

Early Years Statutory Requirements

A Regulatory Framework for Early Years Provision



**“Anyone working with or for children should
do what is best for each child.”**

(Article 3 of the United Nations Convention on the Rights of the Child)

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Foreword



Ministerial foreword for the Early Years Statutory Requirements

The Government of Jersey Common Strategic Policy 2018-2022 has identified putting children first as one of its five key priorities.

As Minister for Education, this priority ensures a commitment that our children and young people will be acknowledged and considered by all Government departments. This is essential in ensuring that all children have the best start in life and grow up to be safe, supported and successful.

It is my ambition that we have systems in place that always put children first and respect their rights as recognised through the United Nations Convention on the Rights of the Child.

I am pleased to endorse a set of requirements that have at its central core, the well-being of children. They acknowledge that experienced, well trained staff are fundamental in nurturing children's play, learning and development. That high quality settings contribute to positive outcomes for children and their families. Safeguarding practices that are robust and understood by all are essential, as is effective leadership and management.

The standards addressed in this document will ensure all settings can meet and maintain compliance with the articles of the Day Care of Children (Jersey) Law 2002.

By working together to ensure these standards are maintained through the regulatory work of our childcare officers, we can be confident that children in your care will be happy, healthy and thrive as confident individuals, well placed to make a positive contribution to society.

A handwritten signature in blue ink, appearing to read 'Tracey Vallois', with a horizontal line underneath.

Senator Tracey Vallois
Minister for Education



Introduction

The Statutory Requirements for Early Years Provision apply to those settings registered as an Early Years Setting and have been written with the collective guidance, co-operation and support of our practitioners, teachers and other professionals.

The Day Care of Children (Jersey) Law 2002 provides the legal framework for the Government of Jersey's Education Department to determine the specific requirements that must be met and maintained as a registered provider. The intention is clear, that by working together we will ensure that children are safe, supported and stimulated.

Definition of Early Years Settings and Schools

An Early Years setting is an organisation that provides Early Childhood Education and Care and is registered under the Day Care of Children (Jersey) Law 2002. It specifically operates for children under the age of 5 and is:

- for more than 2 hours in any 1 day;
- for more than 6 days in any calendar year,
- without the child's parent or guardian being present
- and/or for reward.

A School is an establishment registered under the Education (Jersey) Law 2002, accommodating children between the ages of 3 to 5 in a Nursery or Reception class. This is referred to as the Early Years Foundation Stage.

Additional documentation, including Jersey's Early Years Matters quality framework and the non-statutory guidance "Development Matters in the Early Years Foundation Stage" will support all Early Years providers to maintain compliance and meet the required quality standards.

Vision

The long-term goal for all our children is that they grow and develop successfully to find their place in life. The way we, as teachers, practitioners and parents, support and empower children has a significant effect upon these goals.

In our island's settings and schools, the aim is to nurture children so that they are confident, motivated and excited about their learning and development. The Childcare and Early Years Service (CEYS) will work together with all stakeholders to ensure all providers are both fully compliant and quality standards are maintained.

Through positive relationships and effective interactions, children's individuality should be at the heart of their experiences and we will consistently aim to support the delivery of the highest quality provision. Children's well-being will be valued and supported enabling them to thrive and grow into strong, independent and caring members of our society.

Our core values and principles underpin our ambition for all children, families and practitioners in our island settings and schools...

- Children's voices and rights are embedded and promoted through everyday activity
- Equality of opportunity for children and families
- Respectful and reciprocal relationships
- Working together in partnership with families and communities
- Effective leadership and self-evaluation
- Securing quality and standards that enable all children to thrive



Extract from the Day Care of Children (Jersey) Law 2002

Article 1 – Interpretation

- (1) In this Law, unless the context otherwise requires – “day care accommodation” means any place where children under the age of 12 years are looked after for reward for a period or periods the total of which exceeds 2 hours in any day and 6 days in any calendar year and which is not –
- (a) wholly or mainly used as a private dwelling;
 - (b) a place (such as a supermarket or hotel crèche) where the parents of, or other persons who normally care for, those children are not expected to leave the vicinity while the children are being looked after; or
 - (c) a place which, in respect of those children, is operating as a school, hospital, nursing home, mental nursing home, residential care home or voluntary home;

“day carer” means a person –

- (a) who looks after one or more children under the age of 12 years in his or her home or other place wholly or mainly used as a private dwelling for reward;
- (b) who looks after any such child for a period or periods the total of which exceeds 2 hours in any day and 6 days in any calendar year; and
- (c) who is not –
 - (i) a parent or relative of, or person with parental responsibility for, all such children,
 - (ii) an appointed foster parent or a person who is fostering them privately, and
 - (iii) employed as a nanny for all such children by a parent of, or other person who normally cares for, those children and who is looking after the children wholly or mainly in the home of his or her employer;

“Minister” means the Minister for Education;

“premises” means day care accommodation or the place where a day carer looks after, or proposes to look after, any children. *(Article 1(1) amended by R&O. 158/2015)*

- (2) Words and phrases used in this Law shall, unless the context otherwise requires, have the same respective meanings as in the Children (Jersey) Law 2002. *(chapter 12.200)*

Article 4 - Power to impose requirements in respect of day care accommodation and day carers

- (1) Where the Minister registers an application under Article 2, the Minister may impose any or all of the following requirements -
- (a) specify the maximum number of children, or the maximum number of children within specified age groups, who may be looked after (having regard to the number of other children who may at any time be on the premises);
 - (b) require the applicant to secure that the premises and the equipment used on the premises, are adequately maintained and kept safe;

- (c) require the applicant to keep records in relation to the children received, and persons living or working, at the premises containing such particulars as the Minister may specify; and
 - (d) specify the training and qualifications to be possessed by the day carer or any person employed at day care accommodation;
 - (e) in the case of day care accommodation –
 - (i) specify the number of persons who may be employed at that accommodation,
 - (ii) require to be kept informed of the persons there employed, their names, addresses, training and qualifications, and the facilities provided and the period during which they are provided; and
 - (f) impose such other requirements as to the health and welfare of children being looked after as the Minister considers appropriate.
- (2) The Minister may at any time vary any requirement imposed under this Article, impose any additional requirement or remove any requirement.

