



An Ghníomhaireacht um  
Leanaí agus an Teaghlach  
Child and Family Agency

## TUSLA INSPECTION TOOL

<b>Name Of Service</b>									
<b>Address of Service</b>									
<b>TUSLA Ref No</b>									
<b>Type of Service Inspected</b>									
<b>Date of Inspection</b>									
<b>Initial Inspection</b>					<b>Yes</b>				<b>No</b>
<b>Follow-Up Inspection</b>					<b>Yes</b>				<b>No</b>
<b>No of children present on day of inspection</b>	<b>AM</b>	<b>Day 1</b>				<b>PM</b>	<b>Day 1</b>		
		<b>Day 2</b>					<b>Day 2</b>		
<b>Name of Registered Provider</b>									
<b>Name of Designated Person In Charge</b>									
<b>Tel No of Service</b>									
<b>Tel No of Registered Service Provider</b>									
<b>Email Address</b>									
<b>Name of Inspector</b>									
<b>Name of Accompanying EYI (if Applicable)</b>									

<b>Date</b>	<b>Time In</b>		<b>Time Out</b>	

<b>Description of Service</b>	
<b>Premises</b>	
<b>Staffing</b>	

## PRE-INSPECTION MEETING NOTES

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**NOTES**

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## GOVERNANCE

### **Regulation 9. Management and recruitment**

- (1) A registered provider shall ensure that—
- (a) the service has a designated person in charge and a named person who is able to deputise as required,
  - (b) at all times during the period when the pre-school service is being carried on, the designated person in charge or the named person referred to in subparagraph (a) is on the premises, and
- (2) A registered provider shall ensure that each employee, unpaid worker and contractor is suitable and competent taking into consideration the nature of the needs of children, including by—
- (a) consideration of references from the person's past employers, if any, and in particular the most recent employer, if any,
  - (b) consideration of references from reputable sources in the case of a person who has no past employers,
  - (c) consideration of the vetting disclosure received from the National Vetting Bureau of the Garda Síochána in accordance with the Act of 2012 in respect of the person, and
  - (d) ensuring, insofar as is practicable, that where a person has lived in a state other than the State for a period of longer than 6 consecutive months, he or she provides police vetting from the police authorities in that state.
- (3) The procedures specified in paragraph (2) shall be carried out prior to any person being appointed, assigned or allowed access to or contact with a child attending the pre-school service.
- (4) A registered provider shall ensure that, without prejudice to the generality of paragraph (2) and subject to paragraphs (5) and (6), each employee working directly with children attending the service holds at least a major award in Early Childhood Care and Education at Level 5 on the National Qualifications Framework or a qualification deemed by the Minister to be equivalent.
- (5) Paragraph (4) shall apply—
- (a) on or after 31 December 2016 in respect of pre-school services registered on or before 30 June 2016, and
  - (b) on or after the date of registration in respect of all other pre-school services.
- (6) Paragraph (4) shall not apply before 1 September 2021 to a person who—
- (a) has signed a declaration on or before 30 June 2016 to the effect that he or she intends to retire from employment in a pre-school service before 1 September 2021, and
  - (b) is in possession of a letter from the Minister confirming that paragraph (4) shall not apply to him or her before that date.

### **Regulation 11. Staffing levels**

- (1) Subject to this Regulation, a registered provider shall ensure that there is at all times an adequate number of adults working directly with the children attending the pre-school service.

<b>Name of Designated Person in charge</b>			
<b>Name of Deputy Designated Person in Charge</b>			
<b>Designated Person in charge or named deputy on Premises at all times</b>		YES	NO

Regulation 9 - Management and Recruitment				
<b>Adult Name</b>				
<b>Position/Room</b>				
<b>Date Commenced in Service</b>				
	<b>Available</b>	<b>Validated</b>	<b>Past Employer</b>	<b>Reputable Source</b>
	✓/X	✓/X	✓/X	✓/X
<b>Reference No 1</b>				
<b>Reference No 2</b>				
	<b>Required</b>	<b>Available</b>	<b>Notes</b>	
	✓/X	✓/X		
<b>Garda Vetting</b>				
<b>International Police Vetting</b>				
<b>Photo ID</b>				
<b>C.V / Employment History</b>				
<b>Qualifications</b>				
<b>Trained in First Aid for Children</b>				
<b>Vetted Prior to commencement in Service</b>			YES	NO

Regulation 9 - Management and Recruitment				
<b>Adult Name</b>				
<b>Position/Room</b>				
<b>Date Commenced in Service</b>				
	<b>Available</b>	<b>Validated</b>	<b>Past Employer</b>	<b>Reputable Source</b>
	✓/X	✓/X	✓/X	✓/X
<b>Reference No 1</b>				
<b>Reference No 2</b>				
	<b>Required</b>	<b>Available</b>	<b>Notes</b>	
	✓/X	✓/X		
<b>Garda Vetting</b>				
<b>International Police Vetting</b>				
<b>Photo ID</b>				
<b>C.V / Employment History</b>				
<b>Qualifications</b>				
<b>Trained in First Aid for Children</b>				
<b>Vetted Prior to commencement in Service</b>			YES	NO

