



UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION

# Early Childhood Education

## Institutions Compliance Inspection Manual



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Inspection Sector- Educational Inspection Directorate- Early Childhood Institutions





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# Introduction

The Ministry of Education (MOE) has established the inspection directorate on Early Childhood Education Institutions (ECEI) in line with the UAE 2021 vision launched by His Highness Sheikh Mohammed bin Rashid Al Maktoum, Vice President and Prime Minister of the United Arab Emirates (UAE) and Ruler of Dubai. , "Bless Him".

The UAE leadership vision 2021 aims to develop a first-class educational system and create a distinctive leap in the educational process keeping abreast with modern international trends.

The inspection directorate (ECEI) ensures that each ECEI in the UAE adheres to the policies, regulations, and rules of action established by the Ministry.

Since the transfer of supervision of ECEI to the Ministry of Education in accordance with the provisions of Federal Law No. 14 of 2016 amending certain provisions of Federal Law No. (1) of 1972 regarding the functions of ministries and the powers of ministers, The inspection directorate (ECEI) has developed and updated all types of compliance operations in the areas of childcare and protection.

It has worked on improving and standardising regulatory practices in order to achieve accurate and fair monitoring and providing different directorates in the Ministry with oversight reports including appropriate recommendations.

This ECEI compliance inspection manual that is put in your hand today includes all the references and standards of the ECEI. It also outlines all the tools and models, which will be used to ensure ECEI comply with the laws and regulations governing the work of ECEI.

Furthermore, it forms a basis for ensuring the efficiency, effectiveness and quality of regulatory processes.

The Ministry of Education aims to provide this manual to assist all stakeholders understand compliance audit operations and thus achieve the compliance audit objectives.





# I. General Definitions





<b>The Country</b>	United Arab Emirates (UAE).
<b>Ministry</b>	Ministry of Education
<b>Compliance Audit</b>	A set of processes and procedures, implemented by the Ministry, for ensuring compliance of institutions with the applicable resolutions, regulations and laws. It sends a message of assurance to the whole community that the country's educational institutions are satisfying the requirements, as per the Ministry's policies and standards, and are fulfilling the needs and expectations of all educational process stakeholders.
<b>Children at the Early Childhood Education Institutions</b>	The children admitted to the nurseries, who are not less than 45 days, but not more than 4 years old
<b>Early Childhood Education Institutions (ECEI)</b>	The institutions providing whatever forms of education, training and care for children at the early childhood stage.

**For the purpose of this manual the terms Early Childhood Education Institute will be used to incorporate the following :**

<b>Nursery</b>	A place designated to care for children and develop their capabilities, skills and dispositions. It will develop all aspects of the child, such as the physical, mental, cognitive, psychological, motor, social and emotional development. It receives children up to four years old. It includes all nurseries affiliated with the governmental and non-governmental institutions or facilities.
<b>Independent Nursery</b>	Any governmental or private nursery that operates in an independent building designated for this purpose.
<b>Children's Care Rooms</b>	They are the care rooms affiliated with governmental and non-governmental institutions or facilities and are for the children of staff of such institutions. They are suitable places dedicated to caring for children from 45 days to 4 years old.







**Early Education Centers**

The place where children are provided with all care and development services, from birth to the age of eight. They connect the paths of a child's cognitive, social, emotional and physical development.

**License**

The license for opening and operating an early childhood education institution approved by the Ministry and concerned authorities.

**Ministry's Concerned Leaders**

The leading positions at the Ministry of Education concerned with the affairs of educational compliance, including His Excellency (HE) Minister of Education, Her Excellency (HE) Minister of State for Public Education, HE Undersecretary of the Ministry of Education for Inspection and Support Services, and HE Assistant Undersecretary for Inspection Services.

**Computer Reporting System**

A computerized system for storage of inspection data, and reports.

**Academic Plan**

an accurate description of all aspects of child care and education that will be provided by the nursery.

**Indoor Space**

The area allocated for the care and education of children inside the ECEI facility. It does not include corridors and toilets, offices, storage areas, staff rooms, kitchens, cupboards, closets and fixed equipment.

**Outdoor Space**

The spaces within the nursery building dedicated to the development of children's physical, social and health skills within the program of children's care and education, including playgrounds, gardens and others.