Legislation

Which legislation do these Statutory Requirements refer to?

[Day care of children \(Jersey\) Law 2002](#)

[Education \(Jersey\) Law 1999](#)

[Children \(Jersey\) Law 2002](#)

[Health and Safety at Work \(Jersey\) Law 1989](#)

[Restriction on Smoking \(Workplaces\) \(Jersey\) Regulations 2006](#)

[Employment \(Jersey\) Law 2003](#)

[Discrimination \(Jersey\) Law 2013](#)

[Discrimination \(Disability\) \(Jersey\) Regulations 2018](#)

[Data Protection \(Jersey\) Law 2018](#)

[Freedom of Information \(Jersey\) Law 2011](#)



Statutory Requirements Description

1. Safeguarding and Promoting Children's Welfare

- 1.1 Safeguarding and Child Protection
- 1.2 Suitable People and Safer recruitment
- 1.3 Information, Records and Data Protection
- 1.4 Staffing Arrangements
- 1.5 Ratios
- 1.6 Outings

2. Healthy Child and Adult

- 2.1 Responding to individual needs
- 2.2 Food and drink preparation and provision
- 2.3 Intimate Care
- 2.4 Sleep
- 2.5 Medicines, illness and injuries; Infection Control
- 2.6 Smoking, vaping, taking medication or other substances

3. Enabling Environments - Premises

- 3.1 Safety and Suitability
- 3.2 Evacuation and Fire
- 3.3 Space Indoor
- 3.4 Space Outdoor
- 3.5 Equipment and Resources

4. Learning and Development

- 4.1 Curriculum
- 4.2 Induction and Transition
- 4.3 Observation, Assessment and Planning
- 4.4 Early Identification and Intervention
- 4.5 Assessment at the end of the EYFS

5. Interactions, Engagement and Working Together

- 5.1 Parents and carers
- 5.2 Information for parents and carers
- 5.3 Other agencies

6. Effective Leadership and Management

- 6.1 Organisation
- 6.2 Staffing

Statutory Requirement 1

Safeguarding and Promoting Children's Welfare

Day Care of Children (Jersey) Law 2002: 4 (1) (a) (b) (c) (d) (e) (ii) (f)

In all settings and schools, there must be a safeguarding culture where keeping children safe is everybody's business and responsibility; children's health and welfare must be of primary consideration.

1.1 Safeguarding and Child Protection

- 1.1.1 All settings/schools must have Safeguarding Policy and procedures (including Managing Allegations against staff, Whistle Blowing, E-safety and use of Personal Devices) which must be implemented and followed consistently.
- 1.1.2 All staff must be trained and understand the Safeguarding Policy and procedures.
- 1.1.3 All staff must hold a relevant safeguarding certificate, it must be held with evidence of an annual update to ensure current knowledge.
- 1.1.4 There must be a Designated Safeguarding Lead (DSL) on premises at all times and staff must know who that person is. Both the DSL and the Deputy DSL must have the relevant, up to date DSL training.
- 1.1.5 Children must always be within sight or hearing of an adult.
- 1.1.6 Settings/schools must only release children into the care of individuals who have been notified to the setting/school by the parent, and must ensure that children do not leave the premises unsupervised.
- 1.1.7 Staff must be alert to any issues or concern in the child's life at home or elsewhere.
- 1.1.8 If there are safeguarding concerns about a child, this must be reported to the DSL.
- 1.1.9 If there are concerns about the care/treatment of a child by an adult working in a setting/school, this must be reported to Independent Safeguarding and Standards (ISS), the Children and Families Hub and CEYS immediately.
- 1.1.10 The DSL must be responsible for the liaison with the Children and Families Hub, ISS and CEYS.

1.2 Suitable People and Safer Recruitment

Settings/schools must follow a robust safer recruitment process to ensure that people looking after children are suitable to do so.

- 1.2.1 All staff must obtain an "enhanced with barring" DBS certificate; this includes people who live or work on the premises.
- 1.2.2 All staff, in registered settings, must join the DBS update scheme and renew this annually. School staff follow the Government of Jersey's safer recruitment process.
- 1.2.3 Adults whose suitability has not been checked must not have unsupervised contact with children.
- 1.2.4 Recorded information must be kept about staff health checks and qualifications.

- 1.2.5 Recorded information must be kept about the identity checks and vetting processes that have been completed, which include the DBS disclosure number, date it was obtained and who obtained it.
- 1.2.6 A central record of all staff information must be made available to CEYS staff.
- 1.2.7 Ensure that a referral to the Disclosure and Barring Service and the Independent Safeguarding Standards is made where a member of staff is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm.
- 1.2.8 Conform to the Employment (Jersey) Law 2003.

1.3 Information, Records and Data Protection

- 1.3.1 Settings/schools must adhere to their legal responsibilities under the Data Protection (Jersey) Law 2018 and where relevant the Freedom of Information (Jersey) Law 2011.
- 1.3.2 All registered settings must comply with current data protection legislation and be registered with the Jersey Office of the Information Commissioner, this includes having their own Privacy Notice and Data Protection Policy.
- 1.3.3 School nurseries and reception class registration will be included in the school's registration.
- 1.3.4 Settings/schools must maintain up to date records about staff and children that are held securely but are accessible.
- 1.3.5 Settings/schools must keep a register of child and staff attendance to ensure ratios are met and requirements are maintained.
- 1.3.6 Information on each child must be reviewed and updated annually.
- 1.3.7 Sharing of safeguarding concerns and records must comply with current procedures.
- 1.3.8 Safeguarding records must be completed, reviewed, updated and stored securely, in line with current procedures.
- 1.3.9 CEYS Retention Schedule must be followed and can be found on www.gov.je.

