

Childcare Management Committee Guidelines



Dublin City

CHILDCARE COMMITTEE LTD

COISTE CÚRAM LEANAÍ CHATHAIR BHAILE ÁTHA CLIAITH

'The Dublin City Childcare Committee (DCCC) is committed to creating an environment that values all children, by facilitating the development of an infrastructure of high quality edu-care services that support the holistic development of children in the context of family and community throughout Dublin City.'

As identified in our strategy, 'thematic working groups' are brought together and their aim is to develop integrated planning and cohesion in giving support to local childcare providers.

The group identified the need for management committees of childcare facilities to have access to guidelines that will assist them in fulfilling their roles and responsibilities as managers and employers as well as providers of quality childcare services. 'Childcare Management Committee Guidelines' were therefore compiled.

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The Committee

Comprehensive and Representative

The committee should comprise of members who have skills that can comprehensively support all areas of work that have to be carried out by the group.

The committee should also be representative of the major stakeholders and the community it serves. Therefore, the committee should include members such as community representatives, business professionals living and/or working in the local community, a childcare professional, a parent and a children's representative where appropriate.

Contact can be made with local companies who may be willing to volunteer time to the committee, either on an ongoing or an intermittent basis, to assist with such activities as quarterly accounting or on a one-off basis for such activities as developing standard staff contracts.

Initial Work of the Committee

Elections of a chairperson, secretary, treasurer, person(s) to take minutes and a meeting facilitator if these are not a role of the chairperson.

Establish **roles, responsibilities and obligations** of each committee member.

Develop agreed common **values and vision** for the future.

Establish service – as a Limited Company, either registered for tax or as a company with charitable status and registered as an employer. (Annual employer registration – P30)

Business plan - The business plan needs to be realistic. It should be based on actual resources of the service and what can realistically be obtained.

Set Goals for the attainment of the vision and business plan. Have **S.M.A.R.T** goals - **S**pecific, **M**easurable, **A**ttainable, **R**ealistic, **T**ime Frame

Creation of a New Service

Level of work required by the committee will depend on the specific circumstance. i.e. New Building, Refurbishment of old building, public/private funding, compliance with 'Childcare Facilities; Guidelines for Planning Authorities'.

When Service is Operational

Ensure that the facility meets its obligation to **notify the Health Board** and be inspected as prescribed by the 1996 Child Care (Pre-School) Regulations.

Ensure that **policies and procedures** are developed to take into account all aspects of the service. See Next Section

Developing policies and procedures

Please note that using policies, procedures, record keeping templates, and so forth, from others services can be helpful when developing policies but that it is important for a service to develop their own policies in order for them to be relevant and meaningful for the service and therefore practical for the service implement.

Policies and Procedures should be transparent and accessible by all who use the service. They need to be developed and regularly reviewed in consultation with staff and any other relevant stakeholders. This is essential for the effective implementation of policies and procedures as through collaboration, all parties involved can reach agreement, ownership and commitment to carry out agreed upon actions, that suit the unique needs of the service.

Policies and procedures need to be dynamic to ensure they respond to the changing needs of the childcare environment. It is therefore essential that a framework is put in place for the regular reflection on, and evaluation of practice and that insights gained from this process be used to adapt policies and procedures.

Policies should outline the fundamental strategy/approach to be used in the service and need to be underpinned by clear procedures that provide more detailed guidelines and processes for the service. They should reflect the core principles/ethos of the service and be based on what can be realistically delivered. Well thought out policies and procedures ensure that ambiguity is avoided, thus reducing frustration or disappointment and therefore encourages a harmonious working environment. Professionalism and consistency are promoted which supports and aids children's emotional development.

Careful attention should be given to the format of policies and procedures. They should be brief, to the point and written in plain language. Consider if clients with poor language skills, literacy skills, English as a second language or a disability can access them? Also consider presenting policies and procedures to parents/guardians, staff and children. Ensure that they are included in inductions. Audio/video format, translations into other languages spoken in the community and so forth can help ensure access by all.

