



Feidhmeannacht na Seirbhíse Sláinte
Health Service Executive

GUIDANCE NOTE

REGULATION 5 HEALTH, WELFARE & DEVELOPMENT OF THE CHILD

Regulation 5 (Health, Welfare and Development of the Child)

This is considered within the “Whole Child Perspective” as set out in the Regulations, explanatory guide & the assessment guide. The National Health, Welfare & Development of the Child Assessment Guide was developed to assist the Inspectorate in evaluating support for child development. It is divided into 4 sections as follows;

- **personal care provided meets the basic needs** of the infants and children
- **relationships around children** are supported
- **physical and material environment** supports the development of children
- **programme of activities** support children’s development

When assessing Regulation 5, Child Health, Welfare & Development it is recorded using the headings as detailed above from the Assessment Guide. In many assessments there will be areas of compliance and areas of non-compliance which are recorded in the relevant sections of the Inspection Outcome Report. The Inspector is required to make a decision on whether the service is overall compliant or overall non-compliant using their professional judgment which is based on their professional knowledge, skills and evidence found on Inspection.

Example 1

Regulation 5 (Health, Welfare and Development of the Child)	
<i>5. A person carrying on a pre-school service shall ensure that each child’s learning development and well-being is facilitated within the daily life of the service through the provision of the appropriate opportunities, experiences, activities, interaction, materials and equipment, having regard to the age and stage of development of the child and the child’s cultural context.</i>	
Compliant: ✓	Non-Compliant:
Compliance information	<p>Basic needs of the infants and children</p> <ul style="list-style-type: none"> • The personal care provided exceeds the basic needs of the Infants and children attending. A few examples observed on Inspection were the encouragement of an 18 month old toddler was given to self feed, the variety within the menu and the healthy snacks the children were being offered. <p>Relationships around the Children</p> <ul style="list-style-type: none"> • The relationships around the children were supported. The carers demonstrated sensitivity towards the children in their care, staff meetings are held monthly and the key worker system is supporting children to form and sustain secure relationships within the service. <p>Physical and material environment</p> <ul style="list-style-type: none"> • The physical and material environment supports children development which is evident in the indoor or outdoor environments which provides a wide range of developmentally appropriate experiences for the children incorporating a cultural context. <p>Programme of activities and its implementation</p> <ul style="list-style-type: none"> • The programme of activities and its implementation support children’s development. Each child is enabled to participate actively in the daily routine, and is given the opportunity to make choices to new learning and experiences.
Non-Compliance information and Action Required:	<p>Basic needs of the infants and children</p> <ul style="list-style-type: none"> • The children ranging from 16 month to 2 years were observed being spoon fed by staff in a hurried manner.

	<p>Action Required</p> <ul style="list-style-type: none"> Children of this age and stage of development should be encouraged to self feed with staff supervising allowing them adequate time to complete this challenging task.
--	---

Example 2

<p>Regulation 5 (Health, Welfare and Development of the Child)</p> <p>5. A person carrying on a pre-school service shall ensure that each child's learning development and well-being is facilitated within the daily life of the service through the provision of the appropriate opportunities, experiences, activities, interaction, materials and equipment, having regard to the age and stage of development of the child and the child's cultural context.</p>		
Compliant:	Non-Compliant: ✓	Not Applicable:
Compliance information	<p>Basic needs of the infants and children</p> <ul style="list-style-type: none"> The personal care provided meets the basic needs of eating and drinking, nappy changing/toileting, personal cleanliness, sleeping/quiet time/privacy, mobility and behaviour of the Infants and children attending. <p>Relationships around the Children supported</p> <ul style="list-style-type: none"> The relationships around the children were supported. Overall it was observed that staff demonstrated sensitivity, warmth and positive regard for the pre school children and their families. Sibling interaction is facilitated. The service has strong links with the local national school and public health nurse. 	
Non-Compliance information and action required:	<p>Physical and material environment</p> <ul style="list-style-type: none"> Children were not taken outside despite it being a dry day when questioned the staff stated the outdoor space was not used regularly as there is no play equipment. The play rooms throughout the service were inadequately stocked. There was for example no sand in the sand area, no dress up clothes in the designated area, no kitchen utensils or ware for the kitchen corner or seating for staff to facilitate feeding and nurturing. Many toys and books require replacement for example the 3 jigsaws were missing pieces and in the library corner many books were torn and missing pages. The TV/DVD player is used on a daily basis as a passive activity. It is scheduled for an hour in the morning and afternoon. It was observed on for the duration of the inspection. A large toy kitchen was available however this was not supported with any toy utensils. <p>Action Required</p> <ul style="list-style-type: none"> Children should be afforded regular opportunities to play outdoors. Toys such as balls, hoola hoops, beanbags can be brought outdoors. Many activities such as running, jumping, skipping, hopping, music and movement games/activities can be facilitated outdoors. Indoor toys can be brought outdoors if appropriate e.g. sand pit, waterplay, blocks, toy kitchen and accessories. Suitable outdoor equipment should be purchased where possible. The rooms should be laid out to maximise definite interest areas which allow children to choose and access an activity or toy they wished to engage. Suitable seating for staff must be made available in all rooms to cater for children who need to be held Toys, equipment and books should be replaced and replenished in each play room with a variety of play activities, toys and equipment for all the age groups attending. TV/DVD should only be used for short periods and then only as an aid to learning. Use of TV/DVD should be interactive and supported by the adult. 	

	<ul style="list-style-type: none"> • All toys and play equipment must be in good condition and suitable for use, the kitchen unit should be adequately stocked with props. <p>Programme of activities and its implementation</p> <ul style="list-style-type: none"> • The activities were adult lead. This was observed in the extensive singing session where many children opted out and stopped participating unnoticed by the carers, when in the art session the carers choose the colours to be used and finished the children's paintings, when a child asked to play with the Lego bricks as he was finished his picture he was told to sit still, after 10 minutes he got restless and started throwing his crayons and was reprimanded. • There was no evidence to show that the programme of care were reviewed or took account of children's individual profile. • The care activity programme displayed stated that a treasure basket, sand and water play and Gymboree are used; however all of these were unavailable in the service. <p>Action Required</p> <ul style="list-style-type: none"> • Children should be enabled to make choices and, be appropriately independent to make decisions particularly when they are observed bored or finished an activity. Consideration should be given when planning the daily activities to support children taking the lead and making choices as opposed to all adult lead activities. This could be assisted with a session of free play included in the programme. • There should be an individual record on each child maintained which documents the progress of the child and is updated and reviewed regularly. • The programme of activities should be updated to accurately reflect the activities that are available to the children.
--	--