1.4 Staffing Arrangements

In registered settings

- 1.4.1 Managers in registered settings are required to have a minimum 2 years relevant experience in a position of responsibility i.e. Deputy Manager, Team Leader.
- 1.4.2 Training plans must be in place to ensure managers and practitioners are working towards the required qualifications.
- 1.4.3 75% of staff in registered settings must hold a qualification of level 2 or above. Of this 75%, 50% must hold level 3 or above.
- 1.4.4 The balance of qualified and unqualified staff must be organised so that no more than 25% of unqualified staff are caring for children at any one time.
- 1.4.5 Where staff are unqualified, they must be working towards a relevant qualification.
- 1.4.6 There are at least two qualified adults present on the premises at all times or with any group of children in a section of the nursery, ensuring ratios are maintained at all times.

1.4.7 Each child must be assigned a key person.

1.4.8 The key person must have:

- A recognised Level 3 childcare qualification or
- A recognised Level 2 childcare qualification and be working towards a recognised Level 3 childcare qualification. They must also have a mentor with a recognised Level 3 childcare qualification to support their training, practice and development.

In schools

In nursery classes each child must be assigned a key person (the key person system is not a requirement in Reception; see Early Years Matters, A Quality Framework for Early Years Provisions). A Foundation Stage leader must be identified to develop this important phase of learning and preferably sit on the school's senior leadership team.

Nursery

1.4.9 The nursery class must have at least one member of staff who has qualified teacher status as defined by Education (Jersey) Law 1999.

1.4.10 In a nursery class, the nursery officers must hold a level 3 childcare qualification. Where a nursery officer does not hold this qualification, they must hold a level 2 childcare qualification and be working towards level 3. They must also have a mentor to support their training, practice and development.

Reception

1.4.11 Each Reception class must have at least one member of staff who has qualified teacher status as defined by Education (Jersey) Law 1999.

1.4.12 In a Reception class, the teaching assistant must hold a level 3 childcare qualification. Where a reception teaching assistant does not hold this qualification they must hold a level 2 childcare qualification and be working towards level 3. They must also have a mentor to support their training, practice and development.

1.4.13 For lunch time cover in Reception classes, there must be at least one adult who holds a paediatric first aid certificate. Adults providing lunchtime cover must have received an induction to the role and have a good understanding of the children. In order to support routines and healthy eating practices, the adult to child ratio must be considered.

1.5 Ratios

For ratios about outings, see section 1.6 Outings, Ratios for Outings.

Ratios in all settings and schools must be maintained at all times.

The following people **must not** be included in calculating the minimum adult to child ratio, or given direct responsibility for the care of children:

- Parents / carers (unless on an outing);
- Volunteers; and
- Students in training or work experience.

In determining the overall staffing of the setting, it is important to ensure that the expertise of staff present at any one time covers both the care and education of the children present.

In registered settings

1.5.1 The adult to child minimum ratios, up to school entry are:

- A minimum of 1 to 3, for children aged 0 - 2 years
- A minimum of 1 to 4, for children aged 2 - 3 years
- A minimum of 1 to 8, for children aged 3 - 4 years.

1.5.1 For children aged 3 - 4 years, the adult to child ratio can be 1 to 10, only if a member of staff holds QTS and:

- Is working directly with these children.
- All other staff in the room have a relevant level 3 childcare qualification.
- The space requirements meet the ratio for 10 children (2.3 m² per child for internal play).
- There is adequate support from other qualified and supernumerary staff members, if required.

1.5.2 At least half of all staff must have experience and training opportunities that specifically addresses the age group of the children they are caring for and working with.

1.5.3 The Nursery Manager, and Deputy Manager when acting in the Manager's role, must be proportionately supernumerary and not be included in the minimum adult to child ratios. For settings registered for under 30 children, the Nursery Manager must be supernumerary for a minimum of 50% of the registered hours. For settings registered for over 30 children, the Nursery Manager must be supernumerary.

1.5.4 A minimum of two staff in each area must be present at any one time of which one must be a Level 3 Practitioner.

In schools

Nursery

- 1.5.5 There must be a qualified member of staff for every 10 children; and
- 1.5.6 At least one adult with Qualified Teacher Status (QTS) and experience in early years.

Reception

- 1.5.7 There must be at least one adult with Qualified Teacher Status (QTS) with experience in early years; and
- 1.5.8 One qualified teaching assistant.

1.6 Outings

- 1.6.1 Children must have regular outings as part of planned learning experiences and opportunities. Schools should refer to the Education Department's Educational Visits Policy and procedures.
- 1.6.2 Outings must be risk assessed.
- 1.6.3 Vehicles used for transporting children must conform to legal requirements and be road worthy.
- 1.6.4 Drivers must have a valid licence and insurance.
- 1.6.5 A list of contact numbers and names must be taken on all outings.

Ratios for Outings

For ratios in settings / schools, see section 1.5 Ratios.

- 1.6.6 For all outings, ratios for babies must be maintained.
- 1.6.7 For registered settings and school nursery classes, the ratio for outings is 1 to 4.
- 1.6.8 For registered settings and school nursery classes, outings that are regular and familiar to children and/or pose a lower risk, then a higher ratio than 1 to 4 maybe appropriate. This must not exceed 1 to 6.
- 1.6.9 For reception classes the ratio for off site visits is 1 to 6.
- 1.6.10 According to the nature of the outing, the risk assessment and the needs of the children, it may be necessary to exceed the staffing ratios.
- 1.6.11 The risk assessment must acknowledge the activities to take place and how the staffing ratio will support this.
- 1.6.12 The staffing ratio on the risk assessment must take into account the individual needs of children.
- 1.6.13 The staffing ratio on the risk assessment must take into account the location for the outing.
- 1.6.14 A minimum of two adults must be present on any outing.
- 1.6.15 At least one adult on any outing must hold a paediatric first aid certificate as well as the relevant level 3 childcare qualification or QTS.
- 1.6.16 A minimum of two staff must be present in any vehicle used for transporting children.
- 1.6.17 Children must never be left alone in a vehicle.