Policies and procedures should cover the following areas; -

N.B. This list is not exhaustive

Mission Statement / Ethos

Vision/Philosophy of the service

Statement of commitment to equal opportunities/non-discrimination

Aims and Objectives of provision

Statement of the services' priorities and the objectives planned for achieving them. The aims should include the services' definition of quality childcare and outline the objectives put in place to continually improve quality.

Working with Children

Services Provided

Staff Ratios

Child Development/Psychology

Cultural, social and moral values

Curriculum/Methodologies/Pedagogy (IPPA – Supporting Children through Play – Power of Play, NCCA – Towards A Framework for Early Learning, Montessori, High Scope, Steiner, etc.)

Record keeping - Planning, observation, assessment, reflection, evaluation and informing planning

Settling In

Play – philosophy towards play, facilitation for planned, structured and free flow play.

Outdoor Play – Where possible children should have access to quality outdoor play everyday. Outdoor Play policy should highlight that the outdoor area is seen as an extension of the classroom. The policy should take account of Toys and Equipment used in the area, age/stage of development and appropriate outdoor activities, Gardening, Nature Studies, Areas available for quiet/ driving/ climbing/ construction/ sitting/ shade/ running/ sand/ water/ creative activities, Supervision of outdoor area, Security, Hazards, Safety Inspections of area and equipment and weather appropriate clothing/skin protection

Equipment/Toys

Timetabling

Pets Check that pets do not trigger allergies in children & staff, arrangements for regular checks with a vet, regular vaccinations & worming, day to day care of pets and supervision of children with pets

Children's clothing – required and recommended clothing. For example nursery sweatshirt, shoes children can take off and put on themselves and so forth.

Children's rights in line with UNCRC – Also consider Equal Opportunities/ Anti-Bias Approach / Social Justice

Disabilities / Special / Additional Needs - Facilitation of children with special/additional needs and specific requirements. Disability Bill,2004.

Meals / Snacks – Guidelines for feeding children by age group, What the service will provide, nutritional policy and what parents need to provide

Health, Safety and Welfare – provision for a safe work and play environment

Officers - Appointment of First Aiders (one present at all times the service is open), a Health and Safety Officer and an elected staff health and safety representative. Roles and responsibilities outlined for both positions

First Aid Boxes – (Including blue plasters if there is food preparation on the premises)

Training Health and Safety / Prevention of Infection / Child Protection / Food Hygiene, storage and preparation training for all staff (Basics covered in induction)

Cleaning schedule that ensures a high standard of cleanliness is maintained, preventing any possible spread of infection and to provide for extra cleaning following the outbreak of an infectious disease – Lists of fixtures, fittings, equipment and areas with cleaning details and regularity of cleaning, lists of suitable cleaning agents provided with instructions and what they should and should not be used on, cleaning check sheets and instructions for cleaning bodily fluids and excretions and everyday clean as you go policy (Both indoors and outdoors).

Storage - Safe storage of cleaning materials/ dangerous substances

HACCP – Hazard Analysis Critical Control Point

Child Protection – See Children First 1999 Department of Health and Children and relevant section in this document

Child Collection and Drop off – list of adults authorised to collect each child, photo identity requirements of adults collecting children (and any unknown person entering the service), request to be informed of any court orders restricting access of parent/guardian to a child, early arrival/late collection (cost), emergency and alternative contact details

Food (where relevant) – Food Safety System for the safe production of food, temperature monitoring, pest control measures, cleaning programme for food areas, identification of Critical Control Points (CCP's), confirmation of food suppliers registration with appropriate authorities...

Outings – Safety, Permission slips, insurance coverage, use of vehicles, role of parents/guardians, costs, subsidies for costs...

