a safe distance from other children (to prevent cross-infection)
 - lie down comfortably
 - be supervised
- (v) There is a first aid kit that:
 - complies with the requirements of Appendix B1
 - is easily recognisable and readily accessible to adults
 - is inaccessible to children
 - is regularly replenished

(e) Sleep

- (i) Furniture and items intended for children to sleep on (such as cribs, cots, sleeping mats) allow children using them to lie flat, and are of a design to ensure their safety. Ensure proper storage where air travels through
- (ii) Furniture and items intended for children to sleep on (such as cribs, cots, sleeping mats) that will be used by more than one child over time are securely covered with or made of a non-porous material (that is, a material that does not allow liquid to pass through it) that:
 - protects them from becoming soiled
 - allows for easy cleaning (or is disposable)
 - does not present a suffocation hazard to children
- (iii) Clean individual bedding (such as blankets, sheets, sleeping bags, and pillowslips) is provided for sleeping or resting children
- (iv) Cribs and beds provided for children are safe and separated at a distance of 30 inches (77 cm) (CARICOM Guidelines, 2008)
- (v) Space is available for children aged two and older to sleep or rest for a reasonable period of time each day. If the space used for sleeping or resting is part of the activity space, there are alternative activity spaces for children not sleeping or resting as necessary
- (vi) Designated space is available to support the provision of restful sleep for children under the age of two at any time they are attending. This space is located and designed to:
 - minimise fluctuations in temperature, noise and lighting level
 - allow adequate supervision

Documentation required

1. Certificate of Occupancy
2. Approved plans from Planning Department
3. Annual Certificate of Pass from the Fire Department
4. Annual certificate or letter of approval from Department of Environmental Health
5. Annual certificate or letter of approval from Public Health Department
6. Content list of the First Aid kit

Note: Other policies and procedures required for children's health and safety are detailed in the Health and Safety and the Leadership and Management sections of these Guidelines.

Health and Safety

I. Criteria to assess health and safety practices:

(a) Sanitation

- (i) Premises, furniture, furnishings, fittings, equipment, and materials are kept in good condition - safe, hygienic and maintained
- (ii) Linen used by children or adults is hygienically laundered at regular intervals
- (iii) Procedures for the safe storage and preparation of food are displayed in the kitchen area and adhered to by all staff
- (iv) A procedure for the changing and disposal of diapers is displayed near the diaper changing facilities and is consistently implemented
- (v) Hand washing procedure is displayed in all relevant areas, including the kitchen and bathrooms and is adhered to by all staff

(b) Emergencies

- (i) The premises have a current Fire Evacuation Plan that is shared with the staff
- (ii) Health, sanitation, nutrition and disaster plans are in place for children and staff, including an evacuation plan for the safeguarding of infants in case of an emergency
- (iii) Designated assembly areas for evacuation purposes do not place children at further risk
- (iv) Heavy furniture, fixtures, and equipment that could fall or topple over and cause serious injury or damage are secured
- (v) There are supplies such as food, water, and spare clothes, necessary for ensuring the care and safety of children attending the ECCE centre in case of an emergency
- (vi) There is a written policy and procedure for emergency drills
- (vii) Adults providing care and education are familiar with relevant emergency drills and regularly implement these with the children, including infants. A record of the drills must be kept, with response time indicated

(c) Risk management

- (i) Equipment, premises, and facilities are regularly checked for matters that may be hazardous to children
- (ii) Accident/incident records (see Appendix B11 for document template) are analysed to identify hazards and appropriate actions taken. All practical steps are taken to eliminate, isolate, or minimise hazards for the safety of all persons on the premises
- (iii) Consideration of hazards must include but is not limited to:
 - materials such as cleaning agents, medicines, or poisons
 - electrical sockets and appliances

- facilities
 - vandalism, dangerous objects such as broken glass, foreign materials, and animal droppings
 - faulty equipment
 - poisonous plants
 - bodies of water
- (iv) The temperature of warm water delivered from taps that are accessible to children is no higher than 100°F, and is comfortable for children at the centre to use
- (v) Water stored in any hot water cylinder is kept at a temperature of at least 140°F
- (vi) All practical steps are taken to ensure that noise levels do not unduly interfere with normal speech and/or communication, or cause any child distress or harm
- (vii) Safe and hygienic handling practices are implemented regarding any animals at the ECCE centre. All animals are able to be restrained
- (viii) Whenever children leave the premises on an outing or field trip:
- assessment and management of risk is undertaken; and the adult:child ratio is determined accordingly. Ratios are not less than that which is required in centre adult:child ratio
 - the first aid requirements are met in relation to those children attending the field trip and any children remaining at the premises
 - there are communication systems in place so that people know where the children are, and adults can communicate with others as necessary
 - emergency contacts for each child and a centre cell phone are available so contact can be made immediately in case of an emergency
 - at the time of enrolment, parents have given written approval prior to their child's participation and of the proposed ratio for:
 - i. regular outings or field trips
 - ii. special outings or field trips
- (ix) When children leave the premises on a regular or special outing or field trip, the trip must be approved by the owner/operator
- (x) If children travel in a motor vehicle while in the care of the ECCE centre:
- each child is restrained as required by legislation
 - the vehicle is used in compliance with the law (including vehicle safety and insurance)
 - required adult:child ratios are maintained
 - the written permission from parents is obtained before the travel begins (unless the child is travelling with their parent)

(d) *Sleep*

- (i) A procedure for monitoring children's sleep is displayed and implemented and a record of children's sleep times is kept
- (ii) Furniture or items intended for children to sleep on (such as cribs, cots, sleeping mats) are arranged and spaced when in use so that:
 - adults have clear access to at least one side of the bedding (meaning the length, not the width)
 - the area surrounding each child allows sufficient air movement to minimise the risk of spreading illness
 - children able to sit or stand can do so safely as they wake
 - if not permanently set up, furniture or items intended for children to sleep on (such as cribs, cots, sleeping mats) and bedding are hygienically stored when not in use
- (iii) Cribs and beds provided for children are safe and separated at a distance of 30 inches (77 cm) apart

(e) *Nutrition*

- (i) Food is served at appropriate times to meet the nutritional needs of each child ensuring that:
 - where food is provided by the ECCE centre, it is of sufficient variety, quantity, and quality to meet children's needs
 - where food is provided by parents, the ECCE centre promotes healthy eating guidelines
- (ii) Food is prepared, served, and stored hygienically
- (iii) An ample supply of drinking water is available to children at all times, and older children are able to access this water independently
- (iv) Children are adequately supervised while eating
- (v) Infants under the age of 6 months and other children unable to drink independently are held semi-upright when being fed. Any infant milk or food given to a child under the age of 12 months is of a type approved by the child's parent

(f) *Child health and well-being*

- (i) Rooms used by children are kept at a safe and comfortable temperature while children are attending
- (ii) Children are supervised by staff who hold a current first aid and CPR qualification gained from an accredited first aid training provider
- (iii) If a child is injured, first aid that is required is administered or supervised by an adult as required, and recorded on an incident record form
- (iv) All practical steps are taken to ensure that children do not come into contact with any person (adult or child) on the premises who is suffering from a

disease or condition likely to be passed on or that may have a detrimental effect on others. Specifically:

- Appendix B4 is consulted when taking action that affects any person (adult or child) suffering from particular infectious diseases
 - children who become unwell while attending the ECCE centre are kept at a safe distance from other children (to minimise the spread of infection) and returned to the care of a parent or other person authorised to collect the child without delay
- (v) All practical steps are taken to get immediate medical assistance for a child who is badly hurt in an accident or becomes seriously ill, and parent or caregiver is notified of what has happened
- (vi) Medicine (prescription and non-prescription) is not given to a child unless administered by:
- a doctor or ambulance personnel in an emergency or
 - the parent of the child or
 - an adult who has the written authority from a parent
- (vii) Medicines are stored safely and appropriately, and are disposed of, or sent home with a parent (if supplied in relation to a specific child) after the specified time
- (viii) Adults who administer medicine to children are provided with information and/or training relevant to the task
- (ix) If they become soiled, children are washed to ensure the prevention of health risks to themselves or others
- (g) *Child protection*
- (i) A policy that aligns with the Children Law (2012) for the reporting of suspected child abuse is followed by all adults
- (ii) A procedure for responding to suspected child abuse that aligns with the requirements for reporting as outlined in the Children Law (2012) is followed
- (iii) All practical steps are taken to protect children from exposure to inappropriate material (for example, videos, magazines and pictures of an explicitly sexual or violent nature)
- (iv) Persons on the premises do not use, or are not at any time under the influence of alcohol or any other substance that has a detrimental effect on their functioning or behaviour during the ECCE centre's hours of operation

Documentation required

(a) Sanitation

1. A procedure for the hygienic laundering of linen (off-site or on-site) is used by the children or adults
2. A procedure for hygiene in the kitchen that includes the safe storage and preparation of food, and current Food Handler's Certificate for required staff
3. A procedure is in place for the changing and disposal of diapers. This procedure aims to ensure: safe and hygienic practices
that children are treated with dignity and respect
4. A procedure for hand washing for children and adults

(b) Emergencies

1. A current Fire Evacuation Plan
2. On-site evacuation procedure
3. A record of the emergency drills carried out with children
4. A written procedure that outlines how staff will access appropriate help and support in a variety of emergency situations and a list of supplies that is consistent with guidelines from CI Hazard Management
5. Health, sanitation, nutrition and disaster plans (Appendices B5-B8) are in place for children and staff, including an evacuation plan for the safeguarding of infants in the case of an emergency

(c) Risk management

1. A hazard identification and management system. The EC centre must comply with the requirements of Environmental Health; Ministry of Education, Employment and Gender Affairs; Planning Department; the Fire Service and Department of Children and Family Services (DCFS) but goes beyond the consideration of significant hazards to employees to include all hazards to children
2. A record of outings or field trips. Records include:
 - the names of adults and children involved
 - the time and date of the outing
 - the location and method of travel
 - assessment and management of risk
 - adult:child ratios
 - evidence of parental permission and approval of adult:child ratios for regular outings or field trips
 - evidence of parental permission and approval of adult:child ratios for special outings or field trips
 - evidence of parental permission. For any travel by motor vehicle, ECCE centres must gain written permission from parents

(d) *Sleep*

1. A procedure for monitoring children's sleep. The procedure ensures that children:
 - do not have access to food or liquids while in bed
 - do not have pillows in cribs
 - are checked for warmth, breathing, and general well-being at least every 5-10 minutes, or more frequently according to individual needs
 - are placed in cribs that meet safety standards
2. A record of the time each child sleeps when left in the care of the ECCE centre. Adults to check children regularly during their sleep time

(e) *Nutrition*

1. A nutrition plan that complies to the recommended balanced diet as set out in Appendix B6
2. A record of all food served (menu) during the ECCE centre's hours of operation (other than that which is provided by parents for their own children). Records outline the type of food provided, and are available for inspection for 3 months after the food is served