Statutory Requirement 2

Healthy Child and Adult

Children's physical, mental and emotional well-being needs are met.

2.1 Responding to individual needs

- 2.1.1 There is a developmentally appropriate Positive Behaviour Management Policy in place that is shared with parents.
- 2.1.2 Children's behaviour is managed appropriately in line with the Positive Behaviour Management Policy.
- 2.1.3 Each child must be allocated a Key Person. (See Early Years Matters, A Quality Framework for Early Years Provision for reception class guidelines).
- 2.1.4 Each Key Person should be responsible for:
 - Ensuring secure emotional attachment and promotion of their key children's well-being.
 - Meeting, promoting and recording their key children's individual care needs.
 - Sharing information with parents daily on food and liquid intake, sleep, intimate care and developmental progress.
 - Input into planning to meet their key children's individual needs and sharing knowledge of the child with other practitioners within the setting.
- 2.1.5 There is a co-person system in place to support the child and family if the key person is absent or unavailable.
- 2.1.6 Systems and strategies are in place that monitor and meet children's emotional and mental well-being needs in all aspects of their care and identify any concerns.

2.2 Food and drink preparation and provision

- 2.2.1 Settings / schools must comply with Environmental Health (EH) requirements concerning food preparation and provision.
- 2.2.2 A designated area must be provided for the preparation of babies' feeds and approved by EH.
- 2.2.3 Preparations and storage of babies' feeds must comply with current best practice guidance.
- 2.2.4 Sterilisation equipment must be used for any feeding equipment and dummies.
- 2.2.5 Meals, snacks and drinks provided must be healthy, balanced and nutritious.
- 2.2.6 In settings / schools where parents are asked for a financial contribution towards snack, this must be healthy and include fruit and/or vegetables.
- 2.2.7 Fresh drinking water must be available and accessible at all times.
- 2.2.8 Information from parents and carers about a child's dietary needs must be recorded and acted upon.
- 2.2.9 Those responsible for the preparation and handling of food must hold a level 2 qualification in Food Hygiene.
- 2.2.10 Feeding should take place in accordance with the individual needs of the child.
- 2.2.11 Opportunities to support parents in breast-feeding should be organised.

2.3 Intimate Care

- 2.3.1 An Intimate Care Policy identifying the procedures for nappy changing, toilet training and toileting must be available, implemented and appropriate to the age and stage of the children to be accommodated. (For further guidance, see the Intimate Care Policy found on www.gov.je). Appropriate nappy changing facilities must be provided for those children who are not yet toilet trained.
- 2.3.2 An individualised approach must be taken where there is a medical or developmental need.
- 2.3.3 A nappy changing area must be provided and located away from any food preparation area.
- 2.3.4 Potties must be provided for children who are being toilet trained which should be cleaned and disinfected after each use.
- 2.3.5 Changing areas and toilets must have:
 - A purpose built unit with integral steps or a system for height adjustment where necessary.
 - Sealed units or pedal bin for dirty nappies.
 - Hand washing facilities and single use gloves and aprons for staff.
 - An adequate supply of hot water, with soap for hand washing that children are able to access independently.
 - Hand drying facilities that may include air dryers or paper towels.
 - A minimum of 1 toilet and wash basin must be provided for every 10 children.
 - Toilets and washbasins must be at appropriate child height. Each toilet to be separated by a partition with a door to offer privacy at a height no less than 1.2 metres.

2.4 Sleep

Individual needs of all children must be met according to their stage of development for sleep and rest. Practitioners have secure knowledge of current guidance on sleep routines and care.

- 2.4.1 All children must sleep in an appropriate bed, cot or basket that complies with the current safety specifications and is flat, firm and waterproof.
- 2.4.2 Each child must have clean individual bedding.
- 2.4.3 Toddlers must have somewhere safe and easily accessible to store comforters.
- 2.4.4 Sleeping children and babies must be checked and room temperature recorded.
- 2.4.5 Babies under 2 years of age must have an area for sleeping which ensures their safety. This area must not take away from the play space.
- 2.4.6 There must be sufficient, suitable, beds, cots or baskets available for the number of babies under 2 years of age.
- 2.4.7 For sleeping babies under 6 months of age, a practitioner must be present in the same room at all time.
- 2.4.8 Whilst it is not expected that each child over 2 years of age have their own bed, cot or basket, enough must be available to meet sleep and rest needs for all children.

2.5 Medicines, illness and injuries; Infection Control

- 2.5.1 Only medication or treatment prescribed by an approved medical professional is to be administered and this must be at the written request of parents.
- 2.5.2 Medication accepted must be in the original pharmacist's bottle or package, with the name of the child printed on the packaging and be within expiry date.
- 2.5.3 Training must be provided for staff where the administration of medicine requires medical or technical knowledge.
- 2.5.4 If a child has a long-term health condition or requires regular support, a Health Care Plan must be completed with advice from a healthcare professional.
- 2.5.5 Providers must have a policy for administering medication that includes details on procedures and safe storage.
- 2.5.6 The procedure for administering medicines to a child must include a record form with parents/carers signature confirming:
 - Date
 - Name of child
 - Date of birth
 - Details of medical condition
 - Name of medicine
 - Frequency and dosage required
 - Date, time and dosage of last administration, signed by parent and practitioner
 - Date, times and dosage of medication administered at the setting, signed by practitioner and witness after each dose
 - Medication administered in setting and medication returned
- 2.5.7 All injuries, accidents, and incidents must be recorded as soon as possible.
- 2.5.8 Providers must inform parents of any injury and/or accident sustained by the child on the same day and of any first aid treatment given.
- 2.5.9 Completed records must be retained on the premises and made available for inspection. This information should also be used in regular health and safety audits and assessments.
- 2.5.10 In the case of serious accident, illness, injury or death, the Notifiable Accident Policy must be followed and complete the on-line link as soon as reasonably practicable.
- 2.5.11 The setting must ensure there is a First Aid box readily accessible at all times. It must be checked and contents replaced as necessary.
- 2.5.12 All practitioners must have a current paediatric First Aid certificate.
- 2.5.13 All settings / schools must have at least one member of staff with a current First Aid at Work certificate on the premises at any one time.
- 2.5.14 Settings/schools must follow the Prevention and Control of Infection Guidelines for Early Years and School settings issued by Health and Community Services Department.
- 2.5.15 Relevant hygiene practices must be followed if you have animals on the premises.