Regulation 9 - Management and Recruitment				
Adult Name				
Position/Room				
Date Commenced in Service				
	Available ✓/X	Validated ✓/X	Past Employer ✓/X	Reputable Source ✓/X
Reference No 1				
Reference No 2				
	Required ✓/X	Available ✓/X	Notes	
Garda Vetting				
International Police Vetting				
Photo ID				
C.V / Employment History				
Qualifications				
Trained in First Aid for Children				

Regulation 9 - Management and Recruitment				
Adult Name				
Position/Room				
Date Commenced in Service				
	Available ✓/X	Validated ✓/X	Past Employer ✓/X	Reputable Source ✓/X
Reference No 1				
Reference No 2				
	Required ✓/X	Available ✓/X	Notes	
Garda Vetting				
International Police Vetting				
Photo ID				
C.V / Employment History				
Qualifications				
Trained in First Aid for Children				

(Note: This Page May be duplicated for Additional Adults)

Regulation 9 - Management and Recruitment				
Adult Name				
Position/Room				
Date Commenced in Service				
	Available ✓/X	Validated ✓/X	Past Employer ✓/X	Reputable Source ✓/X
Reference No 1				
Reference No 2				
	Required ✓/X	Available ✓/X	Notes	
Garda Vetting				
International Police Vetting				
Photo ID				
C.V / Employment History				
Qualifications				
Trained in First Aid for Children				

Regulation 9 - Management and Recruitment				
Summary Information				
(A) Total No of Adults Working in the Service on day of Inspection				
(B) Total No of Adults Working in the Service but <u>absent</u> on day of Inspection				
	Available		Required	
	A	B	A	B
Total No of References				
Total No of Reference Validations				
Total No of Garda Vetting				
Total No of Police Vetting				
Total No of Photo ID				
Total No of Qualified Staff				
Total No of Adults with Exemptions				
Total No of Adults trained in First Aid for Children				



Room Name						Staff Name(s)		
Age Range	Type of Service	No of Children Present	No of Adults Present*	No of Adults Required	No of unpaid workers/contractors	Note		
Age 0-1Yr	Sessional							
	PT/FDC							
	Childminding							
	Drop In							
Age 1 – 2.5Yrs	Sessional							
Age 2.5 – 6Yrs	Sessional							
	ECCE							
Age 1-2Yrs	PT/FDC							
	Childminding							
	Drop In							
Age 2-3Yrs	PT/FDC							
	Childminding							
	Drop In							
Age 3-6Yrs	PT/FDC							
	Childminding							
	Drop In							
<b>Total</b>								
<b>*Adults working directly with the Children</b>								
<b>**Number of Adults <u>NOT</u> working directly with the Children</b>								
<b>School Aged Children Present</b>						<b>YES</b>		<b>NO</b>
<b>Total Number of Early Years Children</b>								
<b>Total number of Adults Required</b>								
<b>Total number of Adults Present</b>								

Sessional		Full Day Care and Part Time Day Care	
Age 0-1Yr	1:3	Age 0-1Yr	1:3
Age 1-2.5Yrs	1:5	Age 1-2Yrs	1:5
Age 2.5-6Yrs	1:11	Age 2-3Yrs	1:6
		Age 3-6Yrs	1:8
Childminding		Drop In	
0-6	1:5	0-6	1:4
<i>No more than 2 &lt; 15mths unless siblings</i>		<i>No more than 2 &lt; 15mths Max group 24</i>	

Room Name					Staff Name(s)		
Age Range	Type of Service	No of Children Present	No of Adults Present *	No of Adults Required	No of unpaid workers/contractors	Note	
Age 0-1Yr	Sessional						
	PT/FDC						
	Childminding						
	Drop In						
Age 1 – 2.5Yrs	Sessional						
Age 2.5 – 6Yrs	Sessional						
	ECCE						
Age 1-2Yrs	PT/FDC						
	Childminding						
	Drop In						
Age 2-3Yrs	PT/FDC						
	Childminding						
	Drop In						
Age 3-6Yrs	PT/FDC						
	Childminding						
	Drop In						
<b>Total</b>							
<b>*Adults working directly with the Children</b>							
<b>**Number of Adults NOT working directly with the Children</b>							
<b>School Aged Children Present</b>					<b>YES</b>		<b>NO</b>
<b>Total Number of Early Years Children</b>							
<b>Total number of Adults Required</b>							
<b>Total number of Adults Present</b>							

Sessional		Full Day Care and Part Time Day Care	
Age 0-1Yr	1:3	Age 0-1Yr	1:3
Age 1-2.5Yrs	1:5	Age 1-2Yrs	1:5
Age 2.5-6Yrs	1:11	Age 2-3Yrs	1:6
		Age 3-6Yrs	1:8
Childminding		Drop In	
0-6	1:5	0-6	1:4
<i>No more than 2 &lt; 15mths unless siblings</i>		<i>No more than 2 &lt; 15mths Max group 24</i>	