(f) *Child health and well-being*

1. Copies of current first aid certificates (or medical practising) for adults counting towards this requirement
2. A record of injuries, illnesses, incidents and accidents that occur at the ECCE centre. Records include:
 - the child's name
 - the date, time, and description of the incident
 - actions taken and by whom
 - evidence of parental knowledge of the incident
3. A record of the written authority from parents for the administration of medicine
4. A record of all medicine (prescription and non-prescription) given to children left in the care of the ECCE centre. Records to include:
 - name of the child
 - name and amount of medicine given
 - date and time medicine was administered and by whom
 - evidence of parental permission and acknowledgement of the administering of the medicine
 - when the same dose of medicine is administered on a regular basis, parental acknowledgement may be obtained weekly or every three months

- A record of training and/or information provided to adults who administer medicine to children while at the ECCE centre

(g) *Child protection*

1. A policy in line with the Children Law (2012) for the reporting of suspected child abuse and neglect
2. A procedure for responding to suspected child abuse and neglect

Note: All documents and procedures for child protection must align with the Children Law 2012 as well as Department of Children and Family Services, Ministry of Education and policy guidelines

Leadership and Management

I. Criteria for leadership and management

(a) *Parent involvement and information*

- (i) The following are prominently displayed at the ECCE centre for parents and visitors:
 - the ECCE centre's current licence certificate, including special conditions, if any
 - the full names and qualifications of each person counting towards regulated qualification requirements
 - a procedure that people should follow if they wish to complain about non-compliance with these Guidelines
 - a book for all visitors to sign in and out at the centre
 - the ECCE centre's vision and/or mission statement
- (ii) The Education Council Guidelines for Early Childhood Care and Education Centres, 2013, is accessible at the ECCE centre for parents and visitors
- (iii) Parents are advised how to access:
 - information concerning their child
 - the ECCE centre's operational documents such as its philosophy, policies and procedures, and any other documents that set out how day to day operations will be conducted
 - the most recent Education Quality Assurance Unit report regarding the ECCE centre
- (iv) Information is provided to parents about:
 - how they can be involved in the work of the ECCE centre
 - any fees charged by the ECCE centre
 - any planned reviews and consultation opportunities

(b) *Planning and documentation*

- (i) An annual plan guides the ECCE centre's operation
- (ii) An annual budget guides financial expenditure
- (iii) Enrolment records are maintained for each child attending. Records are kept for the number of years required by the regulations
- (iv) A daily attendance record is maintained that shows the times and dates of every child's attendance at the ECCE centre. Records are kept for the number of years required by the regulations
- (v) Required documentation is made available as necessary to parents and Government officials having right of entry to the ECCE centre

(c) *Staffing*

- (i) Staffing levels must be sufficient in quantity and quality to provide for frequent, personal contact, supervision and to offer immediate attention to any child. The required number of staff members in relation to children set out below

must be adhered to at all times, regardless of the activity or circumstances; this includes nap time and outside play time as well as during times of unexpected staff absences. The staff to child ratio will vary depending on the age of the child. The required ratios include staff who are employed by the ECCE centre. The ratios do not include persons carrying out managerial/supervisory, domestic/janitorial staff or volunteers

Age range	Number of Adult Staff	Maximum Number of Children
Birth- 12 months	1	3
12 months-24 months	1	4
24 months – 36 months	1	6
36 months – 48 months	1	10
48 months – compulsory school age	1	12

- (ii) The manager of the ECCE centre must hold a current Certificate of Licence to Teach in the Cayman Islands issued by the Education Council
- (iii) There must be a person who holds a Certificate of Licence to Teach in the Cayman Islands on site at all times in a supervisory capacity and who is available to support and offer guidance if necessary
- (iv) There must be at least one person who holds a Certificate of Licence to Teach in the Cayman Islands for every 10 unqualified staff employed
- (v) All other staff must have at least training in first aid and CPR and the process of mandatory reporting under Section 32A of the Children Law (2012)
- (vi) A person who provides care and education for children must have:
 - a warm, nurturing, pleasant and caring disposition
 - the capacity to attend and respond to all children equitably and fairly, without discrimination
 - good interpersonal and communication skills
 - the ability to work in and contribute to a team
 - a good physical and emotional health, sound mind and character
 - a positive attitude and appropriate behaviour modeling for children
 - tolerance and acceptance of individual differences
 - energy, flexibility and creativity
 - knowledge and understanding of:
 - i. the policies, procedures, standards and regulations for the ECCE centre and the Government agencies who inspect and support the ECCE centre
 - ii. the characteristics and development of young children and how to plan activities for and with them
 - iii. child development, particularly of infants and toddlers where staff are working with children two years old and under

- the ability to:
 - i. support a learning environment and the provision of activities to encourage exploration, discovery, choice and independent learning
 - ii. work cooperatively with parent and guardians
 - iii. communicate with children in Standard English, while acknowledging the child's home language
 - iv. learn/be trained in key areas such as extending children's learning, early detection of special educational needs, management of challenging behaviours, positive discipline practices and CPR and the reporting of suspected abuse and neglect
 - successful completion of secondary education (or equivalent)
 - prior certification in early childhood care, education and development at the appropriate level
 - regular upgrading of knowledge, skills and competencies
- (vii) Appropriate human resource management practices that meet the requirements of the Labour Law (2011 revision) and Pension Law (2010 revision) are implemented
- (viii) A personnel file should be kept for each staff member and contain at least a copy of their signed contract, job description, police clearances, qualifications, health certificate and contact details for a person who could be contacted in case of an emergency
- (ix) Daily attendance records should be kept for each employee, including the hours they have worked
- (d) *Some examples of good practice*
- (i) There is a clear vision or mission statement for the ECCE centre that is well understood and shared by all stakeholders
 - (ii) Leaders and managers have high expectations for what children can achieve and understand what outcomes should be expected
 - (iii) Staff share these expectations
 - (iv) There is a strong focus on meeting the needs of all children
 - (v) Leaders and managers are good role models and are able to direct, advise and support as required
 - (vi) All aspects of the setting are regularly and effectively monitored and evaluated
 - (vii) Performance management processes are in place and staff have access to appropriate, high quality professional development opportunities
 - (viii) Children's development and learning are closely monitored in order to set targets for improvement
 - (ix) There are effective procedures for assessing children's progress and reporting to parents
 - (x) There are effective procedures for identifying where early intervention is needed and for ensuring that this is effectively provided
 - (xi) There is clear evidence that children are making good progress in their learning across the year

- (xii) Most children are meeting age related expectations and are well prepared for Year 1
- (xiii) Leaders are pro-active in identifying areas for improvement and in seeking support to address them

Documentation required

1. A complaints procedure for non-compliance in accordance with the criteria contained within these Guidelines should be followed by anyone wishing to report non-compliance. The procedure should include the option to contact the Ministry of Education, Employment and Gender Affairs and provide contact details.
2. Written information letting parents know how to access:
 - information concerning their child
 - the ECCE centre's operational documents
 - the most recent EQAU report regarding the ECCE centre
3. Written information letting parents know:
 - how they can be involved in the ECCE centre
 - any fees charged by the ECCE centre
 - about any planned reviews and consultation
4. A written statement expressing the ECCE centre's beliefs, values, and attitudes about the provision of early childhood education and care
5. A process for reviewing and evaluating the ECCE centre's operation (for example, teaching and learning practices, philosophy, policies, and procedures) by the people involved in the ECCE centre, including recorded outcomes from the review process
6. An annual plan identifying 'who', 'what', and 'when' in relation to key tasks undertaken each year
7. Processes for human resource management that align with the relevant laws and regulations including:
 - selection and appointment procedures
 - job/role descriptions that are regularly reviewed with post holders
 - requirements for police checks
 - pension and health plans
 - staff induction procedures into the ECCE centre
 - a system of regular appraisal
 - provision for professional development

- a definition of serious misconduct
 - discipline/dismissal procedures
8. An annual budget setting out the ECCE centre's estimated revenue and expenses for the year. The budget includes at least:
- staffing costs, including leave entitlements
 - professional development costs
 - equipment and material costs for the ongoing purchase of new equipment and consumable materials
 - provision for operational costs (such as electricity, telephone, food purchases, and other day to day items) and maintenance of the premises as appropriate
9. A registration form for each child and a parent agreement form
10. Enrolment records for each child currently attending and for those who have attended for the past 2 years. Records include at least:
- the child's full name, date of birth, and address
 - the name and address of at least one parent
 - details of how at least 1 parent (or someone nominated by them) can be contacted while the child attends the ECCE centre
 - the name of the licensed medical practitioner who should be consulted if the child is ill or injured
 - details of any chronic illness/condition/allergy that the child has, and of any implications or actions to be followed in relation to that illness/condition
 - the names of the people authorised by the parent to collect the child
 - any court orders affecting day to day care of, or contact with, the child
11. An attendance record for children currently attending the centre including a sign in/sign out section for parents to complete daily
12. Procedure for transferring children's documents to successive placements

Appendices – Part B

- B1. First aid kit
- B2. The reporting of child abuse and responding to suspected child abuse
- B3. Guidelines for health and safety policies
- B4. Infectious diseases and exclusions for infectious diseases
- B5. Health and Sanitation Plan
- B6. Nutrition Plan
- B7. Emergency Management/Disaster Plan
- B8. Fire Plan
- B9. Positive guidance policy
- B10. Parents as partners
- B11. Samples forms
 - Parent/Guardian Contract
 - Registration form
 - Termination of Care
 - Record of Field Trip
 - Field Trip Permission form
 - Daily Sleep Record form
 - Injury or Illness Record form
 - Medication Record
 - Medication Parent Permission form
 - Job description - Teacher
Practitioner
Cook/Domestic

Appendix B I

First Aid Kit

A first aid kit should contain the following:

1. Sterile gauze pads (dressings) in small and large squares to place over wounds
2. Adhesive tape
3. Roller and triangular bandages to hold dressings in place or to make an arm sling
4. Adhesive bandages in assorted sizes
5. Scissors
6. Tweezers
7. Safety pins
8. Instant ice packs
9. Disposable non-latex gloves, such as surgical or examination gloves
10. Flashlight, with extra batteries in a separate bag
11. Antiseptic wipes or soap
12. Pencil and pad
13. Emergency blanket
14. Eye patches
15. Thermometer
16. Barrier devices, such as a pocket mask or face shield
17. Alcohol wipes
18. Splints
19. Red Cross first aid manual

Appendix B2

PART IIIA – Children Law (2012 revision)

NOTIFICATION AND INVESTIGATION OF ABUSE

- 32A. (1) If- (a) a person to whom this section applies has a reasonable suspicion that a child has been or is being abused or neglected; and
- (b) the suspicion is formed in the course of the person's work, that person shall notify the Department of the suspicion as soon as practical after he forms the suspicion.
- (2) This section applies to the following persons-
- (a) a medical practitioner;
 - (b) a pharmacist;
 - (c) a nurse;
 - (d) a dentist;
 - (e) a psychologist;
 - (f) a police officer;
 - (g) a probation officer;
 - (h) a social worker;
 - (i) a minister of religion;
 - (j) a person who is an employee of an organisation formed for religious or spiritual purposes;
 - (k) a teacher, principal, counsellor or other employee in an institution established for the care and education of children;
 - (l) a person who provides child care services;
 - (m) any person who is an employee of an entity as defined in the Public Management and Finance Law (2012 Revision) and being a person who-
 - (i) is engaged in the actual delivery of those services to children; or
 - (ii) holds a management position in the relevant entity, the duties of which include direct responsibility for, or direct supervision of, the provision of those services to children; or
 - (n) any other person who, by virtue of his employment or occupation, paid or unpaid, has a responsibility to discharge a duty of care towards a child.
- (3) A notification under this section shall be accompanied by a statement of the observations, information and opinions on which the suspicion is based. (4) A person does not exhaust his duty of care to a child by giving a notification under this section.
- (4) A person does not exhaust his duty of care to a child by giving a notification under this section.
- (5) A person who contravenes this section commits an offence and is liable on summary conviction to a fine of five thousand dollars or to imprisonment for a term of one year or both.
- (6) The Governor in Cabinet may, by order published in the Gazette, amend the list of persons in subsection (2).