2.6 Smoking, vaping, alcohol or other non-prescribed substances

- 2.6.1 Setting/school policies will outline expectations regarding smoking, vaping, alcohol or use of other substances.
- 2.6.2 Staff must not be under the influence of alcohol or any other substance, either during working hours, prior to or sufficiently close to a period of work that may affect their ability to care for children.
- 2.6.3 Settings/schools must not allow smoking or vaping in or on the premises and is not permitted near to children.
- 2.6.4 Staff and/or adults working with children must make every effort to remove the odour of tobacco smoke before starting or returning to work. Please refer to Restriction on Smoking (Workplaces) (Jersey) Regulations.

Statutory Requirement 3

Enabling Environment - Premises

Day Care of Children (Jersey) Law 2002: 2 (4) (a)

Reasonable steps must be taken to ensure that staff and children are not exposed to unacceptable risk and that risk is managed appropriately.

3.1 Safety and Suitability

- 3.1.1 Settings must comply with current building regulations and relevant legislation.
- 3.1.2 Premises must be safe, hygienic and well maintained and must comply with requirements of the Health and Safety at Work (Jersey) Law 1989.
- 3.1.3 Providers must have a Health and Safety Policy identifying processes used to ensure premises are safe.
- 3.1.4 Settings/schools must be able to demonstrate how risks are managed by providing written risk assessments, clearly showing where the benefit outweighs the risk.
- 3.1.5 Risk assessments should identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.
- 3.1.6 Dedicated premises are secure and for their sole use during the hours of operation.
- 3.1.7 For reasons of safeguarding and the appropriate care and education of children, premises that are located in centres used by other user groups are subject to the following restrictions:
 - Access to the area of registered premises must be secure.
 - Other users of the centre must not share registered areas during the hours stated on the certificate of registration, when children are present.
 - Facilities, such as toilets that are used by children cannot be shared with other user groups during the hours of registration.
 - Settings/schools must take all reasonable steps to prevent unauthorised persons entering the premises.
 - An annual safety audit of premises and equipment must be carried out
- 3.1.8 There must be a separate area for staff breaks, personal storage and adult toilet facilities.
- 3.1.9 There must be a separate administration/office space for the secure storage of documentation and staff/child records.
- 3.1.10 An area where staff may talk with parents or professionals confidentially must be available.
- 3.1.11 There is a system for managing access to the premises and a record of visitors kept.
- 3.1.12 There is adequate storage space both indoors and outdoors for resources and equipment.
- 3.1.13 Areas for play must be well ventilated and maximise opportunity for natural light.

- 3.1.14 All glass doors should be fitted with safety glass.
- 3.1.15 Shade and protection must be in place to protect all children from direct sunlight and heat.
- 3.1.16 All rooms must be maintained at a temperature between 16 and 22 degrees Celsius (60.8 and 71.6 degrees Fahrenheit). Thermometers must be in place to monitor these levels.
- 3.1.17 Nursery windows should be at child height to enable children to see the outside world wherever possible.
- 3.1.18 Prams and carts should be maintained and serviced.
- 3.1.19 If laundry is to take place on the premises, advice must be taken from Environmental Health and Infection Control on the location of this facility.

3.2 Evacuation and Fire

Settings/schools must take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency.

- 3.2.1 Providers must have an Evacuation and Fire Policy identifying safe procedures for emergency evacuation for all children, staff and others.
- 3.2.2 All staff must know and follow the defined procedures for emergency evacuation.
- 3.2.3 Fire drills are carried out and records of checks on fire detection and control equipment are available. The recommendation from the Children, Young People, Education and Skills Department is that a fire drill should be carried out at least 2 or 3 times a year.
- 3.2.4 Fire exits must be clearly identifiable, and fire doors must be free of obstruction and easily opened from the inside.
- 3.2.5 Registers, contact details, medication and visitors book must be easily accessible in case of emergency evacuation.
- 3.2.6 A phone must be on the premises and in working order at all times.

More detailed information can be found at Fire Safety at Work on Gov.je.

3.3 Space – Indoor

- 3.3.1 Registered settings must meet the following minimum indoor space requirements:
 - Children aged below 2 years 3.7 m² per child for internal play
 - Children ages 2 to 3 years 2.8 m² per child for internal play
 - Children ages 3 to 4 years 2.3 m² per child for internal play.
 -

(this is defined as the area available for children’s play, exploration and eating. When calculating the play space, approximately 1/3 of the total space should be deducted to allow for furniture)

3.3.2 School nursery classes must meet the following minimum indoor space requirements:

- Children aged 3 to 4 years 2.3 m² per child for internal play.

These calculations should be based on the net or useable areas of the rooms used by the children, not including storage areas, thoroughfares, dedicated staff areas, cloakrooms, utility rooms, kitchens or toilets.

