



Feidhmeannacht na Seirbhíse Sláinte
Health Service Executive

**CHILD, HEALTH, WELFARE &
DEVELOPMENT ASSESSMENT GUIDE**

REGULATION 5

CHILD HEALTH, WELFARE & DEVELOPMENT – REGULATIONS 5

This assessment guide is divided into four sections as follows:

- Section 1** Examines the extent to which the personal care provided meets the basic needs of the infants and children;
- Section 2:** Examines the extent to which relationships around children are supported;
- Section 3:** Examines the extent to which the physical and material environment supports the development of children;
- Section 4:** Examines the extent to which the programme of activities and its implementation support children's development.

The Inspection should take account of children who may have additional needs taking cognisance of cultural diversity and special needs.

During the pre-school assessment, the items in each section should be rated (where relevant) as either:

- Inadequate: Is not compliant
- Minimal: Is compliant; or
- Good: Exceeds the minimum requirements.

In general, one completed form per setting is all that is required. However, in settings where the care provided in different rooms are significantly different, it may be necessary to complete a separate form for each room.

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Section 1:

EXTENT TO WHICH THE PERSONAL CARE PROVIDED MEETS BASIC NEEDS OF THE INFANTS AND CHILDREN

<p>1(a) Eating and drinking (for example, promotion of healthy food, availability of snacks, drinking water, supervision, timing of feeding, encouragement for self-feeding if appropriate, availability of menus, availability of age appropriate feeding equipment, children’s choices)</p>	<p>Good Minimal Inadequate</p>
<p>1(b) Nappy changing/ toileting (for example, frequency of nappy changing, process of nappy changing, communication with infant / child while toileting, encouragement for self toileting, children’s choices)</p>	<p>Good Minimal Inadequate</p>
<p>1(c) Personal cleanliness (for example, care given to children’s appearance, washing of hands, hair-combing, availability of aprons or bibs, encouragement for self grooming, children’s choices, use, storage and cleaning of soothers)</p>	<p>Good Minimal Inadequate</p>
<p>1(d) Sleeping / Quiet time / privacy (balance between child and service needs, supervision provided, children helped to relax, use of bedding etc. children’s choices in decision making)</p>	<p>Good Minimal Inadequate</p>
<p>1(e) Mobility (regular changes of baby’s position, minimal use of bouncers, free movement of older children)</p>	<p>Good Minimal Inadequate</p>
<p>1(f) Behaviour (attempts to prevent problems arising, handling minor problems before they become serious, helping children find positive solutions to problems, use of reward system)</p>	<p>Good Minimal Inadequate</p>

COMMENTS

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Section 2:

EXTENT TO WHICH RELATIONSHIPS AROUND CHILDREN ARE SUPPORTED

<p>2(a) Provision is made that ensures children can form and sustain secure relationships with adults (for example, through key worker system, minimal staff changeovers), siblings, peers and other children and 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)</p>	<p>Good Minimal Inadequate</p>
<p>2(b) Adults demonstrate sensitivity, warmth and positive regard for children and their families (e.g. use of language, general attitudes to infants, children and their families, methods of communication with families, response to parents and children’s requests)</p>	<p>Good Minimal Inadequate</p>
<p>2(c) A strong ethos of teamwork is evident in the setting (e.g. team activities, staff support, interactions, structured team meetings)</p>	<p>Good Minimal Inadequate</p>
<p>2(d) The staff of the facility operates in partnerships 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 transitions are made as smooth as possible, exchange of information on play, feeding, sleeping, settling, preferences, nappy changing and developmental milestones, written records, communication of information, special events)</p>	<p>Good Minimal Inadequate</p>
<p>2(e) The setting is integrated with the local, regional and national community (for example, local involvement, professional supports and organisations.</p>	<p>Good Minimal Inadequate</p>

COMMENTS

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Section 3:

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

The provision of early childcare and education can be considered as a formal support to children and provides the personal, structural and material environment for care. The purpose of the support is to ensure that all children are supported in the best possible way to achieve their potential. Both the physical and material environment should be supportive of children's development. These environments should be shaped by the development age of its users.

<p>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. Space for babies, to ensure babies can roll and move safely, soft floor for babies starting to crawl, uncluttered and spacious areas, clearly defined interest areas and access to more than one area for toddlers and older children, appropriate seating for adults to facilitate feeding and nurturing)</p>	<p>Good Minimal Inadequate</p>
<p>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, range of materials including paint, play-dough, sand water and finger paint, toys and materials that support all areas of development including, gross motor, fine motor, cognitive and language development and promotes non-stereotypical roles)</p>	<p>Good Minimal Inadequate</p>
<p>3(c) Materials are freely available and easily accessible to all children when needed (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)</p>	<p>Good Minimal Inadequate</p>
<p>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)</p>	<p>Good Minimal Inadequate</p>
<p>3(e) 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, use all year round)</p>	<p>Good Minimal Inadequate</p>

COMMENTS:

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Section 4:

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

The whole child perspective identifies nine dimensions across which children's outcomes can be measured and these are:

- Physical and mental wellbeing
- Emotional and behavioural wellbeing
- Intellectual capacity
- Spiritual and moral wellbeing
- Identity
- Self care
- Family relationships
- Social and peer relationships
- Social presentation

None of the above dimensions stand alone and it is important that they are viewed in the context of their inter-relationships with each other. It is recognised that children's holistic development and learning requires the implementation of a verifiable, broad-based, documented, individualised and flexible programme of activities. The establishment of a daily routine is essential and this should be decided on the basis of opening hours, length of session and mealtimes. The programme should include a variety of age-appropriate activities as well as some quiet time. Activities that encourage and support the identified dimensions above include:

4(a) PLAY 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	Good Minimal Inadequate
4(b) Language development (singing; variety of books, tape recorder /tapes/ dancing / singing / rhymes; story telling; conversation/word games; puppets)	Good Minimal Inadequate
4(c) Each child is enabled to participate actively in the daily routine, in activities, in conversations and in all other appropriate situations, and is considered as a partner by the adult (e.g. facilitation of all children to participate with peers, managing difficulties which arise, enabling children to initiate activity and invite others to join in)	Good Minimal Inadequate
4(d) Each child has opportunities to make choices, is enabled to make decisions, and has her/his choices and decisions respected (e.g. matching care routines to the infants, recording of children's preferences, opportunities for children to have choices, make decisions and plan activities, appropriate level of choice)	Good Minimal Inadequate
4(e) Each child has opportunities and is enabled to take the lead, initiate activity, be appropriately independent and is supported to solve problems (e.g. supporting child-initiated activities, providing opportunities for the child to care for his/her own belongings)	Good Minimal Inadequate
4(f) The opportunities for play/exploration provided for the child mirror her/his stage of development, give the child the freedom to achieve mastery and success, and challenge the child to make the transition to new learning and development	Good Minimal Inadequate
4(g) Planning for curriculum or programme implementation is based on the child's individual profile, which is established through systematic observation and assessment for learning.	Good Minimal Inadequate