32B. A person who, whether voluntarily or pursuant to a requirement of this Law, notifies the Department of a suspicion that a child has been or is being abused or neglected or provides any information to the Department in respect of such a notification-

(a) cannot, by virtue of doing so, be held to have breached any code of professional etiquette or ethics, or to have departed from any accepted form of professional conduct; and

(b) insofar as he has acted in good faith, incurs no civil or criminal liability in respect of the notification or the provision of the information.

32C. (1) For the purposes of this section, “a notifier” is a person who notifies the Department that he suspects that a child has been or is being abused or neglected.

(2) Subject to this section, a person who receives a notification of child abuse or neglect from a notifier, or who otherwise becomes aware of the identity of a notifier, shall not disclose the identity of the notifier to any other person unless the disclosure is made-

(a) in the course of official duties, to another person acting in the course of official duties;

(b) with the consent of the notifier; or

(c) by way of evidence adduced in accordance with subsections (3) and (4).

(3) Subject to subsection (4)-

(a) no evidence as to the identity of a notifier, or from which the identity of the notifier could be deduced, may be adduced in proceedings before a court without the permission of the court; and

(b) unless such permission is granted, a party or witness in those proceedings shall not be asked, and, if asked, cannot be required to answer, any question that cannot be answered without disclosing the identity of, or leading to the identification of, the notifier.

(4) A court shall not grant permission under subsection (3) unless-

(a) the court is satisfied that the evidence is of critical importance in the proceedings and that failure to admit it would prejudice the proper administration of justice; or

(b) the notifier consents to the admission of the evidence in the proceedings.

(5) An application for permission to adduce evidence under subsection (3)-

(a) shall not, except as authorised by the court, be heard and determined in public; and

(b) shall be conducted in such a manner as to protect, so far as may be practical, the identity of the notifier pending the determination of the application.

32D. Subject to section 32E, nothing in this Law requires the Department to take or initiate any action under this Law in relation to a notification of suspected abuse or neglect of a child if the Department is satisfied-

(a) that the information or observations on which the notifier formed his suspicion were not in the opinion of the Department after consultation with the Director of Public Prosecutions, sufficient to constitute reasonable grounds for the suspicion; or

(b) that, while there are reasonable grounds for such a suspicion, proper arrangements exist for the care and protection of the child and the matter of the apparent abuse or neglect has been or is being adequately dealt with.

32E. On receiving a report about a child under section 32A, the Department shall assess the information in the report and after such assessment, may-

(a) refer the report to the Commissioner of Police for further investigation so that the child may be brought before a court as the case may require; and

(b) inform the person having custody, care or control of the child, of the report, unless in the opinion of the Department, the information would cause physical or emotional harm to any person, endanger the safety of the child or impede an investigation under paragraph (a).

Documentation required:

1. A policy in line with the Children Law (2012) for the reporting of child abuse
2. A procedure for responding to suspected child abuse

Appendix B3

Guidelines for Health and Safety

Policy statement

Why do you need this policy?

Aims

What do you want to achieve with this policy?

Procedures and strategies

Injury prevention strategies

What injury prevention strategies do you have or should you have? For example, do you have rules that children must remain seated while eating or no running inside?

Child injury/accident procedures

Reference: *Education Council Guidelines to Implement the Regulations 2013; Labour Law (2011 Revision) Part VIII - Health, Safety and Welfare at Work*

- What do you currently do if a child is injured?
- Who deals with the injury?
- If a child needs to go to the hospital or the doctor, who will go with the child and how will you make sure that there are enough adults remaining at the ECCE centre to remain in ratio?
- When are children's parents notified about an accident?
- Is this different depending on the seriousness of the accident?
- How are accidents recorded?

Staff injury/accident procedures

- What should you do if staff are injured or in an accident?
Issues to consider: contacting friends/relations, remaining in ratio - having enough staff for the number of children, dealing with children's responses, ensuring that hazards are minimised or corrected.
- What records will be kept?
- What good employer responsibilities does your management need to be aware of?
- If people are seriously injured at work, where must this be reported?
- What do the laws and regulations regarding workplace safety require?

Illness procedures

Reference: *Education Council Guidelines for Early Childhood Care and Education Centres 2013; Public Health Law (2002 revision)*

1. What do you do when a child is sick?
2. What do you do if the illness is contagious?
3. When would you exclude a child from the ECCE centre because of illness?
4. When is an adult not allowed to attend the ECCE centre because of illness?
5. Do staff receive financial support to receive inoculations?
6. How and where are illnesses noted?
7. How do you manage chronic illnesses such as asthma? For example, do you develop an individual health management plan in consultation with parents and the child's doctor if necessary?
8. Which infectious diseases must be notified to the Ministry of Health, so that public health prevention and control activities may occur? See Public Health Law (2002 revision)

Exclusion policy

Illness can spread very easily among children and staff in ECCE centres. Yet it can be difficult for parents and caregivers to understand that a child who appears to have recovered, or to be only mildly ill, must stay away to protect others. Parents and caregivers can be stressed by the need to take time off work or find alternative care, and by the financial implications of a long period of exclusion.

ECCE centre staff members and management are often caught in the stress of this situation. A policy that covers exclusion for general illness or infectious illness will be a great help when staff have to make a decision – either on the spot or when parents have a doctor's diagnosis.

When should they stay away?

In general, children should stay away from an ECCE centre when they are ill and causing concern or:

- have no interest in activities or play
- have little energy, want to or need to sleep / rest for long periods
- cry easily, are irritable or in pain
- constantly want to be held and comforted
- have a fever
- have diarrhea or vomiting. Such a child should stay away until symptoms cease and they are well enough to resume daily activities at the centre

An exclusion policy should:

- Describe the process to use when someone must be excluded
- Outline how the decision is reached and the roles of people involved
- Explain how a conflict of views between staff, parents and caregivers will be dealt with

- Note where staff, parents and caregivers can find further information, including where staff will go for medical advice
- Explain who will decide when a child or staff member can return after being excluded. With some illnesses Public Health must clear a child or staff member to return; others have a set exclusion time; and others require test results

When a child is unwell:

- The owner/operator or qualified person may exclude the unwell child. However, the decision is not always simple. Quick decisions often have to be made over the phone or when the child arrives. It is often not known what the illness is. It may appear mild, it may or may not be infectious, and the illness may not have been diagnosed by a doctor.
- A discussion with the parent or caregiver will give some idea of how the illness affects the child
- The child may respond to illness in different ways and despite having the same illness may be mildly or more seriously than another child with the same illness. Policies and decisions about excluding children who are unwell should consider the needs of the child, the extra time and care required, and this decision should balance with the needs of other children at the centre.

Infectious illness

- The owner/operator of an ECCE centre and a licensed healthcare professional may exclude children and staff who have certain infectious illnesses. See the tables in Appendix B4 for a list of these illnesses. The infectious illnesses on the list are serious. The Public Health Law 2002 requires doctors to inform or notify Public Health if they suspect one of the illnesses marked with an *asterisk on the chart. This is done so that steps can be taken to make sure the illness does not spread to others
- In some cases Public Health is also able to exclude people who are likely to develop the illness, until there is no longer any risk to them or others. This group includes the exclusion of children and staff who are not immunised against the illness; and advising pregnant staff if there is a risk to the unborn baby
- When a notifiable disease is diagnosed by a medical practitioner, he/she must report this to the Senior Medical Officer of Health (Public Health Law, 2002, 19 (b) page 18)
- If a child or staff member from an ECCE centre has a notifiable illness, Public Health staff may contact or visit the centre. This will depend on the type of illness, whether older people have been infected, and whether other children or staff members must be excluded
- ECCE centres are not required to contact Public Health if a child or staff member develops a notifiable illness. This is the responsibility of a general practitioner or the doctor looking after the case. However, Public Health staff will help when ECCE centre staff are unsure which illness a child or staff member may have, and whether advice is sought regarding their need for exclusion. Public Health staff can work with ECCE centre staff, providing information and advice
- The length of time that a child or staff member will be asked to stay away varies because illness can spread in different ways and at different stages. The table in Appendix 4 provides more detailed information on common infectious illnesses and whether or not a child or staff member should be excluded from an ECCE centre.

Immunisation procedures

- Do you have an immunisation register for the children attending or is this information on the enrolment form?
- What procedures do you have for keeping a register or a child's enrolment form up to date?
- What procedures do you have for protecting children who are not immunised in the event of an outbreak of a notifiable disease?
- How are parents made aware of these procedures?

Administering medicine procedures

Reference: *Education Council Guidelines for Early Childhood Care and Education Centres 2013*; *Public Health Law (2012 revision)*

- Where are the parent permission forms stored?
- Where is the medication book kept?
- What is written in this book/what is signed and by whom?
- Who is allowed to administer medication?

First aid

- How do you decide what should be in the first aid kit?
- Who is responsible to see that it is restocked?
- Where is it kept?
- How do you ensure that it is inaccessible to children yet easily accessed in an emergency?
- What do you take when you are going on an outing away from the centre?
- What do you do if you need to evacuate the centre?

Supervision of children procedures

Reference: *Education Council Guidelines for Early Childhood Care and Education Centres 2013*

- Consider the layout of your centre inside and outside.
- Where is your supervision plan displayed?
- How will you ensure children are supervised by an adult at all times?
- How will you ensure you have the correct ratio of staff during breaks?
- Does your supervision plan ensure that a qualified person is on duty at all times?
- What happens if they are unable to attend the ECCE centre at short notice?

Supervision of children - sleeping procedures

- How are infants supervised when asleep, and how often are they checked (including physical check)? Suggestion: Check children every 5–10 minutes and keep documentation of checks (including who did the check).