Room Name						Staff Name(s)		
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	PT/FDC							
	Childminding							
	Drop In							
Age 1 – 2.5Yrs	Sessional							
Age 2.5 – 6Yrs	Sessional							
	ECCE							
Age 1-2Yrs	PT/FDC							
	Childminding							
	Drop In							
Age 2-3Yrs	PT/FDC							
	Childminding							
	Drop In							
Age 3-6Yrs	PT/FDC							
	Childminding							
	Drop In							
<b>Total</b>								
<b>*Adults working directly with the Children</b>								
<b>**Number of Adults NOT working directly with the Children</b>								
<b>School Aged Children Present</b>						<b>YES</b>		<b>NO</b>
<b>Total Number of Early Years Children</b>								
<b>Total number of Adults Required</b>								
<b>Total number of Adults Present</b>								

Sessional		Full Day Care and Part Time Day Care	
Age 0-1Yr	1:3	Age 0-1Yr	1:3
Age 1-2.5Yrs	1:5	Age 1-2Yrs	1:5
Age 2.5-6Yrs	1:11	Age 2-3Yrs	1:6
		Age 3-6Yrs	1:8
Childminding		Drop In	
0-6	1:5	0-6	1:4
<i>No more than 2 &lt; 15mths unless siblings</i>		<i>No more than 2 &lt; 15mths Max group 24</i>	

Room Name				Staff Name(s)		
Age Range	Type of Service	No of Children Present	No of Adults Present *	No of Adults Required	No of unpaid workers/contractors	Note
Age 0-1Yr	Sessional					
	PT/FDC					
	Childminding					
	Drop In					
Age 1 – 2.5Yrs	Sessional					
Age 2.5 – 6Yrs	Sessional					
	ECCE					
Age 1-2Yrs	PT/FDC					
	Childminding					
	Drop In					
Age 2-3Yrs	PT/FDC					
	Childminding					
	Drop In					
Age 3-6Yrs	PT/FDC					
	Childminding					
	Drop In					
<b>Total</b>						
<b>*Adults working directly with the Children</b>						
<b>**Number of Adults NOT working directly with the Children</b>						
<b>School Aged Children Present</b>					<b>YES</b>	<b>NO</b>
<b>Total Number of Early Years Children</b>						
<b>Total number of Adults Required</b>						
<b>Total number of Adults Present</b>						

Sessional		Full Day Care and Part Time Day Care	
Age 0-1Yr	1:3	Age 0-1Yr	1:3
Age 1-2.5Yrs	1:5	Age 1-2Yrs	1:5
Age 2.5-6Yrs	1:11	Age 2-3Yrs	1:6
		Age 3-6Yrs	1:8
Childminding		Drop In	
0-6	1:5	0-6	1:4
<i>No more than 2 &lt; 15mths unless siblings</i>		<i>No more than 2 &lt; 15mths Max group 24</i>	

<b>Regulation 11 Staffing</b>		
<b>11(8)(a)</b>	<b>There are at least 2 adults on the premises at all times</b>	
All FDC, PT, Drop In, Temp Pre-School	Available ✓ / X	<u>Note</u>
<b>11(8)(b)</b>	<i>A second person familiar with the operation of the service and in a position to provide assistance to the childminder in operating the service is, at all times, within close distance of the service and available to attend the service to assist the childminder in the event of an emergency</i>	
Childminder Only	Available ✓ / X	<u>Note</u>
<b>11(8)(c)</b>	<b>A second person familiar with the operation of the service and in a position to provide assistance to the person in charge in operating the service is, at all times, within close distance of the service and available to attend the service to assist the person in charge in the event of an emergency.</b>	
Sessional Registered Provider	Available ✓ / X	<u>Note</u>
- Single Handed		

<b>Regulation 12 – Childminders</b>			
<b>(1)(a) there are no more than 5 pre-school children in his or her care at any given time, including his or her own pre-school children</b>		<b>YES</b>	<b>No</b>
<b>(1)(b) subject to paragraph (2), there are no more than 2 children under the age of 15 months in his or her care at any given time, including his or her own pre-school children</b>		Yes	No
<b>(1)(c) there is a working telephone on the premises.</b>		Yes	No
<b>(2) A childminder may have more than 2 children under the age of 15 months in his or her care at any given time where all such children are siblings of each other.</b>		Yes	No

Regulation 13 – Temporary Pre-school Services and Pre-School Services in Drop in Centres			
(1) there are no more than 24 children attending the service at any given time		YES	No
(2) A registered provider of a <u>temporary pre-school service</u> shall ensure that no child attends the service for longer than 8 hours consecutively.		Yes	No
(3) A registered provider of a pre-school service in a <u>drop-in centre</u> shall ensure that no child attends the service for longer than 2 hours consecutively.		Yes	No

**NOTES**

Area for handwritten notes, consisting of a large rectangular box with horizontal lines.