Health and Safety Statement concerning welfare of staff and children (The Safety, Health and Welfare at Work Act 1989)

Accident and Incident – Accurate notation for any adult or child who suffers an accident or injury on site or in the care of the service in specified accident/incident book (persons name, date, time, place, accurate details of what happened, name to adult witness, action taken, signature of informed parent), procedure for notifying parents, review dates by Health and Safety Officer to identify hazardous areas...

Be Hygienic – develop an awareness of hygienic habits in children, for example hand-washing, using tissues/covering face when sneezing/ coughing/ blowing nose, etc. Disposal of used tissues, washing hands with anti-bacterial soap and paper towels...

Contact details for relevant health services, local doctor, community nurse, emergency numbers, duty social worker/childcare manager and voluntary organisation. Information booklets available to staff and parents/guardians about common childhood illnesses and other child care related issues

Exclusion of sick or unwell children/staff – I.e. for 24 hours after diarrhoea or vomiting, temperature above 100.4 / 38 F... Emergency contact numbers for parents/guardians of child's illness and procedure for dealing with a child requiring emergency treatment (If in doubt concerning particular childhood illnesses contact the local public health nurse)

Storage and administration of medication – Permission forms, cold and dry storage areas out of reach of children, administration forms, nominated staff member responsible for administration and storage, procedure for bring in and taking home medications...

Fire Procedure – evacuation procedure and regular checks of fire fighting equipment.

No smoking policy – Public Health (Tobacco)(Amendment) Act, 2004 (Commencement) Order, 2004

Supervision of children – Staff ratios, role of students/volunteers...

Security procedures – services boundaries, admission of visitors/ parents/guardians, children's access to external areas...

Nappy changing and toileting procedures

Consumption of hot food and drinks in the building

Safe movement around the building, i.e. avoid running, safe movement of furniture, etc.

Partnership with Families and Community

Communication - Established lines of communication for the sharing of information – newsletter, parent/community notice board, open evenings, social evenings, communication skills training, regular meetings...

Partnership with parents – an indicator of a quality service. In order to be effective policy should be based on parents' / guardians needs and views and should be developed in partnership with them. Policy should also recognise parents/ guardians as the primary and most important carers/ educators of their children.

Inductions – for parents/ guardians/ volunteers/ new staff/ students...

Community Links – local institutions, organisations, business people, extended family members...

Statutory Links – Health Board, National Children's Office, and so on

Voluntary Links – Membership to National Voluntary Organisations for example NCNA, IPPA, Barnardos...

Aesthetics - Establishing and maintaining a welcoming environment that promotes partnership – Welcome signs, names and photos of staff, adult sized chairs, surroundings and equipment that reflect the diversity of the community, child friendly waiting areas...

Partnership Resources – Allocation of resources, space, time, training and funding for partnership activities.

Administration

Confidentiality – Information held by the service only to be shared with, accessed by, people with a legitimate right or need to know, for example staff, parents, guardians, persons with legal authorization. People receiving information should be aware of and agree to the services confidentiality policy. Information shared must not be excessive in relation to the purpose of sharing the information. The policy should state obligations on the service to share information or concerns with statutory bodies and the process for doing so, for example child protection concerns. Measures need to be included for the safe and secure storing of private and sensitive information. Statement confirming the rights of those whom information is stored about them to access that information and to have the details amended if they are incorrect.

Admissions - Criteria for the allocation of places (prioritisation of places i.e. for siblings, reservation of places i.e. by companies for employees) restrictions i.e. age and/or toileting ability, waiting lists, intake, settling in, registration and enrolment procedure

Fees – amounts, payments, non-payment, refunds, increments, discounts...

Complaints/compliments/Breach of Confidentiality – procedures, processes and guidelines for recording and acting upon.

Code of Work Practice / Operating Principles / Ethics

Financial Policy

Background - history of the service

Fundraising

Record Keeping

Records to be Kept – children's records must be kept securely until the child reaches 21 years of age and should then be disposed of in a manner that continues to protect confidentiality, i.e. shredded. Records should be written in a factual and objective manner.