Field trip procedures

Reference: *Education Council Guidelines for Early Childhood Care and Education Centres 2013*

- What procedure do you follow for field trips outside of the ECCE centre grounds?
- What is your adult:child ratio for walks - are they different depending on the type of walk? If yes, how are they different (e.g. does it depend on location?) What are the rules you use to decide the adult:child ratio in each case?
- Do you get permission for walks each time you go out or have the parents signed a blanket approval which states adult:child ratios?
- Are staff allowed to take children on walks without being accompanied by another staff member?
- Your policies should indicate ways to minimise risk while still encouraging spontaneous walks
- How do you cater for the children who may not have permission to go on a field trip?
- How are approvals documented?
- What do you do when children travel in motor vehicles?
- What safety equipment is taken on field trips, for example cell phone, list of emergency contacts for children, first aid kit?
- Do your overall staffing ratios allow for safe outings? If not, how is this dealt with?

Issues to consider: - adult:child ratio
 - vehicle road worthiness
 - licensed drivers, seat belts
 - written permission, contact with the centre
 - emergency contacts

Hand washing procedures

Reference: *Education Council Guidelines for Early Childhood Care and Education Centres 2013; Public Health Law (2002 revision)*

- When do children and adults need to wash hands?
- What is the procedure that adults and children should follow?
- How will staff encourage children in their development towards independent hand washing?
- How will babies' hands be washed?

Points to include in the procedures:

Every ECCE centre needs to be sure that children and staff wash their hands thoroughly.

- Children and staff need to wash their hands before and after preparing, handling or serving food, or eating. Separate facilities for washing hands should be available for use:
 - i. in the kitchen, in addition to sinks that are used to prepare food and clean dishes
 - ii. after using the toilet, helping a child to use the toilet or changing diapers
 - iii. after blowing their nose or helping a child to clean their nose
 - iv. after touching pets and other animals
 - v. after playing outside
 - vi. after handling rubbish/garbage
- Staff who supervise young children when they use the toilet can also help the children to wash their hands after toileting. As children become more independent, they are encouraged to start caring for themselves and this often means that they go to the toilet on their own. As much as possible, however, staff should supervise children when they wash their hands. This provides an opportunity to teach children how to wash their hands and to ensure that they continue to wash them thoroughly
- Children should be taught to wash their hands carefully and not to rush. They should use soap and rub it over the backs and palms of the hands, between the fingers and around the fingernails. (Children who are allergic to soap should have a suitable alternative. Contact Public Health for advice)
- Rubbing the soap and rinsing it off with water removes the body waste and fluids, viruses or bacteria that cause illness
- Chants and songs can be used to show children how to wash their hands properly
- Role modeling by staff, parents and caregivers is an effective way to reinforce practical messages
- Contact Public Health for display information that reminds children to wash their hands
- Children should wash their hands under clean running water. Viruses and bacteria spread when children wash in the same water. Staff are encouraged to remove the plugs in basins used by children, so water for washing is not shared
- The type of soap used by an ECCE centre can make a difference. Most children enjoy using liquid soap and it is easy for them to use.
- Viruses and bacteria spread easily from one child to another when they share the same towel. It is recommended that ECCE centres use disposable or single-use towels (towels that are used once then put straight in the laundry basket) for hand drying. Disposable towels can also be used for other cleaning purposes
- The temperature of warm water for hand washing in an ECCE centre must not be more than 100°F degrees
- Wash basins need to be designed and constructed by a professional to ensure they work properly and are easy to clean
- Make sure that basins used by children for hand washing are placed at an appropriate height

Diaper changing procedures

Reference: *Education Council Guidelines for Early Childhood Care and Education Centres 2013*

- Where and when does diaper changing occur?
- What are the current procedures?
- Who is allowed to change diapers?
- Where is the diaper changing procedure displayed?

Issues to consider:

- washing hands
- cleaning the changing surface
- interactions with children
- safe practices (e.g. keeping a hand on or beside a child who is on a changing table)
- use of gloves
- diaper storage and disposal
- documentation/liaison with parents

Ideas to include in procedures:

Many illnesses spread through contact with faeces. This is why it is important for ECCE centres to develop and follow a safe practice for changing diapers and to have facilities that encourage safe practice. Safe practice means all staff should:

- make sure they do not prepare or serve food when they are responsible for changing diapers
- use a surface that is easy to clean and is not absorbent. Cover change tables and mats made of absorbent fabric with something that is waterproof
- use disposable towels and disinfectant to clean the surface once the child has been changed
- disinfect the surface even if it was covered with disposable towels
- wash their hands and the child's hands immediately before and after changing a diaper. Use liquid soap for hand washing, and dry with disposable towels
- wear clean disposable gloves, especially if they have cuts, grazes or sores on the hands or lower arms
- remove and dispose of gloves carefully once they have been used, then wash the hands thoroughly. Gloves must be changed before changing each child
- keep diaper changing supplies out of children's reach yet easily accessible to caregivers. If items are stored above the changing area, they should be secure and not able to fall
- stay with the child when using a table or bench to change diapers and/or clothes. Staff should not turn away or become distracted as the child may move and fall
- store soiled diapers in containers with tight-fitting lids where children cannot access
- store potties where children cannot reach them
- make allowances for children who are not confident or able to ask for a potty. Potties should be cleaned every time they are used and at the end of every day

- make a poster of the practices to be followed when changing diapers, and display it in the changing area

Cleaning procedures

Reference: *Education Council Guidelines for Early Childhood Care and Education Centres 2013*

- Do you employ a cleaner? If not, whose responsibility is it to clean?
- How many hours does the cleaner work?
- Is the cleaner's job description clear?
- How often are items such as carpets, windows, toys and other resources extensively cleaned?
- How often is playdough changed?
- Who is responsible for these jobs?
- Are staff who work with young children expected to clean during the day? If so, what types of cleaning is expected of them?

Issues to consider: - the age range of the children using the toys
 - level of mouth contact
 - level of illness in the centre or community

No smoking policy

Reference: *Tobacco Law 2008 and Regulations 2010; Education Council Guidelines for Early Childhood Care and Education Centres 2013*

Enclosed areas are smoke-free as well as up to 10 feet from any entry or exit of centre or other opening and public places including educational facilities and their grounds.

- What will you do if someone enters the centre smoking?
- Since staff are not allowed to smoke on the grounds of the centre, where will management allocate as a place for them to smoke on their breaks, if required?

Animal care procedures

- Does the ECCE centre have animals?
- How are they cared for?
- How do you ensure children and animals do not harm each other?
- How do you ensure that the animals can be restrained if needed?
- How do you keep pet habitats clean?
- How do you deal with visiting animals?

Occupational safety and Hazard Management procedures

Reference: *Education Council Guidelines for Early Childhood Care and Education Centres 2013*; *National Hazard Management Plan for the Cayman Islands 2012*; *Cayman Islands Fire Service*

- Are hazards identified in the centre? If so, where are they displayed?
- If a hazard is identified, how will it be minimized, isolated or eliminated?
- Who does safety checks and how often do they happen?
- How do you document areas identified as requiring maintenance?
- Who repairs broken equipment and/or maintains the centre?
- How often are sandboxes and outdoor play areas checked for hazardous materials?

Food preparation and consumption procedures

Reference: *Education Council Guidelines for Early Childhood Care and Education Centres 2013*; *DEH Guidelines*

- What food hygiene procedures are used at the ECCE centre?
- How do you ensure relevant staff have information regarding storage of food and food safety?
- How is the daily menu recorded?
- How do you ensure clean drinking water is available to the children?
- Are there guidelines for children consuming food?
- How do you cater for children with food allergies and/or parental food preferences?
- How do you ensure that eating times are calm and relaxed?

Issues to consider: - area for eating
- seating
- sharing of food or drink bottles
- choice of food

Suggestion: In some ECCE centres about six children eat at one table, with tables adequately spaced - some outside if weather permits. An ECCE centre's policies may state that an adult will stay at each table – with food, plates, rubbish/garbage containers, cloths organized in such a way that allows food to be served from the table so that adults and children do not need to leave the table to 'service' food or arrange for second helpings

Appendix B4

Infectious Diseases and Exclusions

Note: Conditions marked with an asterisk (*) are notifiable diseases in the Cayman Islands.
 Note: When a notifiable disease is diagnosed, a medical practitioner must report this to the Senior Medical Officer of Health (Public Health Law, 2002, 19 (b) page 18)

Disease	Time between exposure and sickness	This disease is spread by...	Early signs	Infectious period
*Chicken Pox	13 - 17 Days	Coughing and sneezing. Also direct contact with weeping blisters	Fever and spots with a blister on top of each spot	From up to 5 days before appearance of rash until lesions have crusted (usually about 5 days)
* Hepatitis A	15 - 50 days (average 28 - 30 days)	From food or water contaminated with faeces from an infected person; or by direct spread from an infected person	Nausea, stomach pains, general sickness. Jaundice a few days later	From about 2 weeks before signs appear until 1 week after jaundice starts
* Hepatitis B	6 weeks - 6 months (usually 2 - 3 months)	Close physical contact with the blood or body fluids of an infected person	Similar to Hepatitis A	The blood and body fluids may be infectious several weeks before signs appear and until weeks or months later. A few are infectious for years
* Measles	Usually 10 days to onset, 14 days to rash	Coughing and sneezing. Also direct contact with the nose / throat secretions of an infected person	Running nose and eyes, cough, fever and a rash	From the first day of illness until 4 days after the rash begins
* Meningitis (Meningococcal) Urgent treatment is important!	2 - 10 days (usually 3 - 4 days)	Close physical contact such as sharing food and drinks, kissing, sleeping in the same room	Generally unwell, fever, headache, vomiting, sometimes a rash	Until 24 hours after starting treatment with antibiotics
* Mumps	Usually 16 - 18 days	Contact with infected saliva - coughing, sneezing, kissing and sharing food or drink	Pain in jaw, then swelling in front of ear, and fever	For one week before swelling appears until 9 days after
Ringworm	10 - 14 days	Contact with infected person's skin or with their clothes or personal items. Also through contaminated floors and shower stalls	Flat spreading ring-shaped lesions	While lesions are present, and while fungus persists on contaminated material
* Salmonella	6 - 72 hours (usually 12 - 36 hours)	Under-cooked food like chicken, eggs and meat; food or water contaminated with faeces from an infected person or animal; or direct spread from an infected person or animal	Stomach pain, fever and diarrhea	Until well, and possibly weeks or months after.
Streptococcal Sore Throat	1 - 5 days	Usually contact with the secretions of a strep sore throat	Headache, vomiting, sore throat	For 24 - 48 hours after treatment with antibiotics is started.
* Whooping Cough	4 - 10 days	Coughing. Adults and older children may pass on the infection to babies	Running nose, persistent cough followed by "whoop", vomiting or breathlessness	For 3 weeks from the first signs if not treated with antibiotics. If the child has had antibiotics, until 5 days of the antibiotic treatment