**Part IV – Information and Records**

**Regulation 16 - Record in relation to Pre-school service**

**(1)(g) the policies, procedures and statements the service is required to maintain in accordance with Reg 10**

Policy/Procedure	Yes	No	Adequate Y/N
Policy on the administration of medication			
Behaviour management Policy			
Policy on managing challenging behaviour			
Outings Policy (where applicable)			
Policy on Safe Sleep			
Policy on Infection Control			
Policy on accidents and incidents			
Policy on healthy eating			

**Regulation 16 - Record in relation to Pre-school service**

**(1)(h) details of attendance by each pre-school child on a daily basis;**

YES	NO

**Regulation 16 - Record in relation to Pre-school service**

**(1)(i) details of staff rosters on a daily basis;**

YES	NO

**Regulation 16 - Record in relation to Pre-school service**

**(1)(j) details of any medication administered to a pre-school child attending**

YES	NO

**Regulation 16 - Record in relation to Pre-school service**

**(1)(k) details of any accident, injury or incident involving a pre-school child attending the service.**

YES	NO

**Part IV – Information and Records**

**Regulation 16 - Record in relation to Pre-school service**

<b>16(3) Records referred to in Paragraph (1)</b>	<b>Open to inspection on premises</b> ✓/X	
(1)(g) Policies & Procedures		
(1)(h) Daily attendance of Pre-School Child		
(1)(i) details of staff rosters on a daily basis;		
(1)(j) details of any medication administered to a pre-school child attending		
(1)(k) details of any accident, injury or incident involving a pre-school child attending the service.		
<b>16(3) Documents and records referred to in Paragraph (2)(a)</b>	<b>Open to inspection on premises</b> ✓/X	<b>Open to inspection Elsewhere</b> ✓/X
<b>References</b>		
Garda Vetting		
Police Vetting		

**Notes**

Notes section containing multiple horizontal lines for recording information.



## HEALTH WELFARE & DEVELOPMENT OF CHILD

### **Regulation 19**

**(1) A registered provider shall, in providing a pre-school service, ensure that—**

- (a) each child’s learning, development and well-being is facilitated within the daily life of the pre-school service through the provision of the appropriate activities, interaction, materials and equipment, having regard to the age and stage of development of the child, and**

#### Basic Needs of Infants and Children

**1(a) Eating and drinking**

**e.g.**

- promotion of healthy food
- availability of snacks and drinking water
- supervision, timing of feeding
- encouragement for self-feeding if appropriate, availability of menus
- availability of age appropriate feeding equipment
- children’s choices

**1(b) Nappy changing/ toileting**

**e.g.**

- frequency of nappy changing,
- process of nappy changing,
- communication with infant / child while toileting
- encouragement for self toileting,
- children’s choices

<p><b>1(c) Personal cleanliness</b> e.g.</p> <ul style="list-style-type: none"> <li>➤ care given to children's appearance,</li> <li>➤ washing of hands, hair-combing,</li> <li>➤ availability of aprons or bibs,</li> <li>➤ encouragement for self-grooming,</li> <li>➤ children's choices,</li> <li>➤ use, storage and cleaning of soothers</li> </ul>	
<p><b>1(d) Sleeping / Quiet time / privacy</b> e.g.</p> <ul style="list-style-type: none"> <li>➤ balance between child and service needs, supervision provided,</li> <li>➤ children helped to relax,</li> <li>➤ use of bedding etc.</li> <li>➤ children's choices in decision making</li> </ul>	
<p><b>1(e) Mobility</b> e.g.</p> <ul style="list-style-type: none"> <li>➤ regular changes of baby's position,</li> <li>➤ minimal use of bouncers,</li> <li>➤ free movement of older babies and children</li> </ul>	
<p><b>1(f) Behaviour</b> e.g.</p> <ul style="list-style-type: none"> <li>➤ attempts to prevent problems arising,</li> <li>➤ handling minor problems before they become serious,</li> <li>➤ helping children find positive solutions to problems,</li> </ul>	

## Supporting Relationships around Children

**2(a) Provision is made that ensures children can form and sustain secure relationships**

**e.g.**

- with adults through key worker system and minimal staff changeovers, siblings, peers and other children
- each child receives appropriate support to enable her/him to interact positively with other children (e.g. through key worker system particularly for babies,
- opportunities for siblings to be together, pair and small group

**2(b) Adults demonstrate sensitivity, warmth and positive regard for children and their families**

**e.g.**

- through use of language,
- general attitudes to infants, children and their families,
- methods of communication with families,
- response to parents and children's requests.

**2(c) A strong ethos of teamwork is evident in the setting**

**e.g.**

- Team activities
- Staff support
- Interactions
- Structured team meetings.