Application forms – enrolment / registration forms

Attendance Register - Name, address, D.O.B, Commencement and Finishing dates

Parent/guardian details - Name, address, daytime contact number, emergency contact number, authorisation for collection of the child, special circumstances i.e. parental access rights following divorce, separation and so forth

Children's details - Illness, disability, allergy, dietary information, any special care and/attention required, name and number of GP and record of immunisations, developmental history, Cultural/ Religious beliefs and practices, home/ first/ other languages and general information, i.e. Dislikes, likes, interests, favourite toy...

Staff, Volunteers and Students Records - Name, position, employment history, C.V. or application form, letter of application, score sheets from interview and selection criteria, qualifications, references, contract, training programme, daily staff rotas, ratio requirements, breaks, supervision, staff meetings, absences, salary...

Operational Details - Daily attendance record, max. Numbers catered for, staff/child ratios, type of care programme provided, facilities available, opening hours and fees...

Medication, accidents and incidents - Signed permission for emergency medical treatment or administration of medication, any medication administered in the service and details of accident/injury to anyone in the service, details of first aiders on duty

Accidents and incidents book - See Health and Safety

Fire procedures - Record fire drills that are carried out on a regular basis. Number, type and maintenance records for fire fighting equipment. Evacuation procedures displayed in conspicuous places

Parent/Guardian Contract

- Agreement with services' policies and procedures relevant to parents
- Permission for photographs and/or videoing of the child
- Permission for emergency medical attention
- Hours/days their child will attend (schedule/timetable)
- Fee per week/month/term - what is covered by fee
- Method and time of payment / additional costs
- Fee structure
- Holidays/sickness of child in respect of fees
- Timekeeping of parents – any extra charges for early drop off / collection
- Agreement to give notice of illness (esp. infectious) / non-attendance / notice period for each party to terminate the contract / notice period for changing the attendance of child

Observations and Assessments of children - Log book/dairy/
developmental records/daily record sheet

Visitors Book - Name, date, time and identification produced

Compliments and Complaints records

Waiting list

Consent forms – Outings, short term administration of medication...

Regular checks/safety audit

Inventory of equipment and materials

Public Notices - On display in the service should be insurance certificates, staff qualifications, roles and positions, positive behaviour management policy, health and safety certificates, membership certificates to childcare organisations, equal opportunities statement, Ethos/mission statement, emergency contacts...

Updates – processes for keeping information up-to-date and relevant.

Accounts – Bank account details, statements, income & expenditure records, receipt book, cheque payment journal, petty cash book, separate accounts and records for funding, fixed asset register...

Parents Handbook - Asking parents/guardians to sign off handbooks encourages them to read through the handbook and to ask questions to check their understanding.

Ethos/Aims/Philosophy/Mission statement

Contact details - for the service in and out of hours

Policies and procedures - relevant to parents – For example, Settling In procedure, behaviour management, child collection and drop off, partnership with parents, items provided by parents, food and nutrition, access to records, children & illnesses, closures, child protection

Number and age range currently catered for

Timetable - example of typical child's day and regular weekly activities

Curriculum/ methodologies

Management committee - details of and procedures for standing for a parent place on the committee

Staff - List of staff with their position, qualification and experience. Staff contact for specific queries, for example health and safety officer concerning hazards.

Calendar - of opening hours, holidays, training days...

Fees and payment – what is and is not including, how and when payment should be made...

Health Board Inspection – summary and report available on request.

Membership - Statement of membership to national voluntary childcare organisations

Parent participation and visitation policy

Making Contact – Formal and informal arrangements for parents to discuss their child's development, progress, difficulties and contribute to the care and education of their child in the service and to the general development of the service.

Human Resources – N.B. Management committees of childcare facilities have responsibilities as employers

Equal Opportunities (incorporating equality, diversity and inclusion) must apply to all actions through the following clear guidelines that are fair and consistently implemented.