Exclusions for Infectious Diseases

Disease	Treatment	Exclusion of children and staff
*Chicken Pox	Symptoms are treated	At least 5 days after the rash appears Pregnant staff are advised to consult their doctor
Conjunctivitis	Eye drops or cream	Until the symptoms are treated or there is clearance from a doctor
* Gastroenteritis (viral)	Symptoms are treated	Until 48 hours after the last episode of vomiting or diarrhea
Hand, foot and mouth disease	Symptoms are treated	Until the blisters are dry and they are well
Head lice	Treatment shampoo	Until the morning after their first treatment
* Hepatitis A	Symptoms are treated	Until they are well and at least 7 days after the jaundice appears
* Hepatitis B	Symptoms are treated	Until they are well
Herpes Simplex (cold sores)	Anti-viral cream or ointment	Until the sores has stopped weeping and is dry
Impetigo (school sores)	Antibiotics	Until after 24 hours after the treatment has begun. Sores should be covered until they are healed
* Measles	Symptoms and complications are treated	Until at least 4 days after the rash appears and until they are well
* Meningitis (Meningococcal) Urgent treatment is important!	Antibiotics-All children and staff may be treated to prevent spread of illness	Until they have finished the course of antibiotics to prevent the spread of the disease and they are well
* Mumps	Symptoms are treated	Until 9 days after the swelling around the face began or until the swelling of involved glands has settled completely
Rotavirus	Symptoms are treated	Until 48 hours after the last episode of vomiting and diarrhea
Rubella	Symptoms are treated	Until 7 days after the rash appears. Pregnant staff are advised to consult their doctor
* Salmonella	Symptoms are treated	Until three faecal tests taken 48 hours apart are clear of infection
Streptococcal Sore Throat	Antibiotics	For the first 24 hours of treatment
* Whooping Cough	Antibiotics	Until they are well and have had 5 days of treatment
*Tuberculosis	Antibiotics	Public Health or a doctor will say when the person can return

Appendix B5

Health and Sanitation Plan

A health and sanitation plan should include:

1. Training of staff in basic medical care in emergencies
2. The management/provision of a separate room or designated area within a room as a sick area
3. A procedure outlining how the centre will ensure hygiene and infection control measures are met when washing sick or soiled children
4. Provision for a child with a communicable disease for example supervised isolation, comfort, family contact arrangements
5. Arrangements for regular review of the health of children with chronic diseases
6. A description of illnesses common to children, procedures for the treatment of such illnesses and precautions to protect the health of other children provided by Public Health, also included in Appendix B3 of these Guidelines
7. Universal precautions that are explained to and practiced by staff
8. The process by which children are made to understand not to touch blood in the event of an accident and to get help from an adult
9. Policies and procedures to secure hygienic use of the kitchen, toilet, bedding and other facilities, clean water supply, garbage disposal, sewage and drainage facilities in accordance with DEH Guidelines
10. A procedure for the hygienic laundering (off-site or on-site) of linen used by the children or adults
11. A procedure for hygiene in the kitchen area that includes the safe storage and preparation of food
12. Effective hand-washing procedure for staff and children
13. How mattresses and bedding are kept clean and hygienic. Cribs, cots and sleeping mats provided for children should be safe and separated at a distance of 30 inches (77 cm). This should also include the kind of waterproof covering used for bedding
14. Immunization procedures should also include records by visiting Public Health staff
15. Guidelines on the administration of non-prescription and prescription drugs to children
16. Information regarding child-sized partitioned toilets and washbasins provided on a ratio of 1:15
17. An outline of adapted provision for children with disabilities should be made available
18. Diaper changing and disposal procedures

Appendix B6

Nutrition Plan

A Nutrition plan should include:

1. Fresh/potable drinking water is available at all times and can be easily accessed by children
2. Appropriate guidelines for balanced meals and a general nutrition education programme, to include meals provided and snacks brought from home
3. Appropriate feeding schedules that meet the needs of children individually
4. Arrangements for appropriate access for breastfeeding mothers
5. A balanced diet for children according to their age both in meals and snacks provided by the ECCE centre and brought in from home
6. Arrangements to be written and posted for children with special dietary needs and meal substitutes developed with families
7. Menus to be posted and that can include food of different cultures
8. The process by which babies and infants are to be held in the arms of a member of staff during feeding to encourage ingestion and relaxation is communicated with staff
9. How children's eating patterns are observed and any unusual behaviour that is recorded/reported
10. Appropriate serving sizes with age-appropriate utensils for children
11. How children and adults are seated together to support a pleasant, social atmosphere
12. Education regarding the value of food for survival and health; food not being used as a reward or denial of food as a punishment
13. Communication with parents about balanced nutrition and avoidance of malnutrition, especially the malnutrition that leads to obesity

Appendix B7

Emergency Management/Disaster Plan

Reference: *Education Council Guidelines for Early Childhood Care and Education Centres 2013; National Hazard Management Plan for the Cayman Islands 2012; Cayman Islands Fire Service; DES Policy for Disaster Preparedness and Recovery (draft); DES Emergency Management Plan for Schools*

What is an emergency?

An emergency could be a range of events which could otherwise be described as incidents, accidents, catastrophes, disasters or crises. An emergency therefore embraces the range of terms frequently used to describe an event, actual or imminent, which endangers or threatens to endanger life, property or the environment, and which requires a significant and coordinated response.

In the context of ECCE centres in the Cayman Islands, an emergency includes, but is not restricted to:

- Fire in centre building/grounds and surroundings
- Hurricane, tropical storm, flood or other extreme weather event
- Earthquake
- Collapse/major damage to building or equipment
- Fumes/spill/leak/contamination by hazardous material
- Disappearance or removal of a child
- Fatality, serious injury or assault
- Outbreak of disease/pandemic

An emergency management/disaster plan should include:

a. Preparedness

- The range of emergencies covered
- A site plan and general description of the ECCE centre and its environment
- Roles and responsibilities of staff and others
- Identified evacuation assembly areas that provide shelter, water and toilet facilities including:
 - i. sites that are well beyond the centre grounds
 - ii. internal locations within buildings for cases where external evacuation is not appropriate
- Alternative evacuation assembly areas and exits from buildings and grounds
- Contact numbers for emergency services and key personnel. These should be updated regularly
- Multiple methods of communication during an emergency including:
 - i. at least two avenues of communication to all staff
 - ii. an ECCE centre wide communication system that is not based in the general office as this may be unavailable

b. Prevention

- An assessment of risks and hazards facing the ECCE centre
- Consideration, development and documentation of measures to prevent or reduce the impact of emergencies that might occur

c. Response

- Procedures for reporting the emergency
- Procedures to be followed by staff, children and visitors during an emergency
- The effects of an emergency on the supervision of children if staff must:
 - i. assist injured staff or children
 - ii. go for help
- Arrangements for supervision of children for the duration of the emergency and until their normal home time
- Arrangements for the recording of details concerning any child who is released into the care of a parent/guardian during an emergency
- Lockdown/lockout and evacuation procedures including arrangements for a mandated head count of all children and staff following such an event
- Details on the timing of decisions about ECCE centre closures

d. Lockdown and lockout

A lockdown is when staff and children must remain inside due to a threat outside the building, for example an approaching storm. During a lockdown, staff and children must be regularly updated about the current situation.

A lockout is used when an internal and immediate danger is identified and it is determined that staff and children should be excluded from buildings for their safety, for example a fire.

Examples of practices included in lockdown arrangements are:

- Staff:child ratio is maintained as staff and children return to their rooms
- Bathrooms and other areas where children might be are checked by staff
- Doors and windows are locked, particularly those accessing outside
- Lights, appliances and cooling devices are turned off and curtains or blinds are closed
- Staff stand by for communication from outside agencies and updates

Examples of practices included in lockout arrangements are:

- Clear and specific instructions are announced during the lockout
- Evacuation of all staff and children to an agreed place is conducted in an orderly fashion
- Roll call is done to ensure that all children are present
- Staff is nominated to check rooms (when/if safe to do so) to ensure that no one is left inside
- Staff stand by for communication from outside agencies and updates

e. Recovery

ECCE centre management should establish and document recovery programmes for use following emergencies and review emergency arrangements after an emergency has occurred

Examples of procedures for emergencies that may occur in the Cayman Islands

Storms

Nature of Hazard

Storms are more common in the Cayman Islands during the main hurricane season, from June to November with peak months of September and October but it is important to stay prepared for bad weather all year round. Severe storms may cause major damage and pose a risk to life. They may be accompanied by torrential rain, strong winds and lightning and may cause flash flooding, unroofed buildings and damage to trees and power lines

Risk Factors

- Danger from high winds where trees located on or around the ECCE centre are not regularly checked and trimmed
- Electrocutation from fallen wires
- Roofs in need of repair
- Field trip activities undertaken without risk assessment

Prevention Strategies

The following actions should always be undertaken to prepare for storms, prior to and not during a storm:

- Ensure gutters and downpipes are cleaned regularly
- Ensure overhanging branches are trimmed
- Ensure roofs are in good condition
- Prepare an emergency kit consisting of at least a portable radio with spare batteries, a flashlight or lantern with spare batteries, a first aid kit and manual, waterproof bags, emergency contact numbers, waterproof footwear with non-slip soles, waterproof and puncture resistant gloves, cleaning products and boxes
- Prepare a storm plan outlining actions that need to be undertaken

When undertaking activities outside the ECCE centre, be aware of storm risks and ensure that an appropriate nearby shelter is identified. Be aware of any storm warning before undertaking activities

Response

When a storm warning is broadcast or a severe storm is approaching, the following actions should be undertaken:

Before the storm

- Listen to the local radio station for information and advice
- Unplug electrical devices
- Direct children and staff to assemble indoors
- Stay well clear of windows
- Secure loose objects in open areas, for example garbage bins
- Ensure the emergency kit is ready to use

During the storm

- Listen to the local radio station for further information and advice
- Direct children and staff to stay indoors and stay well clear of windows
- Avoid use of fixed line telephones
- If caught outdoors, seek shelter in a building or vehicle, but not under a tree
- Use the emergency kit, if required

After the storm

- Listen to the local radio station for further information and advice
- Check buildings for damage and make note of the same, for example take pictures and make descriptions
- Instruct children and staff to stay away from bodies of water including drains, fallen trees and power lines, and damaged structures
- Keep children and staff on premises until it is safe to return to normal activities or to go home. Beware that travel arrangements may be hindered by storm damage or flooding
- Use the emergency kit, if required
- If you need help phone 911 immediately

Recovery Actions

- Implement procedures to resume ECCE centre activities, which include arranging support to those affected by the incident
- Review the emergency management plan

Earthquake

Aspects to consider:

- What is said to children?
- What happens after the earthquake has ceased?
- Who checks the children and buildings?
- How is the decision made to vacate the building?
- Where do you go if the building needs to be vacated?
- What will you take with you?

Nature of Hazard

Earthquakes cause the shaking of earth due to waves moving on and below the earth's surface causing surface faulting, tremor vibration, liquefaction, landslides, aftershocks and/or tsunamis. Aggravating factors are the time of the event and the number and intensity of aftershocks. Compound hazards that may result are fire, landslides, and tsunamis

Risk Factors

Direct risks from earthquakes may be trauma; dust inhalation, including acute respiratory distress; exposure to the elements; burns and electric shocks; and crush injuries.