<p><b>2(d) Staff operate in Partnership with parents and are responsive and sensitive in the provision of information and support of parents in their key role in the learning and development of the child. e.g.</b></p> <ul style="list-style-type: none"> <li>➤ Transitions made as smooth as possible</li> <li>➤ Exchange of information on play, feeding, sleeping, settling, preferences, nappy changing and developmental milestones,</li> <li>➤ Written records</li> <li>➤ Communication of Information</li> <li>➤ Special events</li> </ul>	
<p><b>2(e) The setting is integrated with the local, regional and national community. e.g.</b></p> <ul style="list-style-type: none"> <li>➤ Local involvement</li> <li>➤ Professional supports</li> <li>➤ Links membership of Organisations</li> </ul>	

**EXTENT TO WHICH THE PHYSICAL AND MATERIAL ENVIRONMENT SUPPORTS CHILDREN’S DEVELOPMENT**

<p><b>3(a) The indoor environment is comfortable, pleasant and safe and is laid out to accommodate the needs of all children and adults in the setting. e.g.</b></p> <ul style="list-style-type: none"> <li>➤ Space for babies</li> <li>➤ Babies can roll and move safely</li> <li>➤ Soft floor for babies starting to crawl</li> <li>➤ Uncluttered and spacious areas</li> <li>➤ Clearly defined interest areas</li> <li>➤ Access to more than one area for toddlers and older children</li> <li>➤ seating for adults to facilitate feeding and nurturing</li> </ul>	
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**3(b) The indoor environment provides a range of developmentally appropriate, challenging, diverse, creative and enriching experiences for all children.**

e.g.

- A range of toys to offer stimulation of all senses
- Non toxic easily cleaned materials
- A range of materials including paint, play dough, sand, water and finger paint.
- Toys and materials that promote all areas of development including, gross motor, fine motor, cognitive and language development and promotes non stereo typical roles

**3(c) Materials are freely available and easily accessible to all children when needed and laid out to accommodate the needs of all children and adults in the setting.**

e.g.

- Display of children's artwork
- Items of interest at child eye level
- Soft furnishings
- Low level shelving
- Tables waist high for the children

**3(d) The outdoor environment is spacious, pleasant and safe and is laid out to accommodate the needs of all children and adults in the setting.**

e.g.

- Supervision
- Access to more than one area for toddlers and older children
- Appropriate seating for adults

**3(d) The outdoor environment provides a range of developmentally appropriate, challenging, diverse, creative and enriching experiences for all children.**

e.g.

- Clearly defined “interest” areas
- Space for ball playing, climbing, riding
- Visits to parks
- Opportunities for challenge and safe risk.
- Variety of surfaces for use all year round.

**EXTENT TO WHICH THE PROGRAMME OF ACTIVITIES AND ITS IMPLEMENTATION SUPPORT CHILDREN’S DEVELOPMENT**

**4(a) Play**

e.g.

- Creative play including paints/paper/crayons, play dough
- Manipulative play including shape sorters, jigsaws/matching games, bricks/lego/duplo: stacking bricks, twisty toys with screw on/off features
- Imaginative play including play house/household objects, clothes for dressing up: push toys
- Physical play including ride on toys, ball games, climbing, bouncing equipment: sand water play.

<p><b>4(b) Language development</b> e.g.</p> <ul style="list-style-type: none"> <li>➤ Singing</li> <li>➤ variety of books, tape recorder/tapes</li> <li>➤ dancing/singing/rhyme,</li> <li>➤ storytelling, conversations/word games: puppets</li> </ul>	
<p><b>4(c) Participation</b> Each child is enabled to participate actively in the daily routine, in activities, in conversations and in all appropriate situations, and is considered as a partner by the adult. e.g.</p> <ul style="list-style-type: none"> <li>➤ Facilitation of all children to participate with peers</li> <li>➤ Managing difficulties which arise</li> <li>➤ Enabling children to initiate activity and invite others to join in</li> </ul>	
<p><b>4 (d) Choices</b> Each child has opportunities to make choices, and is enabled to make decisions, and has his/her choices and decisions respected e.g.</p> <ul style="list-style-type: none"> <li>➤ Matching care routines to the infants</li> <li>➤ Recording of children's preferences</li> <li>➤ Opportunities for children to have choices</li> <li>➤ Opportunities for children to make decisions and plan activities</li> <li>➤ Children have appropriate level of choice</li> </ul>	

<p><b>4 (e) Opportunities to initiate and take the lead.</b>  each child has opportunities and is enabled to take the lead, initiate activity, be appropriately independent and is supported to solve problems.  e.g.</p> <ul style="list-style-type: none"> <li>➤ Supporting child initiated activities</li> <li>➤ Providing opportunities for the child to care for his/her own belongings</li> </ul>	
<p><b>4(f) Suitably challenging Play.</b>  e.g.</p> <ul style="list-style-type: none"> <li>• The opportunities for play/exploration provided mirror her/his stage of development,</li> <li>• give the child freedom to achieve mastery and success,</li> <li>• challenge the child to make the transition to new learning and development.</li> </ul>	
<p><b>4(g) Planning and assessment.</b>  e.g.</p> <p>Planning for proposed activities/curriculum or programme implementation is based on the child's individual profile, which is established through systematic observation and assessment for learning.</p>	



