

INFORMATION FOR PSEP PROVIDERS GUIDANCE

INFORMATION FOR NON-STATUTORY PROVIDERS

This booklet is intended to provide funded voluntary and private (non-statutory) pre-school education providers with information regarding the Pre-School Education Programme (PSEP).

The booklet contains information explaining various aspects of the Programme, including the requirements and standards that all funded non-statutory pre-school education providers must adhere to if they wish to participate in the PSEP.

Department of Education

November 2020

THE PRE-SCHOOL EDUCATION PROGRAMME

INFORMATION FOR PROVIDERS

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SECTION A

GENERAL OVERVIEW

Benefits of Pre-School Education

1. The Department of Education (DE) seeks to ensure that children get the best start in life through enabling education policies, legislation and funding which provide a range of universal and targeted services to help children achieve, develop and thrive. Early years education provision makes a distinctive contribution to helping achieve the wider aims of improving attainment and reducing underachievement, especially in literacy and numeracy. The services are designed to support children and their families by providing positive early years education and learning experiences in safe, stimulating and supportive environments.[1]

The Pre-School Education Programme (PSEP)

2. DE is committed to ensuring that a year of quality funded pre-school education is available to every child in their immediate pre-school year whose family wants it, and the Pre-School Education Programme (PSEP) is how this is achieved.

3. The PSEP is funded by DE via the Education Authority (EA) and is designed as a partnership between the statutory and non-statutory pre-school sectors. Both sectors follow the same curricular guidelines and are subject to the same educational inspection standards. Funded non-statutory pre-school education provision is a significant element of pre-school education, with approximately 34%[2] of funded pre-school education places delivered by non-statutory providers.

4. The PSEP operates in the policy context of DE's Learning to Learn – a Framework for Early Years Education and Learning, which recognises that a child's success in school and life is significantly influenced at a very young age and before they start school, and highlights the distinctive contribution early years provision has in helping achieve the wider aims of improving attainment and reducing underachievement, especially in literacy and numeracy.

The Pre-School Education Group (PEG)

5. The EA, working with the Pre-School Education Group (PEG), is responsible for ensuring there is sufficient provision in local areas to provide a funded pre-school education place for every child in their immediate pre-school year whose parents want it. The PEG includes representatives from the statutory, voluntary and private sectors and is chaired by an officer or member of the EA Board

6. The PEG undertakes an annual review of existing provision, projected need and demand for pre-school education in local areas, taking into account factors such as projected live birth statistics, demographic change and changes to existing pre-school education provision.

7. It also considers issues relating to the introduction of new providers to the PSEP based on agreed criteria and minimum standards, the proposed withdrawal of providers from the PSEP and makes recommendations to DE in respect of requests for temporary flexibility from statutory

[1] Learning to Learn – A framework for Early Years Education and Learning, DE, 2013

[2] Source: DE Census, 2019/20

pre-school providers. The PEG also has a role in monitoring Education and Training Inspectorate (ETI) reports on an ongoing basis and in line with DE guidance, and where necessary, making appropriate recommendations to the EA and DE on providers' continued participation in the PSEP. PEG also works closely with the local Health & Social Care Trusts in this regard.

Structure of provision

8. The PSEP is designed as a partnership between the statutory and non-statutory pre-school sectors. Both sectors follow the same pre-school curricular guidance[3] and are subject to the same educational inspection standards.

9. All non-statutory providers participating in the programme are required to provide part-time pre-school education places. A part time place is usually at least 2.5hours per day, 5 days per week, for 38 weeks over the academic school year September to June.

10. In the interests of providing continuity of experience for the children, all providers are expected to remain in the Programme for the full academic year unless exceptional circumstances arise.

Quality

11. Ensuring that providers participating in the PSEP provide high quality pre-school education is a central aim of the Programme. Non-statutory providers wishing to participate in the Programme are required to meet specified quality standards and be open to inspection by the Education and Training Inspectorate (ETI).

12. Each provider must be able to demonstrate that they have sufficient, appropriately qualified staff to deliver high quality pre-school education in line with the curricular guidance to the agreed number of children. All funded non-statutory providers are required to adhere to the standards set out in the Minimum Standards for Childminding and Day Care for Children under Age 12 [4], including a minimum staff ratio of 1 adult to 8 children.