Recruitment and Selection procedures – see Employment Equality Act 1998

- **Job description (roles and responsibilities)** – for management committee members, managers, supervisors, workers, volunteers, students...

- **Personal specification** – Stipulated minimum qualifications, experience and personal qualities required for each role existing within the organisation.

- **Application forms** – if applicable

- **Selection criteria** – based upon the job description and personal specification

- **Interview panel** – minimum of two people working from an agreed score sheet based upon the selection criteria.

- **Vetting** - Verification of information supplied and at least two references. Where possible Garda Clearance

- **Offer/Regret** – standard letter for advising candidates of the results of their application

- **Employment contract** (See relevant employment acts)

Probation period

Conditions of work

Discipline Procedure

Grievance Procedure

Bullying and Sexual Harassment

Payment of wages – hourly, weekly, monthly, cheque, electronic transfer, pay slips...

Record keeping regulations – responsibilities of staff, volunteers and students when handling confidential information

Leave – Annual holiday / Compassionate / Public holidays / Force Majeure / Maternity / Adoptive / Parental / Career breaks

Sick Pay – certified / uncertified

Medical Appointments

Jury Service

Time in Lieu/Overtime

Staff use of service facilities i.e. e-mail and Internet

Trade Union membership

Travel allowances/expenses

Staff handbook / Induction – To include details on the service in general, the services policies and procedures, good practice guidelines, code of ethics, effective work practices with children and parents / guardians, personnel structure of the service, wages, timekeeping, leave,

dress code, working hours, breaks, training, study leave, supervision, support, appraisals...

Key Worker – role and responsibilities

Termination of employment – Resignation, dismissal, termination of employment, redundancy, retirement, notice periods, requesting references...

Volunteers/Students – policy in relation to

Staff Communication - Established lines of communication for the sharing of information throughout the service, i.e. staff meetings

Use of personal mobile phones / receiving personal calls

Work/Life Balance policy – Family Friendly initiatives, i.e. job sharing, flexible working hours...

Staff development

Smoking Ban – guidelines for those who do smoke, i.e. distance from perimeter of service where smoking will be tolerated...

Child Welfare / Protection – See Children First – National Guidelines for the Protection & Welfare of Children, 1999

Child Protection Officer – A designated senior member of staff responsible for ensuring child protection training for all staff, information for parents and to follow up reports of suspicions of abuse and actual abuse.

Welfare – Statement of the services intent and procedures for promoting the general welfare, health, development and safety of children. The promotion of safe working practices.

Child Protection and Welfare – to include transparent procedures for reporting suspected/disclosed abuse and obligation on personnel to report any suspicions of abuse that are based upon reasonable grounds.

Duty to Protect Children and Support Families

Principles for Best Practice in Child Protection

Definition and Recognition of Child Abuse – Emotional, Physical, Sexual abuse and Neglect

Reporting Child Protection Concerns / Obligation to Report (Individual and corporate) / Standard reporting Procedure / Notifying Health Board Child Care Manager

Co-operating with Parents/Carers

Roles and responsibilities for working with and co-operating with agencies throughout child protection cases

Bullying/Peer abuse

Children with disabilities – Acknowledgement of possible extra vulnerability

Support Services - Information on support services for children and families

Allegations against employees and volunteers – procedures for dealing with employees and employer's duty of care for children

Children First / Keeping Safe Training

Equal Opportunities (Equality, diversity and inclusion)

Integration of children with special needs

Language and Literacy (consider those in the community for whom English is a second language and ensure they understand definitions of abuse and procedures if abuse is suspected.)

Garda Clearance must be obtained for staff funded under the Equal Opportunities Childcare Programme. This can be obtained through the Childcare Directorate (01 602 8202). The ISPCC is leading a Vetting Campaign to improve vetting of those who work with children. Contact them to receive a signature book if you wish to support the campaign. Recruitment and selection of staff, volunteers and students must ensure that references and details are always verified.