3.4 Space – Outdoor

- 3.4.1 An outdoor space must be provided and sufficient to allow all children to move freely and energetically for children to move freely and energetically.
- 3.4.2 There must be direct access from the indoor space into the outdoor space.
- 3.4.3 Safety surface must be considered under climbing equipment that is over 1.5m high.
- 3.4.4 Shade must be provided for outdoor areas.
- 3.4.5 Equipment and resources in the outdoor area must allow for challenge and development in all areas of learning.

Minimum requirements for outdoor space per child in, registered settings are currently being considered.

3.5 Equipment and Resources

All furniture, equipment and resources must comply with relevant safety standards, be clean and well maintained.

- 3.5.1 Equipment and resources that provide challenge for the children's age and stage of development must be provided to create an accessible and stimulating environment.
- 3.5.2 Children must be encouraged to access resources independently to support their needs, interests and ideas for learning.
- 3.5.3 The layout of the environment must be flexible enough to allow change if necessary to meet the needs of differing cohorts.
- 3.5.4 Children must have a place to accommodate their personal items. Low level hooks or storage should be provided for children's coats and extra clothing.

Statutory Requirement 4

Learning and Development

Day Care of Children (Jersey) Law 2002: 4 (1) (a) (b) (c) (d) (e) (ii) (f)

4.1 Curriculum

4.1.1 Early years providers must guide the development of children’s capabilities with a view to ensuring that children in their care progress through the Early Years Foundation Stage (EYFS) to benefit fully from the opportunities ahead of them. The EYFS learning and development requirements comprise:

- Seven Areas of Learning and the educational programmes.
- Early Learning Goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year.
- The assessment requirements (when and how practitioners must assess children’s achievements, and when and how they should discuss children’s progress with parents and/or carers).

Children’s levels of Well-being must be considered as they make relationships, reach developmental milestones and acquire independent skills.

Children’s levels of Involvement must be considered as they access learning opportunities and the resources within the environment.

4.1.2 Educational programmes must involve activities and experiences for children, as follows:

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating

simple addition and subtraction problems; and to describe shapes, spaces, and measure.

- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

4.1.3 The level of attainment children are expected to have reached by the end of the EYFS is defined by the early learning goals set out below.

The Prime Areas

Communication and language

- **Listening and attention:** children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
- **Understanding:** children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
- **Speaking:** children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical development

- **Moving and handling:** children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
- **Health and self-care:** children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, social and emotional development

- **Self-confidence and self-awareness:** children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or do not need help.

- **Managing feelings and behaviour:** children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
- **Making relationships:** children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

The specific areas

Literacy

- **Reading:** children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
- **Writing:** children use their phonic knowledge to write words in ways that match their spoken sounds. They also write some irregular common words. They write simple sentences that can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Mathematics

- **Numbers:** children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
- **Shape, space and measures:** children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the world

- **People and communities:** children talk about past and present events in their own lives and in the lives of family members. They know that other children do not always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

- **The world:** children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
- **Technology:** children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive arts and design

- **Exploring and using media and materials:** children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- **Being imaginative:** children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

4.2 Induction and Transitions

4.2.1 Settings must have a clear induction process for each child to ensure:

- Practitioners have a sound understanding of the child's and family's needs
- The child and family have a clear understanding of practice and policy within the setting
- The child has been familiarised with their key worker, routines, physical environment, and other adults
- The setting, child and family have the opportunity to share expectations with each other

4.2.2 Settings must have a clear transitions process for each child's movement from room to room and setting to setting which ensures:

- Practitioners share their knowledge of the child's and family's needs
- The child has been familiarised with their new key worker, routines, physical environment, and other adults
- The child and family are closely involved with the transition process at all stages

4.3 Observation, Assessment and Planning

In planning and guiding children's activities, practitioners must consider the different ways that children learn and reflect these in their practice. These characteristics of effective learning and teaching include:

- Playing and exploring - children investigate and experience things, and 'have a go'

- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
 - Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
- 4.3.1 Settings must have planning which is informed by observations and practitioners knowledge, developmental milestones and children's interests and individual needs.
 - 4.3.2 Each child's current knowledge, ideas, culture, abilities and interests form the foundation for the planning and provision of the settings/schools practice.
 - 4.3.3 Settings/schools must adopt an appropriate Early Years developmental framework that includes the seven areas of learning set out above. All these areas are interconnected and particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.
 - 4.3.4 Practitioners must start with observing children in their freely chosen and independent play, everyday activities and planned activities, looking and recording what they see and hear. Evidence can be captured in a variety of ways e.g. written notes, photos, videos or recordings. Records should be significant and meaningful.
 - 4.3.5 Observations will provide information about a child's learning, skills and knowledge.
 - 4.3.6 Ongoing assessment (also known as formative assessment) must be an integral part of the learning and development process and identify children's strengths and any areas where the child's progress is not as expected.
 - 4.3.7 Practitioners must assess children's skills in English when assessing communication, language and literacy skills. If a child does not have a strong grasp of the English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.
 - 4.3.8 Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.
 - 4.3.9 Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.
 - 4.3.10 Every child's interest is acknowledged and promoted by the practitioners and within the environment.
 - 4.3.11 Practitioners actively seek and value the 'voice of the child'. Evidence shows that this underpins the opportunities and experiences made available to all children in the setting.
 - 4.3.12 As children's development allows, it is expected that the complexity and challenge provided will increase to enable a depth of understanding and mastery of thinking skills.
 - 4.3.13 The offer must contribute to each child's learning and development outcomes in relation to their identity, well-being, and confidence as learners and effectiveness as communicators.
 - 4.3.14 Settings/schools must include opportunities for peer moderation and/or moderation between settings/schools to ensure consistency of learning and development expectations.

- 4.3.15 Practitioners must acknowledge each child's individual stages of development and works closely with other agencies in supporting developmental checks and assessments, e.g. the Healthy Child Programme 2 year development check.
- 4.3.16 At the end of the EYFS, Reception staff must complete a Foundation Stage Profile (Profile) for all children including those with special educational needs or disabilities (SEND). Reasonable adjustments to the assessment process for children with SEND must be made as appropriate. Settings/schools should consider whether they may need to seek specialist assistance to help with this. Children will have differing levels of skills and abilities across the Profile and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.