[3] Link to CCEA Curricular Guidance for Pre-School Education

[4] Link to DHSS Minimum Standards for Childminding and Day Care for Children under Age 12

SECTION B

FUNDING AND ADMINISTRATIVE ARRANGEMENTS FOR NON-STATUTORY PROVIDERS

Which pre-school education providers take part in the Programme?

13. Pre-school education providers which currently provide funded places under the Programme include statutory grant-aided nursery schools, nursery units or classes in Primary Schools; non-statutory playgroups registered with the Health and Social Care (HSC) Trusts; and non-statutory day nurseries and day care providers registered with the HSC Trusts. A list of providers currently offering funded places is available from the Education Authority.

How does a non-statutory pre-school education setting become a funded provider?

14. Settings wishing to provide funded pre-school education places should contact the EA PEG in the first instance. New entrants will usually only be admitted to the Programme to address an anticipated shortfall in provision, as it is PEG practice, where possible, not to displace established good quality pre-school education provision with pre-school education provision in an alternative setting, but every case is considered on its merits.

15. If the EA PEG wishes to consider a provider for inclusion in the Programme, the provider will be asked to complete an Information Form which includes a declaration that a range of minimum standards are in place. In order to provide funded places, a provider must be registered with the relevant Health and Social Care Trust (HSCT), have a staff:child ratio of 1:8 and normally have at least 8 children in their immediate pre-school year enrolled in each funded session unless exceptional circumstances apply. Meeting these criteria offers no guarantee that funded places will be offered, and the final decision rests with the EA PEG. There is no formal right of appeal against the decision made by the EA PEG, but the rationale will be made available upon request.

How do PEG decide if there is a need for new providers in an area?

16. The PEG undertakes an annual review of existing provision, projected need and demand for pre-school education in local areas, taking into account factors such as projected live birth statistics, demographic change and changes to existing pre-school education provision.

17. The PEG will identify areas where an adjustment in the distribution of places is necessary and may consider expressions of interest from providers in those areas where additional provision is required.

How much funding will each pre-school education provider get?

18. Each place provided under the Programme is funded at a rate of £1,901 per child, per year, which must support a funded part-time place - normally at least 2½ hours per day, 5 days per week for 38 weeks of the school year.

19. The total amount of funding each pre-school education provider receives will depend on the number of pre-school education places that the EA approves for funding, and the number of those places that are filled by target aged children.

How will pre-school education providers receive funding?

20. The EA will notify providers of the arrangements for payment for funded places. Providers are usually paid by the EA on a monthly basis, with claims submitted during the month for payment at the end of the same month.

21. Providers will be required to provide the EA with a standard monthly return, and may be required to provide additional information to the EA and/or DE if necessary. Funding is conditional on providers adhering to the requirements set out within this document and the Minimum Standards for Childminding and Day Care for Children Under Age 12.

How long can a provider remain in the programme?

22. No guarantee of funding can be given to any provider for a period of more than one year. However, it is PEG practice, where possible, not to displace established good quality pre-school education provision with pre-school education provision in an alternative setting, but every case is considered on its own merits.

Can funded places be withdrawn from a provider?

23. Funding is available to providers as long as they remain in the Programme. The EA PEG reviews the allocation of places on an annual basis. No guarantee of funding can be given to any provider for a period of more than one year.

24. Any funded pre-school education provider where the educational provision is evaluated as having important or significant areas for improvement (see paras. 83 – 88 'What happens after an inspection') will be given a period of time, in line with DE and ETI procedures, to improve standards. If a provider does not make the necessary improvement within a reasonable period, then the funding of pre-school education places may cease at the end of the academic year. In exceptional circumstances (for example, if a pre-school education provider's HSC Trust registration was withdrawn) funding may be withdrawn during a school year.

25. Any provider which does not adhere to the standards as set out in this guidance, may similarly have funding withdrawn.

Will all the pre-school education provider's places be funded?

26. The number of places allocated to individual providers is based on the assessed level of demand/need in the area. Some pre-school education providers will therefore have all their places funded and others only a proportion of their places.

27. The number of places allocated may vary from year to year. In order to be considered for funded places a provider must normally have at least 8 children in their immediate pre-school year enrolled in each session unless exceptional circumstances apply. Enrolment of this number of children offers no guarantee of continued participation in the Programme.

What documentation is required for funding purposes?

28. The EA will issue details of the specific arrangements for providers to claim their funding. It will be essential for documentary evidence such as application forms, attendance registers and photocopies of birth certificates to be kept readily available for auditing purposes.