**Regulation 19 Health Welfare & Development of Child**

***(2) A registered provider shall ensure that no corporal punishment is inflicted on a pre-school child whilst attending the service***

***(3) A registered provider shall ensure that no practices that are disrespectful, degrading, exploitive, intimidating, emotionally or physically harmful or neglectful are carried out in respect of a pre-school child whilst attending the service.***

**Notes**

**NOTES**

A large rectangular area with a black border, containing horizontal dotted lines for taking notes.

**Part V - Care of Child in Pre-school Service**

**Regulation 20 - Facilities for Rest and Play**

**(1) Subject to this Regulation, a registered provider shall ensure that—**

**(b) there are adequate and suitable facilities for a pre-school child to rest during the day**

Number of Children <2years requiring sleep	No of cots provided

**Safe Sleep Checks**

**YES**  
✓/ X

**NO**  
✓/ X

Are sleeping facilities for children under 2 years away from general Play area

Are adequate number of cots provided for under 2 years

Are rest facilities provided for over 2 years

Is bed linen suitable

Is separate bed linen used per child

Are standard cots in use

Are cots maintained in a proper state of repair

Are safety mattresses provided in all cots

Are mattresses clean firm and correct size for cot

Is cot barrier height sufficient to prevent a child falling out

Are footholds in cots avoided

Are cots and beds away from blinds, radiators and windows

Is there adequate space between each cot

Is sleep room temp between 16°C to 20°C

Are duvets prohibited for under 1 year olds

Are baby dribblers removed before sleep

Are children physically monitored while sleeping

Are staff aware of current best practice guidelines in relation to reducing the risk of Sudden Infant death, as per First Light ( previously ISIDA)

**Provision for Rest for children over 2 years**

**NOTES**

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**Regulation 20 - Facilities for rest and play**

(2) *A registered provider—*

- (a) *of a full day care service, a part-time day care service, a sessional preschool service or a childminding service that is registered for the first time on or after 30 June 2016, or*
- (b) *of a full day care service, a part-time day care service, a sessional preschool service or a childminding service that moves premises on or after 30 June 2016, shall ensure that a suitable, safe and secure outdoor space to which the preschool children attending the service have access on a daily basis is provided on the premises.*

(4) *A registered provider of a full day care service, a part-time day care service or a childminding service, other than such a service to which paragraph applies, shall ensure that—*

- (a) *a suitable, safe and secure outdoor space to which the pre-school children attending the service have access on a daily basis is provided on the premises, or*
- (b) *where no such space is provided, the pre-school children attending the service have access on a daily basis to a suitable outdoor space.*

(5) *Where outdoor space to which the pre-school children attending the service have access is provided on the premises of a sessional pre-school service other than such a service to which paragraph (2) applies, a temporary pre-school service or a pre-school service in a drop-in centre, the registered provider shall ensure that such outdoor space is suitable, safe and secure.*

(6) *Where pre-school children attending a sessional pre-school service other than such a service to which paragraph (2) applies, a temporary pre-school service or a pre-school service in a drop-in centre have access to an outdoor space other than such a space specified in paragraph (4), the registered provider shall ensure that such outdoor space is suitable.*

**Notes**


<b>Regulation 20 - Facilities for Rest and Play</b>				
<p>(3) A registered provider of a full day care service, a part-time day care service or a childminding service, other than such a service to which paragraph (2) applies, shall ensure that—</p> <p>(a) a suitable, safe and secure outdoor space to which the pre-school children attending the service have access on a daily basis is provided on the premises, or</p> <p>(b) where no such space is provided, the pre-school children attending the service have access on a daily basis to a suitable outdoor space.</p>	<b>Date Service Registered</b>			
	<b>Prior to June 30<sup>th</sup> 2016</b>		<b>After June 30<sup>th</sup> 2016</b>	
	<b>Outdoor Space Provided on Premises</b>			
			<b>YES</b>	<b>NO</b>
	<b>Outdoor space is Suitable Safe and Secure</b>			
			<b>YES</b>	<b>NO</b>
	<u>Note</u>			
	<b>Access To Outdoor Space (Off Premises)</b>			
			<b>YES</b>	<b>NO</b>
	<b>Outdoor Space Suitable?</b>			
		<b>YES</b>	<b>NO</b>	
<u>Note</u>				

## SAFETY

### Part VI – Safety

**Regulation 23 - Safeguarding Health, Safety and Welfare of child**

*A registered provider shall ensure that all reasonable measures are taken to safeguard the health, safety and welfare of a pre-school child attending the service and that the environment of the service is safe.*

YES	NO

#### Practices Observed

**Infection Control**

**Safe Sleep**

**Administration of Medication**

**Outings**

<b>Doors</b>	YES	NO
Are external doors appropriately secured to prevent children from exiting unsupervised?		
Are internal doors appropriately secured to prevent children accessing unsafe areas?		
Are external doors secured so as to restrict unauthorised persons from gaining access to the pre-school?		
Are door keys readily available to staff only?		
Are emergency exit doors unobstructed?		