Positive Behaviour Management

- * To ensure a consistent and positive approach, staff, parents/guardians, students, volunteers and where appropriate children must be involved in the development of behaviour policy and procedures.
 - * Provide clear guidelines of what is positive and acceptable behaviour and how such behaviour can be promoted through example, positive reinforcement, encouragement, freedom of choice and respect for all.
 - * Outline clear boundaries of behaviour and prohibited practices (i.e. slapping, humiliation or shouting) for children, staff, students, volunteers, parents and visitors whilst in the service.
 - * Procedures when incidents of Bullying occur or there is use of inappropriate language.
 - * Ensure policies and procedures are developmentally appropriate and that they outline ages and stages that children may naturally begin to exhibit some challenging behaviours, how the service chooses to deal with these behaviours and support the child through the stage, i.e. temper tantrums, biting...
 - * Policy for the formation of action plans for dealing with ongoing problem behaviour to include regular review dates.
 - * Policy on the promotion of quality and fairness, promotion of children's self-image, self-esteem, personal, group and community identity, development of children's decision making, questioning and challenging skills.
- Policy for informing parents about incidents of inappropriate / challenging behaviour – what is reported to parents, how is it reported, who reports it, confidentiality of third parties...

Out of / After School Care (where applicable)

Provision - Outline out of school care that is provided – opening hours, school holidays, in-service days, early closing...

Links - with local schools and other out of school services

Collection service (if applicable)

Policies and procedures – those outlined here will also apply to Out of School Services and where appropriate the children should be involved in the development of them. Some policies and procedures will have to be amended to suit the age and stage of development of the children that are catered for (i.e. Behaviour management for older children, play policy, supervision, ratios...).

Equipment – Age and stage appropriate toys, materials, resources, books, furniture.

Care Programme - to include policy towards doing homework, providing / serving food, use of television / audio equipment, access to the outdoors, level of supervision (NCNA recommended ratios for out of school care services: - 1:8 for 4 to 6 years; 1:10 for 6 to 8 years; 1:12 for 8 – 12 years)...

Training – specialist training for staff specifically in the area of out of / after school care.

Anti-Bias/Anti-Discrimination Policy

An anti-bias policy should;

- * State a commitment to address racism, discrimination, prejudice, bias and stereotyping, while promoting equality of access, involvement, participation and outcome for all.
- * Outline of the active, everyday approach in the service towards teaching about diversity in culture, gender, ability, class, language, religion, and so forth, so that all of the children and adults value and celebrate the differences and similarities between themselves and others.
- * Outline the approach used to enhancing the personal, family and group identity of each child. Acknowledgement and respect of home languages and traditions
- * Provide guidelines for the regular evaluation of the services environment to ensure that it positively supports an anti-bias approach and enhances the identities of all community members, i.e. an environment that depicts a variety of cultures while not reinforcing stereotypes.
- * Procedures for addressing discrimination and evaluating effectiveness of the anti-bias approach – ensuring that equal opportunities are upheld and social justice is a feature of everyday practice
- * Anti-Bias reflection, training and facilitation
- * Strategy for challenging negative attitudes, behaviour, discrimination and support promotion of attitudes and behaviours that show respect for all people in the service.

Further support for the development of policies and procedures can be obtained from;

National Voluntary Childcare Organisations
Health Board Pre-School Officers
Employer Organisations/ Trade Unions
Local Childcare Resource Centres

Awareness of and compliance with statutory and Legal requirements

Childcare

The Child Care Act 1991, Part VII
United Nations Convention on the Rights of the Child – 1992
Child Care (Pre-School Services) Regulations 1996 Amended 1997 (Also available is an explanatory guide to the regulations)
Strengthening Families for Life: Report of the Commission on the Family 1998
Protection of Persons reporting Child Abuse Act 1998
The National Childcare Strategy 1999
Ready to Learn: White Paper on Early Education 1999
Children First: National Guidelines for the Protection and Welfare of Children 1999
The National Children's Strategy 2000
Our Duty To Care 2002
Quality Childcare and Lifelong learning: Model Framework for Education, Training and Professional Development in ECCE Sector 2002.
Ready, Steady, Play: The National Play Policy 2004
Towards a Framework for Early Learning – A consultative document – NCCA 2004