Can a provider charge parents for a PSEP place?

29. No. The PSEP place is funded by the EA and providers may not charge for it.

30. If a provider wishes to request voluntary contributions from parents, they may do so, provided that it is made explicit that all contributions are entirely voluntary, and that any parent's decision not to contribute will in no way affect their child's participation in the funded session.

31. If a provider wishes to charge for additional, optional services, they may do so provided that it is made explicit that the services are additional to the funded session, and that any parent's decision not to avail of any additional service will in no way affect their child's participation in the funded session

Can a provider engage external commercial services during a funded session?

32. It is for individual providers to decide whether or not to use external services provided on a commercial basis. However, where such services are used as part of the session funded under the PSEP, they must be consistent with the pre-school curricular guidance and be of a satisfactory standard. It is not appropriate for an additional charge to be made to the parents of children in receipt of funded places for these services.

Can a provider charge for other services, provided outside the PSEP funded session?

33. Yes. Providers may provide other services such as childcare sessions which are separate and additional to the funded PSEP session. Parents wishing to access these additional services should be advised that they are separate to the PSEP provision and that participation in the funded PSEP provision is not dependent on their uptake of any additional services offered.

What information does DE require?

34. Statistical information is required by DE in relation to children taking up places under the Programme. This will be collected in October each year during the annual School Census. It is important that this information is completed and returned to DE by the required date.

35. Information requested as part of the School Census may include:

- number of children in the pre-school education provision;
- numbers of children in funded places attending each morning and afternoon;
- number of children in funded places whose parents receive Income Support; or Income-based Jobseeker's Allowance; or Income Support where an award has been converted to Employment and Support Allowance and the level of benefit remains the same; or Universal Credit.
- number of children entitled to free school meals;
- religion of children in funded places (ie total numbers of children from various denominations, **not** details of the religion of individual children); and
- number of children with additional needs, or with a statement of special educational needs.

In addition, ETI may request information to help inform inspection activities.

What is Extended Services Funding?

36. Extended Services Funding is available to eligible[4] pre-school education settings. The funding is targeted at eligible settings to help them identify and address underdeveloped social, emotional, communication and language skills of the children in the pre-school setting. DE will contact eligible settings at the beginning of each academic year.

[4] Eligibility criteria is as follows: 51% or more of pre-school children (in funded places) drawn from a Neighbourhood Renewal Area or the 30% most disadvantaged Super Output Areas using the NISRA Multiple Deprivation Measure; and / or 37% or more or pre-school children (in funded places) who would have a Free School Meal Entitlement (FSME).

SECTION C

ADMISSION ARRANGEMENTS

Which children are eligible for funded places?

37. All children admitted to funded places must be in their final pre-school year. Priority must be given to children from socially disadvantaged circumstances as defined by DE.

What happens if a pre-school education provider is over-subscribed?

38. If a pre-school education provider receives more applications than there are funded places available, the published admissions criteria must be applied. The criteria must give priority to children from socially disadvantaged circumstances and must be capable of distinguishing between applicants down to the last available place. Advice on the use of admissions criteria is provided to all funded pre-school education providers and is also available on the DE website.

How is "social disadvantage" defined?

39. Children from "socially disadvantaged circumstances" are those whose parents are in receipt of:
    Income Support; or
    Income-based Jobseeker's Allowance; or
    An award of Income Support which has been converted into an Employment and Support Allowance and the level of benefit remains the same; or
    Universal Credit.

    This definition is currently under review. Updated guidance will be provided to all providers participating in the PSEP if the definition changes.

How can a pre-school education provider tell whether children should be given priority on the basis of social disadvantage?

40. When parents indicate that their child is eligible for priority on grounds of social disadvantage, they must provide evidence that they are in receipt of a qualifying benefit. When parents apply for places for their child on this basis they must provide Benefit Verification to confirm that they are in receipt of a qualifying payment.

41. Further guidance on the socially disadvantaged circumstances criterion is available online at the Education Authority website

42. Children whose parents are in receipt of other benefits not listed in the definition of "socially disadvantaged circumstances" may not be prioritised under that criterion.

Are parents required to provide any other documents?

43. A pre-school education provider will require sight of the original birth certificate of every child whose parents apply for a funded place, in order to ensure that only children in their final pre-school year are admitted to funded places. *A photocopy of the birth certificate should be retained for audit purposes*.