Indirect risks are due to lifelines such as water and sewer systems, energy lines, roads and telecommunications being affected

Prevention Strategies

Mitigation measures against earthquakes include:

- Maintenance of buildings
- Conforming to earthquake-proof building codes and by-laws
- Earthquake lifeline systems, including hospitals and emergency services
- Building awareness of earthquake risks, including parent education
- Conducting and documenting drills with staff and children

Response

- During an earthquake, at the first sign of ground shaking, staff should react immediately, quietly and appropriately. Use the two word earthquake response command: "EARTHQUAKE - DROP" to initiate the response.
- On the words "EARTHQUAKE - DROP" staff and children should immediately take cover under tables and turn away from the windows

Note: This should happen quickly, quietly and without panic

- Staff and children get down on their knees, face down, making themselves as small as possible, covering all body parts with the table

Note: Stress the importance of children looking down, not sideways and thereby risking facial injury caused by flying objects. Keep children calm by having an adult with each group of children

- Staff and children should secure their shelters by holding on to the table legs using both hands
Note: Tables or other shelter may topple or move during strong shaking
- Staff and children remain in this position until the shaking stops and you tell them that it is ALL CLEAR and safe to stand up
Note: Stress that no one should stand up until staff have checked the room for safety such as dangling wires or broken glass that would need to be cleared immediately

In the ECCE centre's outdoor play area, staff and children should:

- Turn their back towards the building
- Move towards an open space, away from buildings and overhead power lines
- Crouch low to the ground
- Keep looking around, remain aware of dangers that may demand movement, for example parked cars may roll around, large trees may fall and playground equipment or overhead power lines may collapse
- When the ground stops shaking all staff and children should immediately move to the designated earthquake assembly area for a roll call. Staff must keep in mind that aftershocks may strike at any time, exacerbating hazards created by earlier shaking and requiring for everyone again to drop, cover and hold on

Recovery Actions

- Consult with the emergency services and building inspectors in deciding when to re-open the ECCE centre
- Implement procedures to resume ECCE centre activities, including provision of support to those affected by the incident
- Regardless of the severity of this earthquake, it is important to learn from the experience. If there are things that the ECCE centre owner/operator, staff or others could have done better in preparing for the earthquake, this should be done as promptly as possible, in preparation for the next earthquake. If structures must be repaired or rebuilt, for example, the opportunity should be taken to correct any weaknesses and ensure full compliance with seismic building standards. If building contents were damaged, measures regarding such items should be improved. If staff or children were insufficiently prepared to react safely, safety training and the frequency of drills should be increased

An emergency management/disaster policy could contain:

Aims

This policy aims to clarify the measures required to be established to ensure the safety of all staff, children and school visitors in the event of an emergency situation within an ECCE centre and also the measures expected to be in place for prompt and effective recovery following the event

Policy Statement

In the event of emergency situations the (named) ECCE centre is committed to:

- ensuring safety
- minimising trauma or distress to children and their families, staff and visitors
- minimising damage, and
- establishing prompt and effective recovery planning to assist in restoration of the centre and centre routines

Procedures

The ECCE centre has an emergency management plan that:

- describes actions to take before, during and after any emergency situations to ensure the ongoing safety of staff, children and others
- covers all circumstances when the ECCE centre is responsible for safety
- must be reviewed annually and/or following an emergency
- must be developed in consultation with relevant emergency services
- must develop specialist plans that outline responses to specific emergencies such as earthquakes or severe weather events affecting their region

Appendix B8

Fire Plan

The Cayman Islands Fire Service provides advice on developing a fire evacuation scheme and support with fire drills. Children and adults need to be well versed with the procedure of evacuation. Regular fire drills help to ensure effective evacuation of facility or premises

A fire plan should include:

- The type/brand name and location of emergency fire equipment
- Location of fire extinguishers that are mounted, checked and refilled as stipulated
- Outline of routine fire drills and building inspections adhered to for fire safety compliance
- List of resources such as sand bags/buckets, fire alarms and smoke detectors provided and maintained
- The procedures approved by the Cayman Islands Fire Service which are to be discussed with the staff and children, and followed in the event of a fire
- Documentation of the annual maintenance/test check of fire alarm systems

Issues to consider:

- Who operates the alarm?
- Who calls the Fire Service?
- What information is given to children?
- Which exits are used?
- Who collects the register/parent contact list?
- Who checks rooms to ensure that all are clear?
- Where do staff and children congregate?
- Who conducts the head count?
- Who contacts the Fire Service to let them know about fire drills?

An example of fire procedures:

Types of fires include building fires, industrial fires, transport fires and bushfires. Each type of fire needs to be approached differently depending on where and how the fire occurred

I. Risk factors

- Evacuation plans are not clearly communicated or not regularly tested
- Staff and children are not aware of, or are unclear regarding procedures and responsibilities in event of a fire
- Staff are unsure of their responsibilities under the evacuation plans if a fire occurs
- Trees around buildings drop leaves and branches, blocking gutters and cluttering grounds
- Procedures for full evacuation have not been recently updated

- Proximity of building to major roads or industrial sites

2. Prevention Strategies

- Educate staff and children, with support of the Fire Service about fire prevention and safety
- Conduct regular, documented fire drills
- Liaise with emergency services
- Develop evacuation arrangements
- Conduct fire safety audits (see below)
- Prune trees around buildings and keep gutters clear

3. Fire safety audits

The fire safety audit, with references made to the relevant current Building Code, should cover but not be limited to:

- Means of escape
- Exit signs
- Emergency lighting
- Fire rated doors
- Fire extinguishers
- Fire hose reels and hydrants
- Sprinkler system
- Automatic fire detection systems
- Manual call points
- Building emergency warning system
- Emergency procedure

4. Response

In the event of fire:

- Assist all persons to evacuate
- Raise the alarm (call 911) and follow the emergency procedures
- Contain fire by closing doors (do not lock) to the fire, if safe to do so
- Extinguish – attempt to extinguish the fire, but only if you are trained; it is safe to do so; and it is the right type of extinguisher
- The outbreak of fire is to be reported immediately to the Fire Service (911), giving the following information:
 - i. Name and address of the ECCE centre including the nearest appropriate vehicle access
 - ii. Location and nature of the fire within the ECCE centre

- A staff member should be designated to ensure that the Fire Service has access to the site of the fire, e.g. that gates are opened and vehicles are not blocking access

5. Recovery Actions

- Secure the site. Do not enter the damaged site. Fires can rekindle from hidden, smouldering remains. Be watchful for structural damage caused by the fire. Roofs and floors may be damaged and subject to collapse
- Implement procedures to resume ECCE centre activities and support to those affected by the incident
- Normally, the Fire Service will check that utilities (water, electricity and natural gas) are either safe to use or are disconnected before they leave the site. Do not attempt to turn on utilities yourself
- Where necessary, arrange security to prevent theft or vandalism
- Review the emergency management plan

Record of Fire Drills

Records of fire drills must be kept that include:

- dates and times of the drills. Drills need to occur at different times of the day to ensure that staff and children respond as needed if there is a real fire
- the time it took to leave the building, gather at the designated area and check that all children and staff were present. The aim is to reduce the time this takes to ensure the building can be cleared in a safe and timely manner
- comments of how effective the drill was
- next steps to improve the drill

Appendix B9

Positive Guidance Policy

Policy statement

Why do you need this policy?

Aims

What do you want to achieve with this policy?

Prevention strategies

What strategies do you have in place to ensure that children can become fully engaged in activities in a constructive manner?

- Issues to consider:**
- The learning environment (including type and amount of equipment, nature of adults' everyday interactions with children, centre routines, the amount of space you have)
 - Are behavioural expectations realistic, clear and consistent for all children including those with additional educational needs?
 - How do staff support children to achieve this?
 - What positive reinforcement strategy is in place for children?

Procedures

1. What happens when unacceptable behaviour occurs?
2. How do you ensure consequences are logical, consistent and age/developmentally appropriate?
3. What happens when an unacceptable behaviour continues to occur?

Issues to consider:

- Meeting with the child to agree on specific goals, strategies and consequences (depending on age)
- Meeting with parents
- Seeking information and support from specialist services
- Identifying what types of behaviour management strategies are deemed acceptable/unacceptable?
- Deciding how and when parents are consulted
- Determining if the objectives and procedures described above are inclusive, equitable and culturally appropriate

Positive Guidance Policy (sample)

Policy statement

Children face many challenges throughout their lives including learning acceptable behaviours and being able to regulate their own behaviours in different social and emotional environments, or when interacting with their peers or adults. At (name of centre) staff will use appropriate strategies to support and guide children to recognise, manage and learn from their behaviours and express their emotions in positive, non-threatening and productive ways.

Aims

Our staff of (name of centre) aim to provide an environment which supports children to learn self-regulation and manage their own behavior while taking into account the needs of others. The staff understand that children have different personalities, ideas, behaviour traits, attitudes, values, expectations and competencies. At (name of centre), we aim to support the child as he/she learns to manage his/her behavior. The term 'positive guidance' is used because it includes all forms of behaviour and not just those behaviours labeled as disruptive. The staff at (name of centre) will guide and support children to develop problem-solving skills, a sense of freedom to make their own decisions, and the self-esteem necessary to change a pattern of inappropriate behaviour. There are external factors that may affect a child's behavior from time to time and these need to be considered when providing comfort and support to a child who has had a change in behavior. A child's behaviour may be affected by:

- age and stage of development, for example a 2 year old striving for independence
- special or additional needs
- general health and well-being, a child may behave differently when they are unwell or upset about a personal matter
- relationships within their family, such as the birth of a sibling or marital issues
- play and learning environments that are not stimulating or meeting the child's interests
- practices of individual staff members where these differ from the centre's established practices
- relationships with other children, staff and visitors
- external factors, such as family, home life, peer group experiences or a traumatic event that has affected the child, their family or their community

Purpose

The Positive Guidance Policy is to provide the information that staff need to:

- encourage acceptable forms of behaviour by consistently using strategies that build children's confidence and self-esteem
- provide children with support, guidance and opportunities to manage their own behaviour

Procedures:

The adults responsible for the care and education of children will guide and support children to develop their self-management skills. They promote positive behaviours through:

- their warmth and friendliness toward the children, their parents and each other
- the interest shown in the children
- the creation of an ethos where children feel comfortable in expressing themselves
- a gentle and encouraging manner
- the gentle and encouraging manner in which they show respect for children
- the provision of opportunities for children to interact with each other in order to develop the skills of co-operation and collaboration
- the support given to children as they are encouraged to try out new things, supporting them even if they become discouraged
- the creation of an attractive and stimulating learning environment, ensuring that resources and equipment are appropriate and of good quality
- the provision of opportunities for children to become aware of and explore differences in language, ethnicity, religion, culture and special needs in a sensitive way
- modeling acceptable behaviour, through their own relationships with colleagues and parents
- recognition of, valuing and celebrating the differences and similarities that exist in all persons
- clarity and consistency in the use of positive reinforcement
- respect for the importance of interactions and relationships between children, families and staff
- understanding and acknowledging why children behave in certain ways in specific circumstances
- the promotion of realistic play and behaviour limits that guide children's safety and security without curbing their play experiences, natural curiosity or creativity
- care-giving strategies that are clearly defined and transparent, and communicate how behaviour guidance is implemented