4.4 Early Identification and Intervention

Special Educational Needs and Disabilities (SEND)

- 4.4.1 Settings/schools must adhere to relevant policies from the Education Department. Registered providers must have policies and procedures in place that covers inclusion, additional needs and equal opportunities. (See Jersey's Code of Practice at www.gov.je).
- 4.4.2 Providers must have arrangements in place to identify and support children with special educational needs and/or disabilities.
- 4.4.3 Settings/schools who are funded by the Government of Jersey to deliver Nursery Education (NEF) must have regard for the Jersey's Code of Practice.
- 4.4.4 Settings/schools must identify a member of staff as lead practitioner for SEND. In schools, this would be the Special Educational Needs Coordinator (SENCO).
- 4.4.5 The SENCO must work closely with a child's family, key worker and any external agencies to ensure that identified needs are adequately met.
- 4.4.6 If a child's progress gives cause for concern, practitioners must discuss this with their SENCO and/or Area SENCO and the child's parents/carers to agree how to support the child.

English as an additional language

- 4.4.7 Arrangements must be in place to support children whose first language is not English. For children whose home language is not English, settings/schools must take reasonable steps to provide opportunities for them to develop and use their home language in play and learning and ensure that they have sufficient opportunities to learn and reach a good standard of English language.

4.5 Assessment at the end of the EYFS

- 4.5.1 School reception classes must report their Early Years data in line with the requirements of The Department for Children, Young People, Education and Skills.
- 4.5.2 Schools must provide parents with a written summary at the end of the foundation stage reporting on all areas of learning, the Characteristics of Effective Learning and Well-being and Involvement.

Statutory Requirement 5

Interactions, Engagement and Working Together

5.1 Parents and carers

- 5.1.1 Settings should have a Partnership with Parents Policy and/or handbook that informs and supports the development and maintenance of collaborative and respectful relationships with parents/carers. This should include:
- The induction process.
 - The range and type of activities and experiences provided for children.
 - The daily routines of the setting.
 - Details of the provider's policies and procedures (all providers must make copies available on request) including the procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting. Policies can be published electronically.
 - Staff in the setting including their individual roles and qualifications.
 - A telephone number for parents and/or carers to contact in an emergency.
 - The process parents should follow if they have a concern or complaint.
 - How the setting supports children with SEND.
 - Food and drinks provided for children.
 - Privacy and confidentiality agreements.
- 5.1.2 Parents must be informed of any written information held on their child and this must be made available to them when requested. The documentation about their child's learning and development must be available to all families.
- 5.1.3 There is an effective induction process in place to support parents/carers and children with transition and settling in.
- 5.1.4 Parents/carers have opportunities to contribute to decisions around routines and provision.
- 5.1.5 Settings/schools seek and value parents/carers expertise and knowledge of their child.
- 5.1.6 Regular communication supports the relationship between the setting/school and parents/carers.
- 5.1.7 Information about the child's progress and development and individual support is shared with parents.
- 5.1.8 Settings/schools must actively engage with other agencies to support parents/carer according to family circumstance including those who have children with additional needs, including SEND.
- 5.1.9 Settings/schools must work together with children and parents/carers to promote and encourage healthy lifestyles and practices.

5.2 Other agencies

- 5.2.1 Settings/schools must work to develop links with a range of external agencies and services to support children, families and staff.
- 5.2.2 Settings/schools must engage with multi-agency training and professional development opportunities.
- 5.2.3 Where there is a concern about a child's development or well-being, settings/schools must seek advice from relevant external agencies in order to support the child and family.
- 5.2.4 Settings/schools must work in partnership with any relevant agencies to support the needs of children and families.
- 5.2.5 During transitions, the settings should ensure that relevant information is shared and understood.

Statutory Requirement 6

Effective Leadership and Management

6.1 Organisation

The leadership and management team must:

- 6.1.1 Develop, review annually and implement all mandatory policies and procedures, considering the relevant laws, guidance and the setting practice. See Appendix A for a list of mandatory policies.
- 6.1.2 Ensure that all staff have an up to date understanding of the setting's policies and procedures and are involved with the annual review.
- 6.1.3 Hold adequate public liability insurance and vehicle insurance if required.
- 6.1.4 Display their certificate of registration.
- 6.1.5 Ensure that all information and records are stored securely in line with GDPR.
- 6.1.6 Ensure details and records are maintained and reviewed annually. Information on children must include attendance, personal details, and individual records.
- 6.1.7 Ensure processes and written procedures are in place for dealing with concerns and complaints from parents and/or carers. For further information on raising concerns, please see [this link](#).
- 6.1.8 A written record must be kept of all complaints and their outcome.
- 6.1.9 Make available to parents and/or carers details about how they can contact CEYS if they feel the provider is not adequately caring for their child or taking their concerns seriously.
- 6.1.10 The setting/school has an effective self-assessment and quality improvement process in place.
- 6.1.11 The relevant organisations are notified of any changes to the operation of service, serious incidents and any complaints that allege a breach of legislation.
- 6.1.12 In settings/schools where parents are asked for a financial contribution towards snack and consumable resources they must state in their written communication with parents what the money is spent on, for example ingredients for baking, resources for sensory opportunities, off site visits, food for special celebrations.
- 6.1.13 All registered providers must notify CEYS immediately, in writing, should any of the following be proposed:
 - Changes with regard to the premises that may affect the space available to children and quality of care.
 - Any proposal to change the hours during which childcare is provided.
 - Where the provision is provided by a company or charity, any change to the registration of the company or charity.
 - A new registered person, including their name, any former names or aliases, date of birth, and home address.
 - If there is a change of manager or deputy manager, providers must notify CEYS that new staff have been appointed.