44. In addition DE has published guidance on the "duty to verify" important information contained within applications for admission. It may therefore be necessary to ask parents for additional documents to verify address and other details. DE issues guidance on admissions and the duty to verify which can be found on the DE website.

Are there any other factors which can be taken into account?

45. It is for the management committee of a pre-school education provider to decide which other criteria should be used in allocating remaining places once the criterion relating to social disadvantage has been applied.

Can a child have a funded place at more than one pre-school education provider?

46. No. Parents accepting an offer of a funded place should be required to sign a declaration that their child will not be attending any other EA funded pre-school education provision.

What happens if a pre-school education provider has funded places unfilled?

47. If a pre-school education provider is unable to fill its full allocation of funded places, the EA must be notified as soon as possible.

What happens if a child leaves during the year?

48. Should a child who has been allocated a funded place leave, then you must advise the EA who will advise on the next steps. Providers may be able to reallocate the place to another target aged child, or in some cases may be able to offer the place to a fee-paying child.

What if a child applies during the year?

49. If a provider has a funded place available, then it should be allocated in line with the published admissions criteria. If the provider does not have a place available, it should contact the EA Admissions office for advice.

Should I organise an open day?

50. Given the current restrictions placed on settings and associated difficulties brought about by COVID-19 the Department is advising against holding physical open days in the coming months and is instead recommending that settings proceed with alternative options where possible.

51. Some ideas that you may wish to consider within your individual setting context are:

- Recording videos which are uploaded to the setting website or other platforms such as YouTube;
- Virtual/video tours utilising videos or photo slide shows;
- Online appointments and meetings;
- Creating a list of FAQs; or
- Live or pre-recorded presentation/interviews.

52. As with all pre-school related activities at this time the Department strongly recommends that robust planning, detailed risk assessment and control measures are at the core of your planning and decision making. In all cases pre-schools must be mindful of their GDPR responsibilities when developing for publication.

SECTION D

STANDARDS

53. A pre-school education provider must meet quality standards if it is to receive funding from the EA for a pre-school education place.

54. These standards are intended:-

- to reassure parents and others about the quality of provision which has been made for their child;

- to ensure that the broad and balanced educational experiences are appropriate for children in the year before they begin compulsory schooling; and

- to establish a sound foundation on which to build quality pre-school education before the children start compulsory primary school.

Curriculum

55. The term 'curriculum' is used to describe the planned educational experiences which are appropriate for children in the year prior to starting compulsory education. All pre-school education providers in receipt of funded places are expected to offer a curriculum which follows the Curricular Guidance for Pre-School Education, published by the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA) in June 2018.

56. The curricular guidance for pre-school education outlines the range of learning opportunities which children of this age and stage of development should have through play and other relevant experiences. It should be used by staff to plan, review and develop the best practice in early learning and development across the six areas of learning and to promote good practice in a well-balanced play-based curriculum.

57. This curricular guidance is used by the Education and Training Inspectorate (ETI) when evaluating the quality of provision and the outcomes for learners in all pre-school providers.

Group Size and Composition

58. The curriculum for pre-school children must promote their personal, social, physical, intellectual and emotional development, and this can be done most effectively if children learn and play as part of a group of reasonable size. Therefore, in all pre-school education providers, there must be at least 8 children in their final pre-school year in each group (although not all of these children need to be in funded places).

59. The focus of the educational provision in the pre-school education provider must be wholly on the needs of children in their final pre-school year.

Session Length and Frequency

60. All pre-school education sessions must last at least 2½ hours and normally be offered on a 5 session per week basis (Monday – Friday). All pre-school education providers must offer at least 38 weeks of sessions during the period September to June in any academic year.

Staff Training

61. Providers participating in the PSEP are required to be in operation for 190 days each year. Wherever possible, pre-school education providers should arrange for staff training to take place outside their normal opening hours. However, it is recognised that this will not always be possible, and pre-school education providers may therefore close for a maximum of 5 days during each academic year to facilitate staff training and development. As much notice as possible must be given to parents of any changes to the pre-school education provider's opening hours.

62. Where a provider decides not to use all 5 available days, it must be open as normal to provide pre-school education sessions. The EA will request providers to provide evidence of the training undertaken during closure days. Providers are expected to take into account any training needs highlighted by the ETI during the inspection process when planning their training schedule.