Where a child's behaviour does not respond to positive guidance, staff will:

- identify and encourage the child's positive behaviours
- observe the child to assist him/her to identify potential conflict situations and negative peer interactions
- support the child to negotiate with their peers in potential conflict situations
- meet with the child (depending on age and stage of development) to agree on specific goals, strategies and consequences
- discuss the child's behaviour with their parents to:
 - i. confirm whether or not similar behaviours are displayed at home
 - ii. see if there have been home issues that may affect the child's behaviour
 - iii. develop an agreement for the child that ensures consistency in positive guidance between the home and centre
- seek support from the ECCE Unit in the Ministry of Education

- partner with the parent to develop and implement a positive guidance plan for the child that can be used in the centre and at home
- review and evaluate the effectiveness of the plan after one month and adjust as needed
- if there is no improvement, refer the child to an appropriate agency such as the Early Intervention Programme, with evidence of observations and support provided within the centre and guidance from the Early Childhood Care and Education Unit
- report suspected child abuse to DCFS

Appendix B10

Parents as Partners

Communication with Parents Policy (sample)

Policy statement

Parents play an integral role in the ECCE centre that their child attends. Parents and centre staff can work together to provide a child with a safe and caring environment that caters to their child's changing needs as he/she grows and develops. Changes in growth and development are rapid in the early years therefore parents and centre staff need to share information about the child as they are nurtured and provided with the very best care and education. This policy outlines some procedures to support communication between the child's home and the ECCE centre that the child attends.

Aims

This policy aims to provide a process for the regular exchange of information, offering formal and informal opportunities for parents to:

- communicate about their child with the adults providing care and education, and share specific evidence of the child's learning
- be involved in decision-making concerning their child's well-being

Procedures

The adults who work with the child will ensure that:

- communication with the child's parents is clear, specific and consistent
- parents are involved in their child's experiences at the setting
- feedback is sought from parents and taken into account when planning programme/centre improvements
- parents are satisfied and have evidence that their child is safe, well cared for and developing age appropriately

In addition and where appropriate, adults will support parents to make links with outside agencies such as Public Health and the Early Intervention Programme as needed, and support these agencies to cater to the child's additional needs when required.

The adults who work with the child will ensure that parents have access to:

- information concerning their child
 - i. administrative forms such as registration forms; consent forms for field trips or the administration of medication; and the parent contract form
 - ii. photographs of their child taken during their time at the centre or on field trips
 - iii. assessment documents such as observations, learning stories, art work, and portfolios containing any information that relates to their child

iv. planning documents that relate to their child

- formal and informal opportunities to discuss their child's learning and development
- the ECCE centre's Education Council Registration Certificate
- the ECCE centre's operational documents
- the most recent EQAU report regarding the respective ECCE centre
- visit reports from agencies such as the ECCE Unit

In addition, adults should provide information to parents about:

- how they can be involved in the ECCE centre
- any planned reviews and consultation
- opportunities for parents and adults providing care and education to contribute to the development and review of the ECCE centre's operational document
- the procedure they should follow if they wish to complain about non-compliance with the Education Council Guidelines. The procedure should include the option to contact information and details

Appendix B I I

Sample forms

ECCE Centre Name

Parent/Guardian Contract

1) HOURS OF OPERATION:

Monday to Friday (insert opening and closing times)

We will be closed on all Public Holidays. Should the Centre have a planned closure at any time, adequate notice will be provided. The Centre will also close upon the advice of the Cayman Islands Hazard Management Committee in the event of a hurricane or other natural disaster.

2) MONTHLY FEES

Monthly fees include all sick days, holidays and vacation time - these are paid days. Fees are based on booked days not attendance. There will be no refunds or credits for days when your child does not attend.

Price per month _____ (per child)

3) PAYMENT POLICY

Parents agree that all monthly fees will be paid in advance on the first day of each month. Unpaid fees will lead to the immediate suspension or termination of care unless reasonable arrangements are made and accepted by both parties.

All fees are based on booked days and not attendance, therefore parents are responsible for fees whether child attends or not. This includes sick days, holidays and vacation time. Adjustments to fees may be possible subject to management's discretion.

4) ILLNESS POLICY

Parents agree that a child who is ill, for example has a fever, infection, diarrhea, communicable disease, or any other type of illness that may be contagious, will be kept at home to protect the well-being of other children in the Centre, as well as to give the sick child time to recuperate. Should a child become ill during the course of the day parents will be contacted to collect the child from the Centre. Should an emergency arise, and parents or emergency contact are not available, an ambulance will be called. Children will not be allowed to return to the Centre until they have been symptom free (non-medicated) for at least 24 hours. In some cases, a note from a doctor may be necessary. Please refer to the Education Council Guidelines for Early Childhood Care and Education Centres, 2013 for guidance on childhood illnesses, their treatment and exclusion recommendations.

5) LATE ARRIVAL/PICKUP POLICY

Please advise the Centre immediately if you will be arriving later than the pre-arranged time to pick up your child. It is the parents' responsibility to ensure that children are picked up no later than (insert time). If you are not able to pick up your child by this time, please make alternate arrangements for their pick up and notify the Centre of these.

Please notify the staff if an unauthorized person will be picking up your child. Verbal or written permission must be received before we will release a child to anyone who is not authorized on the registration form.

In the event that a parent cannot be contacted, it is the policy of (*insert centre name*) to call an emergency contact should a child remain in care after (*insert time*).

A late fee of \$10.00 per hour (or any portion of an hour) per child will apply if a child remains in care after (*insert time*) unless prior arrangements have been made. This late fee is due and payable upon pickup or prior to the next day's care. Failure to pay late fees could result in the withdrawal of the child from the centre without notice until such fees are paid in full.

6) TERMINATION

(*Insert centre name*) reserves the right to suspend or terminate care of any child without notice, should it be deemed necessary for the overall safety and well-being of my child and/or other children in care. Non-payment of fees is also reason for termination.

7) WITHDRAWAL OF CHILD

Parents agree that a minimum notice of one full month, with notice given on the first of the month, will be provided for permanent withdrawal of any child from (*insert centre name*) or agree to pay a month's fee in lieu of. No exceptions will be made.

8) AGE OF CHILDREN

Parents understand that the compulsory school age in the Cayman Islands is 5 years before September 1st. (*Insert centre name*) provides care and education for children between the ages of (*insert age range*). When a child reaches compulsory school age, parents are responsible for registering and enrolling their child at a school that provides primary education.

9) UPDATE OF INFORMATION

Parents will ensure that contact information, medical information, or any other pertinent information is up-to-date at the Centre. Should contact numbers, addresses or the needs of the child change, parents will ensure that the new information is provided to the Centre in writing.

10) CUSTODY ORDER

If there is a custody order regarding the child, a copy of the document MUST be filed at the school. Orders on the document will be enforced by the management and staff of (*insert centre name*). If necessary, law enforcement and/or Department of Children and Family Services (DCFS) will be contacted to enforce a custody order.

I/We _____ / _____ have read and agree with the above statements.

Parent/Guardian Signature Parent/Guardian Signature Date

ECCE Centre's name
Registration Form

Last name:	First name:
Middle name:	Nickname:
Birth date:	Start date:
Home address:	
Religion:	

PARENTS OR GUARDIANS

Father's Details

Last name:	First name:	
Home address:		
P.O. Box:	Postal Code: KY__ - _____	
Home phone:	Work phone:	Cell phone:
Employer's details:		

Mother's Details

Last name:	First name:	
Home address:		
P.O. Box:	Postal Code: KY__ - _____	
Home phone:	Work phone:	Cell phone:
Employer's details:		

EMERGENCY CONTACT

Name:	Relationship to Child:	
Home phone:	Work phone:	Cell phone:

MEDICAL INFORMATION

Doctor:	Office phone:
Office location:	
Mailing address:	Postal Code: KY__ - _____
Medical Insurance details:	
Allergies:	

Medical problems:

The need may arise for medication to be administered by staff so please ensure that Medication Permission Form (page 89) is completed. Staff will only follow instructions that are outlined on the Medication Permission Form.

AUTHORIZATION FOR PICKUP

Your child will only be released to an authorized person listed on this form (parent/guardian and/or emergency contact). In case of an emergency or an unforeseen circumstance, please indicate the name, address and phone number of any other person(s) who you authorize to pick-up your child on your behalf.

Name	Address	Phone
.	.	.
.	.	.
.	.	.

A parent/guardian's written authorization for pickup must be received before your child will be released to anyone not listed here. Any "other person" must present identification at the time of pick-up.

EMERGENCY CONSENT:

It is the policy of *(insert centre name)* to notify a parent when a child is ill or needs medical attention. Occasionally, we cannot contact a parent and we need to get immediate help for the child. If this should occur, our procedure is to take the child to the nearest emergency service. Please sign below permitting designated personnel at this Centre to take appropriate action on behalf of your child.

I _____ hereby give my/our consent for my/our child _____ when ill/injured, to be taken to the nearest emergency centre by the staff of *(insert centre name)* when I/we cannot be contacted. I/we consent to an ambulance being called to transport the child if necessary. I/we further agree to pay all costs incurred for transport and relevant medical care.

- I/we have read and agree to the attached parent/guardian agreement. I/We have received a copy of the said parent/guardian agreement for my/our records.
- All the information provided in this form is true and accurate.
- Updated information will be provided to *(insert centre name)* in writing as required.
- Having read and completed the above mentioned, I am in agreement and do hereby sign.

-	-
-	-
Parent/Guardian name and signature	Parent/Guardian name and signature
-	-
Date:	Date:

ECCE Centre's name
Termination of Care

Date: _____

Parents: _____

Address: _____

We are saddened to inform you that this letter serves as notice of termination of care for your child(ren), _____ at our Centre due to the following reason(s):

- The last day of care will be: Month: _____ Day: _____ Year: _____
- Termination is effective immediately

The management and staff of *(insert centre name)* extend their best wishes you and your family.