<b>Windows</b>	YES	NO
Have appropriate safety precautions been taken at patio doors, glass panels and low-level windows e.g. laminated/toughened glass/visibility strips.		
Are visibility strips fitted to patio doors, glazed panels or low-level windows where required?		
Have low-level windows been fitted with restrictive opening devices where required?		
Have windows at first floor level been fitted with restrictive opening devices?		
Are all window/blind/curtain cords secured and made safe		

<b>Staircases</b>	YES	NO
Have suitable handrails been provided where necessary?		
Have safety gates been provided at top and bottom of the stairs where required?		
Is the staircase adequately lit?		
Is the stair floor covering in a good condition and non-slip?		

<b>Toys and Equipment</b>	YES	NO
Are all high chairs in good condition and fitted with safety harnesses?		
Are all toys and play equipment safe for the age group using them, in good condition, free from pinch and crush points, exposed bolts or sharp edges?		
Are baby walkers prohibited?		
Has heavy equipment or furniture that may tip over been fully anchored?		

<b>Electrical Safety</b>	YES	NO
Are all flexes or cables checked and in good condition?		
Are stereo or T.V. cables out of reach of children?		

<b>Storage</b>	YES	NO
Are storage facilities inaccessible to children?		
Is all waste inaccessible both indoors and outdoors?		
Are medicines kept in their original containers and clearly labelled?		
Is there safe storage for cleaning agents?		

<b>General Health and Safety Measures</b>	YES	NO
Are cleaning agents stored safely and out of reach of children?		
Are all drawers and cupboards containing hazardous objects secured?		
Are hot drinks consumed without risk to children's safety?		
Are sharp implements stored safely?		
Are kettles stored safely?		
Is the kitchen inaccessible to children?		
Are all pull cords in Sanitary accommodation safe?		
Is the TV. Securely mounted?		



Outdoor Area - Safety Measures	YES	NO
<i>Are the garden or external play area fenced and doors and gates secured to prevent a pre-school child gaining unsupervised access to a roadway or other source of danger and to prevent unauthorised access to the garden or external play area?</i>		
<i>Are ponds, pits and other hazards in any garden or external play area fenced as to ensure the safety of a pre-school child attending the service</i>		

**NOTES**

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**Part VI - Safety**

**Regulation 25- First Aid**

(1) A registered provider shall ensure that a person trained in first aid for children is, at all times, immediately available to the children attending the pre-school service	YES	NO
(2)(a) A Suitably equipped First Aid Box for children is safely stored in an easily accessible and conspicuous position on the premises	YES	NO
(2)(b) First Aid Box is available to the children attending the pre-school service at all times.	YES	NO

**Part VI - Safety**

**Regulation 26 - Fire Safety Measures**

**(1) A registered provider shall ensure that a record in writing is kept of—**  
**(a) any fire drill that takes place in the premises,**

YES		NO	
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<b>Date of Last Fire Drill</b>										
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**(1) A registered provider shall ensure that a record in writing is kept of—**  
**(b) the number, type and maintenance record of fire fighting equipment and smoke alarms in the premises.**

YES		NO	
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<b>Date of Last Maintenance Check for fire fighting equipment</b>										
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<b>Date of Last Maintenance Check for Smoke Alarms</b>										
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**(4) A notice of the procedures to be followed in the event of fire shall be displayed in a conspicuous position in the premises**

YES		NO	
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**Part VI - Safety**

**Regulation 28 - Insurance**

*A registered provider shall ensure that the pre-school service is adequately insured.*

	Yes	No
<b>Was Insurance Certificate available?</b>		
<b>Categories of Insurance Cover for Pre-School Service</b>		
1. Public Liability		
2. Fire and Theft		
3. Motor Insurance (if used to transport pre-school children)		
4. Building Insurance		
5. Outings (if applicable)		
6. Other		

<b>No of Children Covered</b>									
<b>Type of Service Covered</b>									
<b>Name of Insurance Company</b>									
<b>Address of Insurance Company</b>									
<b>Commencement date of Insurance</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> </tr> </table>								
<b>Expiry Date of Insurance</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> <td style="width: 12.5%;"></td> </tr> </table>								

**Notes**

**Observed Significant Risks to Children (Including Additional Risks Identified)**

Other additional risks observed during the course of the inspection which posed an  
**\*significant risk** to a child

*\*A significant risk of harm to a child is a risk which has a high likelihood of occurrence and if it occurs will have a serious impact on the child*