Staffing

63. Non-statutory providers participating in the PSEP are required to adhere to the requirements set out in the Minimum Standards for Childminding and Day Care for Children Under 12 which provides guidance on issues such as staffing ratios and qualifications. These minimum standards apply to the registration process with a Health and Social Care Trust, which is a precursor to participation in the Programme.

64. In all non-statutory pre-school education providers in receipt of funded places an adult:child ratio of 1:8 must apply.

Support from a Qualified Teacher/Early Years Specialist

65. It is essential that all pre-school education providers in receipt of funded places have the services of a suitably experienced and qualified teacher or early years specialist during the entire period for which they receive funding from the EA.

66. This support can be provided by an appropriately qualified member of staff, or from an external provider. Pre-school education providers must meet the costs of

the early years specialist support from within the funding provided to them by the EA under the Programme.

67. Guidance on the role of the EYS is currently under review. Additional information and the current guidance is available on the DE website.

Accommodation

68. All pre-school education provision, including any relevant outdoor areas, must conform to the standards required through registration with the relevant Health and Social Care Trust. Information about registration requirements is available online.

69. Furniture and equipment must comply with the relevant health and safety regulations and be appropriate to the age group and sufficient to support the implementation of the pre-school curriculum.

Information for Parents and Others

70. Information must be made available to parents and others to help them decide if they wish to apply for a funded pre-school education place. This should include:-

- information on the pre-school curriculum;
- dates and hours of opening;
- staffing numbers and qualifications;
- admissions policy;
- Special Educational Needs policy and provision;
- Details of any fees and charges which may apply to services which parents may avail of on a voluntary basis.

71. Information must also be made available to parents of children attending the provider. This must include:-

- health and safety arrangements;
- settling-in policy and procedures;
- behaviour management policy;
- child protection policy;
- complaints procedure; and

- reports on children's progress at regular intervals.

Future Requirements

72. All pre-school education providers are expected to comply with any regulations made by DE in respect of pre-school education and to take account of any guidance which may be issued from time to time which relates to children of pre-school age. Failure to adhere to such requirements may impact on funding and/or the providers continued participation in the PSEP.

SECTION E

INSPECTION OF PRE-SCHOOL EDUCATIONAL PROVISION

73. All pre-school education providers receiving funding under the PSEP are inspected and monitored regularly by the Education and Training Inspectorate (ETI).

74. All pre-school education providers in receipt of funded places are provided with guidance on the current inspection procedures. The information is also available on the ETI website

Why are inspections carried out?

75. The purpose of inspection is to promote the highest possible standards of learning, teaching, training and achievement throughout the education, training and youth sectors. This aim is reflected in the ETI's mission statement, which is: *'promoting improvement in the interest of all learners'.*

76. DE's 'Every School A Good School' policy sets out clearly the expectations of DE in relation to all schools striving for improvement.

77. The inspection of a pre-school provider will provide the Management Committee or the Proprietor with information about how well:-

- the children are progressing in their learning;
- the provider is helping them to learn and develop;
- the provider is attending to the children's care, welfare and safety.

Who inspects?

78. An inspection team has members of the ETI who have qualifications and a range of experience in the field of early years education. The team is led by a Reporting Inspector (RI) who is in charge of the inspection and the report of the findings. In some inspections an Associate Assessor (AA) may accompany the RI during an inspection.

What happens during an Inspection?

79. During inspections, the inspectors will:-

- observe the children during their play and other activities;
- talk to the children about what they are doing;

- observe the work of the staff;
- talk to the Principal/Leader and the staff about the provider's programme.

80. They assess:-

- the quality of the relationships throughout the provider;
- the way in which the provider looks after the children's needs, including the arrangements for child protection/safeguarding;
- the quality of the provider's environment;
- how well the children are learning and developing;
- how well the provider is run and led;
- how well the provider relates to the parents and the wider community.

81. The inspectors' evaluations will be based mainly on the first-hand evidence they gain from (i) observing the staff in their work and the children at play and other activities; (ii) reading and evaluating the relevant documentation; and (iii) from talking to the staff. In addition, account will be taken of the responses from the parent, and staff questionnaires. During inspection, the governors/management committee, the Early Years Specialist (if applicable) and the staff meet with the ETI to share information about the governance processes.

How can members of the management committee/proprietor contribute to the inspection process?

82. In addition to meeting at the time of inspection, members of the management committee/proprietor can give their views on how well the pre-school education provider is performing by:-

- Requesting to speak to the RI or team member during the inspection;
- Contacting the RI through a telephone call or letter to Inspection Services Branch using the address, phone number or e-mail address below.