Employment

Anti-discrimination (pay) Act 1974
Juries Act 1976
Protection of Employment Act 1977
Pensions Act 1990
Industrial Relations Act, 1946 & 1990
Protection of Employees (Employer's Insolvency) Acts, 1984-1991
Workers Protection (regular Part-time employment) Act, 1991
Minimum Notice and Terms of Employment Act 1973-1991
Worker Participation (State Enterprises) Acts, 1977-1993
Unfair Dismissal Act 1977-1993
Protection of Young Persons (Employment) Act, 1996
Organisation of Working time Act 1997 Section III
Statutory Calculation of Annual Leave Entitlements
Pro Rata Entitlement
Public Holidays
Payment for Public Holidays
Absences from Work
Organisation of Working Time Act 1997 (rest periods)
Parental Leave Act 1998
Force Majeure Leave

Employment Equality Act 1998
The National Minimum Wage Act 2000
Payment of Wages Act 2000
European Communities (Protection of Employment) Regulations 2000
European Communities (Safeguarding of employees' rights on transfer on undertakings) Regulations 2000
Terms of employment (Information) Act 1994 & 2001
Carer's Leave Act 2001
Protection of Employees (Part-Time Work) Act 2001
Maternity Leave Act 1994 amended 8/2/01
Adoptive Leave Act 1995 amended 8/2/01
Redundancy Payments Acts 1967 & 2001
Public Health (Tobacco) (Amendment) Act, 2004 (Commencement) Order, 2004

Administration

Data Protection Act 1988
Freedom of Information Act 1997

Other

Refugee Act 1996
Equal Status Act 1998
The Local Government (Planning and Developments) Acts 1963-1999
Equal Status Act 2000
Disability Bill, 2004

Health and Safety

Infectious Diseases Regulations 1981
Fire Services Act, 1987
Food Hygiene Regulations 1950 – 1989
The Safety, Health and Welfare at Work Act 1989
Safety, Health and Welfare at Work (general application) Regulations 1993
EC (Quality of Water Intended for Human Consumption) Regulations 1998
Food Safety Authority of Ireland Act 1998
EC (Official Control of Foodstuffs) Regulations 1998
EC (Hygiene of Foodstuffs) Regulations 2002

Other Committee Responsibilities

Specific responsibilities may be best fulfilled through the appointment of smaller, specialised working groups made up of committee members, parents, workers, volunteers and so forth, who report to the larger committee.

Maintenance and cleaning plans, to ensure an ongoing safe and healthy environment.

Establish system for planning, maintaining, supervising and reviewing (at least annually) programme activities and standards, through consultation with all users of the service.

Review should examine - Aims and objectives, policies and procedures, management systems, staff meetings, supervision and appraisal, record keeping, links with community, statutory and voluntary agencies, partnership with parents, physical environment, curriculum, observation and assessment systems and health and safety.

Review of policies and procedures should take account of the changing views and needs of children, staff, parents and so forth, of new legislation, where circumstances have indicated a need for new policies and current guidelines developed in relation to quality early childhood care and education.

Establish and maintain systems of administration, monitoring and review.

I.e. Child/Staff register, Staff record book, Child's records, Medical records and medication forms, accident/incident book, self and supervisor assessment forms, etc.

Provide and maintain resources / keep up to date accounts and plan for financial stability-

Setting up costs

Planning permission (where applicable)

Equipment/furniture/materials/food/refurbishment/replacement/repairs

Property/accommodation – rent, maintenance, cleaning, etc

Consumables – heating, light, telephone, cleaning products, etc.