6.2 Staff

- 6.2.1 Ensure that a robust safer recruitment process is in place, which considers staff suitability.
- 6.2.2 The induction of new practitioners and staff members is comprehensive and documented.
- 6.2.3 The setting/school makes every effort to maintain staff stability and well-being.
- 6.2.4 Ensure that staff report any possible changes in personal circumstances that may affect their capacity to work with children, ensuring records are stored securely.
- 6.2.5 Ensure that practitioners are suitably qualified and experienced for the role they undertake.
- 6.2.6 Assess the staff team's training and qualification needs. Where a member of staff does not hold a relevant qualification a training plan must be in place so that requirements can be met within the agreed time frame.
- 6.2.7 Ensure that deployment of practitioners supports required minimum ratios across the setting and on outings.
- 6.2.8 The setting/school ensures that staff receive regular opportunities for professional development and support for performance improvement.
- 6.2.9 Leadership must support staff to commit to CPD to ensure they offer quality learning and development experiences for children and are kept abreast of current early years practice.
- 6.2.10 Have a supervision and appraisal system for all practitioners.
- 6.2.11 All staff medication on the premises must be stored securely and out of reach of children at all times.
- 6.2.12 Ensure that all new staff have completed the Health Declaration booklet and are fit to work with children.

Appendix A: Mandatory Policies

The list below details the policies required however, your organisation may also have other policies to support practice and procedures.

Administration of Medication
Central Log
Child Protection
Complaints
Data Protection (to include a Privacy Notice)
Emergency and Fire Evacuation
First Aid and Accidents
Health and Safety (to include Risk Assessments)
Inclusion (to include Equal Opportunities)
Infection Control
Intimate Care and Toileting
Missing Child
E-Safety and Online Safety
Outings and Visits
Partnership with Parents
Positive Behaviour Management (to include Biting)
Safeguarding
Smoking, Vaping and Alcohol
Whistle Blowing

Appendix B: Qualification and training matrix



Minimum Early Years required qualifications and mandatory training framework. The information in this chart provides details on the minimum qualifications and mandatory training required for staff employed in an Early Years regulated setting and a school nursery and Reception class under the terms of The Day Care of Children (Jersey) Law 2002 and The Education (Jersey) Law 1999.

Role in Setting	Qualifications Required	Mandatory Training
Organisational Lead Co-Ordinator/Manager	<ul style="list-style-type: none"> • Level 3 Qualification in Childcare and Education which must have evidence of assessed practice and 2 years post qualifying experience in an early years provision • Management Qualification at Level 4/5 • One staff member must hold a First Aid at Work qualification to ensure the safety of the adults on site if over 5 staff members employed. 	<ul style="list-style-type: none"> • 6 hrs CEYS Safeguarding training course or agreed equivalent • Designated Lead training via SPB & JCF Working Role C • Safeguarding annual CPD update* • Food Hygiene Level 2 if handling food (updated every 3 years) • Paediatric First Aid (updated every 3 years) • Fire awareness (updated every 3 years, or when building changes).
Deputy Manager	<ul style="list-style-type: none"> • Level 3 Qualification in Childcare and Education which must have evidence of assessed practice • Management Qualification at Level 3. 	
Team Leaders	<ul style="list-style-type: none"> • Level 3 Qualification in Childcare and Education which must have evidence of assessed practice • Management/Team Leading Qualification at Level 2. 	<ul style="list-style-type: none"> • 6 hrs CEYS Safeguarding training course or agreed equivalent • JCF Working Role C • Safeguarding annual CPD update* • Food Hygiene Level 2 if handling food (updated every 3 years) • Paediatric First Aid (updated every 3 years).

Nursery Officer	<ul style="list-style-type: none"> Level 3 Qualification in Childcare and Education which must have evidence of assessed practice. 	<ul style="list-style-type: none"> 6 hrs CEYS Safeguarding training course or agreed equivalent; JCF Working Role B; Safeguarding annual CPD update * Food Hygiene Level 2 if handling food (updated every 3 years); Paediatric First Aid (updated every 3 years);
Nursery Assistant	<ul style="list-style-type: none"> Level 2 qualification in Early Years Childcare and Education, which must have evidence of sufficient assessed practice. 	
Unqualified Assistant	<ul style="list-style-type: none"> Working with Children in Jersey or equivalent basic course (must not take responsibility for children) Apprentice Level 3 course in progress Any Unqualified staff must be at least 18 years of age. 	
Nursery/Reception Teacher	<ul style="list-style-type: none"> Qualified Teacher Status. 	<ul style="list-style-type: none"> Relevant Safeguarding training Safeguarding annual CPD update* JCF Working Role B Food Hygiene Level 2 Paediatric First Aid (updated every 3 years).
Nursery Officer	<ul style="list-style-type: none"> Level 3 Qualification in Childcare and Education which must have evidence of assessed practice. 	<ul style="list-style-type: none"> Relevant Safeguarding training (Foundation stage 3 hrs + extended safeguarding 3 hrs) Safeguarding annual CPD update* JCF Working Role B Food Hygiene Level 2 Paediatric First Aid (updated every 3 years).
Reception Teaching Assistant	<ul style="list-style-type: none"> Level 3 Qualification in Childcare and Education which must have evidence of assessed practice. 	

* Safeguarding updates are required annually, this can be completed on-line, via the Safeguarding Partnership Board, by in-house training or own study. Practitioners must retain a record of their own study, this could be research into a particular area of interest. An Early Years Qualification at Foundation or degree level is only acceptable for a Level 3 position if it includes evidence of assessed occupational competence in the early year's age range. States schools – please refer to Education Department Health and Safety Matrix. Any queries about occupational qualifications obtained in other jurisdictions should be directed to CEYS officers, with a copy of the certificate and a transcript of studies and assessment of competence – staff must not be employed until CEYS have provided permission.