What happens after an Inspection?

83. The Reporting Inspector (RI) will report orally the findings of the inspection after the inspection is completed. It should be noted that the findings reported back are provisional at this stage as all inspection outcomes are subject to a quality assurance process.

84. The findings will also be recorded in a written report, copies of which are sent to the person in charge. If the management group or proprietor wishes to comment on any aspect of the inspection or the report, or to receive any further information

about the inspection process, the Chairperson or proprietor should write to the Chief Inspector at the address below.

85. The report will contain a statement, known as an overall effectiveness conclusion (OEC), which will indicate clearly the:

- capacity of the pre-school for sustained improvement;
- level of follow-up activity required; and,
- urgency of action for improvement.

86. If the report finds that there are important or significant areas for improvement, the management group/proprietor will be asked to draw up an action plan and a follow-up inspection will take place.

What if a provider does not meet the required standards?

87. Any provider where the educational provision is evaluated as having important or significant areas for improvement will be given a period of time, in line with ETI procedures, to improve standards. Providers evaluated as having significant areas for improvement will be advised by DE of additional support available to them to assist in raising standards.

88. If a provider does not make the necessary improvement within a reasonable period then the funding of pre-school education places by the EA may cease.

Safeguarding

89. If the arrangements for safeguarding/child protection are evaluated as 'unsatisfactory' during an inspection or district visit, the ETI will return to the pre-school within six working weeks to evaluate and report on the progress in addressing any unsatisfactory arrangements for safeguarding/child protection issues.

Does ETI inspection replace HSCT inspection?

90. No. All pre-school education providers registered with Health and Social Care Trusts (HSCTs) will continue to have annual inspections as required by the Children (NI) Order 1995.

Inspection Services Branch
Room F29, New Building
Rathgael House
Balloo Road
BANGOR, Co Down
BT19 7PR

Section F

Getting Ready to Learn and the 3+ Review

The Getting Ready to Learn programme

91. The Getting Ready to Learn programme (GRtL) is open to all pre-school education settings with DE-funded places. GRtL provides support to pre-school settings to help them engage with parents, to improve and sustain positive home learning environments for their children. There have been positive outcomes reported for the children, families and settings who have participated; and DE would encourage all settings to participate. Further information can be found at the Getting Ready to Learn website which can be accessed here..

The 3+ Review

92. The 3+ Review is a developmental review of children in their pre-school year, carried out by Health Visitors in partnership with pre-school practitioners and parents. The 3+ Review takes place in the pre-school setting and links with the pre-school curricular guidance, providing parents and practitioners with valuable information that can be used to support the child's development. The Review also enables early identification of needs and where necessary appropriate referral to support services.

93. The 3+ Review commenced in 2016/17 is being incrementally rolled out in pre-school settings across Northern Ireland. This will continue to increase, and in time it is expected that the 3+ Review will be offered to all pre-school children.

94. When your setting is selected to participate in the 3+ Review, your named health visitor or a member of the health visiting team will contact you and provide you with a copy of the guidance for pre-schools which explains the overall process and key stages. DE would encourage settings to become involved in this important partnership between education and health.

Section G

Useful Links

Admissions
Education Authority Admissions Site
Link to EA Admissions webpage

Admissions Guidance
Link to DE School Admissions Guidance

Curriculum
Curricular Guidance for Pre-School Education
Link to CCEA Curricular Guidance for Pre-School Education

Inspection
Inspection Procedures
Link to ETI Update on Inspection Process During Recovery Period

Link to ETI Guidance what Happens After Inspection

Minimum Standards
Minimum Standards for Childminding and Day Care for Children Under Age 12 –
Link to DHSS Minimum Standards for Chi8ldminding and Day Care for Children Age Under 12

Other guidance and policies
'Every School A Good School' policy
Link to DE Guidance on Every School a Good School

Child Protection and Safeguarding
Link to DE Guidance on Child Protection and Safeguarding

Getting Ready to Learn
Link to Getting Ready to Learn Guidance Notes

The Role of the Early Years Specialist
Link to DE Guidance on Early Years Specialists Role

Induction and Transition Guidance
Link to DE Guidance Induction and Transition Pre-School Education and Year 1 Primary School

Special Education
Link to DE Guidance on Special Educational Needs