Working in partnership costs

Recruitment costs i.e. advertising

Staff training, development and retention

Salaries – payment of PAYE, PSRI & Pensions

Administration/office cost

Audit fee

Local Authority Rates

- Refuse charge
- Commercial water rates
- Commercial building rates

Notification and Inspection fees
Marketing
Outings
Revenue costs
Food (if provided)
Activities and materials
Membership fees i.e. IPPA, NCNA, etc.
Insurance (Groups rates available through IPPA and NCNA) – (Employers liability, Public liability, Motor insurance, Fire and theft)
Fee structures – main income
Tax returns
Costs for facilitation of special needs and requirements
Security costs
Special events / celebrations
Leave cover for staff

Funding Sub-Committee to seek funding to boost resources, expand and improve provision.

EOCP –Equal Opportunities Childcare Programme – for details contact your Local Childcare Resource Centre and ADM Ltd for application forms. When applying for funding keep in mind that yours will be one of many applications for limited funding and therefore will need to consider possible alternatives if funding is declined.

Grants

Fundraising

Establish infrastructure to ensure clear channels of communication to everyone concerned with the service (i.e. Management, staff, parents, children, committee members, local community, etc.).

Establish positive links with the wider community.

Networking with other community groups, childcare providers, and statutory and voluntary agencies.

Working in partnership with parents/families

Be sensitive and responsive to the needs of children, staff and parents.

Develop Open and clear management structures

****Please note that all **lists** in this document **are not exhaustive** and need to be expanded upon and altered depending on the unique demands and characteristics of the service. ****

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National Voluntary Childcare Organisations

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Barnardos is Ireland's leading children's charity. Their goal is to see that all children in Ireland are given the care, support and opportunities that they need and deserve.

Family Support Services – working with children and families to allow children reach their full potential,

Sólás – bereavement counselling service for children who have lost someone close to them,

Beacon – Guardian ad Litem – representing children's best interests in legal proceedings,

Origins – Information and Tracing service – supports adults who are looking for their origins – a service for people who spent part of their childhood in residential institutions. This service also includes the Adoption Advice Service,

National Children's Resource Centre – a unique source of information, training, publications, research and policy on all matters relating to children.

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Forbairt Naíonraí Teo (Formerly An Comhchoiste Reamhscolaíochta)

Promote pre-schooling through the medium of Irish by supporting the establishment and maintenance of Irish medium preschool services.

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The IPPA provide:

Members services e.g. Group Insurance Scheme, newsletter, phone help line

Advice and Support – through their regional staff and Head Office

Training programmes – Accredited IPPA/FETAC training, Tutor training, range of workshops

IPPA Quality Improvement Programme – offers a range of workshops, on-site support and evaluation tools to support quality improvement and prepare services for accreditation

Support for **Parents and Parent and Toddler Groups**

Publications: Children@Play newsletter; Staff/Child Register, Accident/Incident book, Accounts book, Committee Support Pack, Administration of medicine book, Record cards, Indemnity forms, Gold/silver badges, Introduction for Parents Leaflets and all other IPPA publications.

Irish Steiner Waldorf Early Childhood Society

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NCNA’s regional support workers provide assistance and advice to all members from setting up of service through to established childcare services.

NCNA awards ‘Centre of Excellence Awards’ for services that meet certain quality standards.

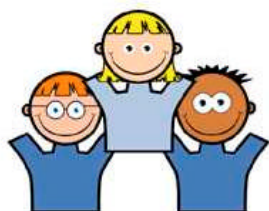
Products for sale; Staff/Child Register, Individual Child Records, Accident/Incident Record Books, Staff Record Book, Medication Record Sheets and Parent book

Publications; ‘After School – The Way Forward’, ‘Good Practice Self-Assessment Manual’, ‘Towards Quality Day-care’, ‘A Career in Childcare’ and ‘Centre of Excellence Manual.’

Providers can also save money through NCNA Group insurance scheme, group pension scheme, low cost, high quality training and store discounts available to members.

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