Significant Risk Identified by Inspector	Control Measure taken immediately	Action taken by	Timeline
1. Regulation Risk Identified			
2. Regulation Risk Identified			
3. Regulation Risk Identified			
4. Regulation Risk Identified			
5. Regulation Risk Identified			
6. Regulation Risk Identified			



**Closing Meeting**

<b>Present</b>	<b>1.</b>	<b>3.</b>
	<b>2.</b>	<b>4.</b>
<b><u>Regulation 9</u></b> <b>Management</b> <b>&amp;</b> <b>Recruitment</b>		
<b><u>Regulation 11</u></b> <b>Staffing Levels</b>		
<b><u>Regulation 12</u></b> <b>Childminders</b>		
<b><u>Regulation 13</u></b> <b>Temporary Pre-School &amp; Drop In</b>		
<b><u>Regulation 16</u></b> <b>Record in Relation to Pre-School Service</b>		

<p><b>Regulation 19</b> <b>Health Welfare &amp; Development of Child</b></p>	
<p><b>Regulation 20</b> <b>Facilities for Rest &amp; Play</b></p>	
<p><b>Regulation 23</b> <b>Safeguarding Health Safety and Welfare of Child</b></p>	
<p><b>Regulation 25</b> <b>First Aid</b></p>	
<p><b>Regulation 26</b> <b>Fire Safety Measures</b></p>	

**Regulation 28**

**Insurance**

**Observed**

**Significant Risk(s)**

**Notes**



APPENDIX 1

Policy on Outings		Yes	No
1	Risk assessment carried out prior to each outing		
2	Checklist for outing		
3	Written parental consent		
4	Insurance cover		
5	Adult/child ratio		
6	First Aid box		
7	Trained First Aider		
8	Method of checking children e.g. roll call /head count		
9	Charged mobile phone		
10	Contact details for parents		
11	Details of management of critical incident on outing (e.g. missing child)		

Policy on Administration of Medications		Yes	No
1	Medications administered		
2	Emergency medications		
3	Parental Consent		
4	Stated person responsible for administration of medication.		
5	Second person documented to check and countersign (except sole operators)		
6	5 rights: child, medication, dose, time, route		
7	Medical history of child		
8	Use of anti febrile medication		
9	Storage of medication and labelling.		
10	Emergency details		
11	Sunscreen		
12	Documentation		

Policy on Behaviour Management - including managing challenging behaviour.		Yes	No
1	How positive behaviour is promoted		
2	How inappropriate behaviour is anticipated		
3	Managing inappropriate behaviour (Minor, moderate, challenging )		
4	Details of practices prohibited documented		

**Policy on Safe Sleep**

		Yes	No
1	“Back to sleep”		
2	“Feet to foot”		
3	Room temperature		
4	Sleep log: Physical checks, frequency, documented and displayed		
5	Standard cot		
6	Duvets, bumpers, soft toys not in cot		
7	Children not placed to sleep with a bottle		
8	No smoking		
9	Outdoor clothing, shoes and bibs/dribblers removed		

**Policy on Accidents and Incidents**

		Yes	No
1	Measures to be taken in the service to prevent Accidents & Incidents		
2	The procedures to be followed when an accident or incident involving a pre-school child occurs while the child is attending the service		
3	The steps that are to be taken to contact the parent or guardian of the child or the emergency services if necessary		
4	The manner in which a record of the accident or incident should be kept,		
5	The manner in which a record should be shared with the parent or guardian of the child to whom it relates		
6	A risk assessment is taken following an incident/accident occurring in the service		

**Policy on infection control**

		Yes	No
1	Specifying the procedure to be followed in the service to protect persons working in the service from the transmission of infections;		
2	Specifying the procedure to be followed in the service to protect pre-school children attending the service from the transmission of infections;		

<b>Policy on Healthy Eating</b>		<b>Yes</b>	<b>No</b>
<b>1</b>	<b>The weekly menu plan provides children with a variety of foods</b>		
<b>2</b>	<b>Food is appropriate to the ages, development and needs of the children</b>		
<b>3</b>	<b>Children have access to food if they are hungry between meals</b>		
<b>4</b>	<b>Drinking water is available at all times</b>		
<b>5</b>	<b>Food portion sizes are appropriate to the ages of the children</b>		
<b>6</b>	<b>Parents are advised if their child has not eaten well</b>		
<b>7</b>	<b>Staff sit with children during meal times and encourage good eating habits</b>		
<b>8</b>	<b>Information is available to staff in relation to children on special diets/allergies</b>		
<b>9</b>	<b>Have Parents been given safety and nutrition guidance with regard to healthy lunches and snacks</b> <b>Parents are asked not to send sweets, crisps, or fizzy drinks to the Early Years Service</b>		
<b>10</b>	<b>How do services manage celebrations?</b>		

<b>Signature of Inspector</b>	
<b>Signature of Inspector</b>	
<b>Signature of Inspector</b>	

**NOTES**

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