Sincerely,

(insert name)

Owner/Manager

ECCE Centre's name
Record of Field Trip

Field Trip Information Form			
Person completing the form:			Date:
Field Trip location			
Date of Field Trip		Time of Field Trip	
Purpose of visit			
Adult:child ratio traveling to location		Adult:child ratio during Field Trip	
Names of staff on Field Trip			
Names of children on Field Trip			
Names of other adults on Field Trip			
Method of travel to the location			
Risk assessment and management	Risk	Management	
Do all of the children on the field trip have written permission from their parents for this specific trip? <i>Please attach signed forms</i>			Yes
			No
Do all of the children on the field trip have written permission from their parents for their attendance on trips the centre may undertake during the year?			Yes
			No
Comments			

ECCE Centre's name
Field Trip Permission Form

Field Trip Permission Form			
Field Trip location			
Date of Field Trip		Time of Field Trip	
Purpose of Field Trip			
Adult:child ratio traveling to location		Adult:child ratio during Field Trip	
Names of staff members on Field Trip			
Method of travel to the location			
Risk assessment and management	Risk	Management	
Are you able to provide assistance for this visit?		Yes	No
What assistance is parent able to provide? Transport (Y/N) Help during Field Trip (Y/N)			
Comments			
Please sign below and return to your child's Early Childhood Centre:			
I,....., give permission for my child..... to attend the Field Trip mentioned above.			
.....			
Parent's signature		Date	

ECCE Centre's name
Injury or Illness Record Form

Record of Injuries or Illness					
Child's name	Date of injury or illness	Time of injury or illness	Person attending the child	Parent notified Y/N	Description of incident: injury/illness - Action taken

Note:

- The same form can be adapted to use to record injuries to/illnesses of adults in the ECCE centre
- Evidence of parental knowledge of the incident should be attached, for example a slip with the details above provided for parents that they sign and return
- Any follow up documentation, such as a doctor's report, should also be attached
- These records must be kept confidential

ECCE Centre's name
Medication - Parent Permission Form

Medication Permission Form				
Child's name		Parent's name		
Medication		Dose		Date
Details of prescribing doctor (if prescription medication)				
Details of child's illness				
Special conditions staff need to be aware of				
Names of staff trained (if required) to administer				
Are you able to provide assistance to administer the medication?			Yes	No
What assistance are you able to provide?				
Comments				
<p>I,....., give permission for my child to have a staff member atadminister the medication detailed above.</p> <p>.....</p>				
Parent signature	Date			

Job Description

ECCE Centre:	
Job Title:	Teacher
Job Holder:	
Reports to:	
Salary Scale:	

Job Purpose:

To establish a safe and enjoyable environment that will support the needs of all children and facilitate effective teaching and learning within the centre

Job Profile:

The holder of this position is charged with the duties and responsibilities of:

- working directly with children in the centre
- supporting children to interact with each other and the adults who care for them
- supporting children as they develop social skills
- providing the children with an environment that is both caring and safe where they can grow and learn through interactive play and guided and independent experiences

Duties and Responsibilities:

- Plan and facilitate activities and learning experiences with other staff members and/or management that align with the Cayman Islands Early Years Curriculum Framework and include:
 - indoor and outdoor activities
 - the provision of activities and experiences children can choose to freely engage in
 - the materials and resources required
- Develop and provide activities that will stimulate and engage children
- Monitor and assess children's progress
- Discuss the child's progress with their parents and other staff as needed
- Assist at mealtimes, including interacting with children
- Provide safe supervision of the children
- Comfort children when needed
- Establish routines within the centre
- Use appropriate behaviour management techniques in line with centre policies and procedures
- Report suspected abuse as required by the Children Law (2012) and centre policies and procedures
- Attend to the daily needs of the individual child, such as changing, dressing and feeding when necessary
- Model hygienic practices
- Maintain complete and accurate records
- Label and organise learning materials
- Plan, implement and supervise field trips and projects
- Select, store and issue supplies, equipment and materials

- Adhere to practices that meet the interests and needs of the children
- Use the Cayman Islands Early Years Curriculum Framework to guide practice in providing holistic, age appropriate activities for the children’s varying levels of development
- Any other duties assigned by management as required

Skills and Specifications:

The post holder must be:

- loving, kind, caring and compassionate with children
- creative and flexible
- alert in their supervision of children at all times to ensure safety
- able to make and follow plans that align with the Cayman Islands Early Years Curriculum Framework
- a good developer of teams and function well as a member of a team
- patient, consistent, and show initiative
- able to use positive behaviour management
- skilled in verbal and written communication and have an awareness of appropriate body language

Knowledge, Qualifications and Experience

Post holder must have a:

- recognised early childhood care and education teaching qualification as detailed in the Cayman Islands Education Council’s Guidelines for ECCE Centres
- Certificate of Licence to Teach in the Cayman Islands
- high school diploma

Centre Management	Staff member
Name.....	Name.....
Signature.....	Signature.....
Date.....	Date.....

Job Description

ECCE Centre:	
Job Title:	Practitioner
Job Holder:	
Reports to:	
Salary Scale:	

Job Purpose:

To establish a safe and enjoyable environment that will support the needs of all children and facilitate effective teaching and learning within the centre

Job Profile:

The holder of this position is charged with the duties and responsibilities of:

- working directly with children in the centre
- supporting children to interact with each other and the adults who care for them
- supporting children as they develop social skills
- providing the children with an environment that is both caring and safe where they can grow and learn through interactive play and guided and independent experiences

Duties and Responsibilities:

- Plan and facilitate activities and learning experiences with other staff members and/or management that align with the Cayman Islands Early Years Curriculum Framework and include:
 - indoor and outdoor activities
 - the provision of activities and experiences children can choose to freely engage in
 - the materials and resources required
- Develop and provide activities that will stimulate and engage children
- Monitor and assess children's progress
- Discuss the child's progress with their parents and other staff as needed
- Assist at mealtimes, including interacting with children
- Provide safe supervision of the children
- Comfort children when needed
- Establish routines within the centre
- Use appropriate behaviour management techniques in line with centre policies and procedures
- Report suspected abuse as required by the Children Law (2012) and centre policies and procedures
- Attend to the daily needs of the individual child, such as changing, dressing and feeding when necessary
- Model hygienic practices
- Maintain complete and accurate records
- Label and organise learning materials
- Plan, implement and supervise field trips and projects
- Select, store and issue supplies, equipment and materials

- Adhere to practices that meet the interests and needs of the children
- Use the Cayman Islands Early Years Curriculum Framework to guide practice in providing holistic, age appropriate activities for the children’s varying levels of development
- Any other duties assigned by management as required

Skills and Specifications:

The post holder must be:

- loving, kind, caring and compassionate with children
- creative and flexible
- alert in their supervision of children at all times to ensure safety
- able to make and follow plans that align with the Cayman Islands Early Years Curriculum Framework
- a good developer of teams and function well as a member of a team
- patient, consistent, and show initiative
- able to use positive behaviour management
- skilled in verbal and written communication and have an awareness of appropriate body language

Knowledge, Qualifications and Experience

Post holder should have a recognised early childhood care and education teaching qualification as detailed in the Cayman Islands Education Council’s Guidelines for ECCE Centres and must have:

- a high school diploma
- additional training/certification in early childhood care and education would be an asset

Centre Management	Staff member
Name.....	Name.....
Signature.....	Signature.....
Date.....	Date.....

Job Description

ECCE Centre:	
Job Title:	Cook or Domestic
Job Holder:	
Reports to:	
Salary Scale:	

Job Purpose:

To prepare meals for children at(menu to be provided by management) and to provide cleaning and organizational services to all areas of

Job Profile:

The holder of this position is charged with the duties and responsibilities of:

- Preparing and serving/presenting meals
- Cleaning and organizing

Duties and Responsibilities:

The post holder will complete all duties necessary, including, but not limited to:

- Cleaning the kitchen, including the areas around the kitchen, in preparation for the day
- Preparing breakfast and snacks
- Preparing and serving food for the infants at time determined by the management
- Assisting with feeding infants
- Cleaning up infant meal area, including cleaning high chairs
- Delivery of meals to staff responsible for toddlers and young children at time determined by management
- Cleaning up meal area of the toddlers and young children, including removing garbage
- Washing dishes and other kitchen utensils
- Cleaning kitchen
- Interacting with infants, assisting with snack times
- Preparing infants' bottles
- Cleaning all sleeping mats as required
- Cleaning all cabinets as necessary
- Cleaning the refrigerator every Friday, throwing out old and/or spoiled food
- Preparing shopping list as required

Skills and Specifications:

The post holder must:

- be able to work on own initiative
- work well as a member of a team
- be able to follow directions given by supervisors
- be loving and nurturing
- have good communication skills (both oral and written)
- have knowledge of safety and kitchen hygiene

Knowledge, Qualifications and Experience

Post holder must have:

- general knowledge of nutrition, kitchen safety and hygiene
- completed the Department of Environmental Health’s Basic Food and Hygiene Course
- experience or qualifications in early childhood care and education is an advantage

Centre Management	Staff member
Name.....	Name.....
Signature.....	Signature.....
Date.....	Date.....

Glossary of Terms

Developmentally Appropriate – Practice and provision which caters to both the age and the individual needs of the child

Early Childhood Care and Education Centre – An institution that provides early childhood care and education to children under compulsory school age for at least 2 hours per day and for which a fee is charged but does not include a private residence in which provision is made for up to 4 children

Education Council – A group that consists of no more than twelve (12) members of whom seven (7) shall form a quorum. No less than two (2) shall be representative of private schools and two (2) shall be residents in Cayman Brac or Little Cayman at the time of appointment. The Government shall from time to time appoint members who shall hold office for a period of one (1) year and may be re-appointed. The Chairman of the Council shall be the Minister responsible for Education

Notifiable – In relation to a disease, a medical practitioner must by law report any diagnoses of certain diseases. For the Cayman Islands, these are marked with an * in the tables in Appendix 4

Pedagogy – The function and work of a teacher, the art and science of teaching

Positive guidance - Positive guidance focuses on building up a child's self-control through guidance appropriate to their age and stage of development, without physical and emotional punishment

World of work – Resources that depict real life situations, such as road working and construction toys, so children can use these in their imaginary play

Staffing terms

Manager – A member of staff possessing the qualifications and experience in early childhood who holds the position of head or manager of the facility, and is responsible for the overall operation of the facility

Teacher- A person employed at an early childhood care and education centre who has an early childhood teaching qualification from a tertiary institution approved by the Education Council for the purposes of the issuance of a Cayman Islands Teacher's License. This person is responsible for providing developmentally appropriate care, protection and supervision ensuring wholesome growth and development and educational experiences for children outside of their homes

Practitioner – A person employed at an early childhood care and education centre who has some training in early childhood, but does not possess qualifications to gain issuance of a Certificate of Licence to Teach in the Cayman Islands. This person is responsible for providing developmentally appropriate care, protection and supervision ensuring wholesome growth and development and educational experiences for children outside of their homes

Care-Giver – A person employed at an early childhood care and education centre who has no training in early childhood, but may have prior experience in caring for very young children. This person is responsible for providing developmentally appropriate care, protection and supervision ensuring wholesome growth and development and educational experiences for children outside of their homes

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Department of Education Services. (2008). Emergency Management Plan for Government Schools

Ministry of Education. (2013). Disaster Preparedness and Recovery Policy

Ministry of Health. (1997). Healthy Messages. A health and safety resource for early childhood services.

<http://www.ciphe.org.uk/Global/Databyte/Safe%20Hot%20Water.pdf> (Water temperatures)

http://raisingchildren.net.au/articles/safe_water_temperature.html/context/578 (Water temperatures)

<http://www.redcross.org/> (first aid kit)