## **II. Framework Development Methodology**



The compliance inspection manual and subsequent Framework has been developed to manage the regulatory processes of ECEI based on a well-designed methodology through different stages. These stages are for ensuring the use of a set of compliance standards, compatible with the best national and international practices. The following stages have been adopted in developing the Framework:

### **i. Collection of National Compliance References:**

They include all national referential laws, regulations, legislations and decrees regarding the ECEI and are focused in ensuring children's care, protection and holistic development. These references, generally, cover many areas including the conditions of buildings and licensing of ECEI, quality of services provided thereof, quality of their staff and the development of the skills of admitted children.

The available national references, including federal laws, ministerial decrees and executive regulations, were reviewed and studied in relation to the most significant domains and elements related to ECEI, including:

- a. **Federal Law 5 of 1983 regarding Nurseries and Executive Regulation thereof, and Ministerial decree 485 of 2008 regarding the Unified Internal Bylaw of Nurseries at the Ministries, Public Institutions and Foundations, Governmental Directorates and Agencies, through which several aspects concerning nurseries have been addressed. They are related to the following areas::**
  - **Building:** A set of conditions that must be adhered to by the early childhood institutions were reviewed, and elements were set related to the parameters, designated areas and rooms to be used for specific reasons, allocation of spaces, playing halls and other facilities. The domains were clarified, and the processes used to measure these domains were taken into consideration, providing systems for effective management..
  - **Health and Safety:** These are one of the most significant domains that ECEI should strictly comply with. The elements included aspects related to: the central fire alarm system; provision of evacuation plans; ensuring the availability of fire extinguishers and first aid kits; ensuring the safety of buildings and equipment; availability of periodical maintenance plans; disinfection and public hygiene systems; provision of health and hygienic equipment and resources and deciding on the dedicated catering areas..
  - **Educational Programs and Activities:** Concentration on educational environment, groupings of children and enrichment programs and activities..

b. **Ministerial decree 482 of 2008, regarding the Unified Personnel Affairs Regulation for the Staff of Nurseries at the Ministries, Public Institutions and Foundations, Governmental Directorates and Agencies.** It addresses a number of administrative aspects of nurseries. The regulations for governing the nurseries business management include a number of areas, including:

- **Administrative Systems:** It guarantees the hiring of appropriate personnel, including the manager, supervisor, nurse and babysitter and other professionals. It also manages all staff and children's records, daily administrative plans, work regulations and the official administrative and financial documents needed for lawful ECEI activities..

c. **Ministerial decree 291 of 2008 regarding Unified Financial System for Nurseries at the Ministries, Public Institutions and Foundations, Governmental Directorates and Agencies.** It addresses the regulation of the financial affairs of nurseries through a set of factors, including::

- **Financial System:** It constitutes the processes provided by ECEI and addresses a number of elements, represented in the nursery financial regulations. They outline documents and the scheme of salaries, wages, allowances, incentives, remunerations, bonuses, other benefits and general expenses, alongside the policies supporting the financial and accounting affairs..

By studying the results and analysis of legal references, legislations, regulations and resolutions regarding the organization of ECEI in the United Arab Emirates, a clear concentration was noted on the following aspects:

1. **Administrative and Financial Affairs:** They include management systems, regulations, financial and administrative records and staff permits..
  2. **Care Programs and Activities:** They include the child's education environment, welfare and supporting facilities..
  3. **Healthy and Safety:** They include the healthy nutrition, safe environment and vocational safety.
  4. **Building and Facilities Management:** They include all facilities and specifications of building at the internal and external levels.
- d. **Federal Law No. (3) Of 2016 Concerning Children's Rights** The Law places the responsibility of Concerned Entities to protect children from all aspects of neglect and abuse. The regulation concerns all ECEI and ensure ECEI is compliant with their legal duty to protect children:
- **Child Protection.** focuses on the process and systems in place to identify and report concerns about a child's safety and well-being. It addresses staff awareness and training in the protection of children.

## ii. Benchmarking:

Similar international and national compliance approaches were reviewed, and various practices were monitored from many leading regulating institutions. Points of similarity and differences with these practices were considered. A number of benchmarking studies were developed, which included the best practices applicable in the leading countries in the area of regulating within ECEI. These studies were used in defining the standards of compliance within ECEI, along with determining the proper processes and methodologies for conducting the compliance audit visit and planning their frequencies. A number of distinct organisations and approaches were reviewed, such as Organization for Economic Cooperation and Development (OECD) and USA National Association for Education of Young Children (NAEYC). Moreover, the approaches of Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) and UK Office for Standards in Education, Children's Services and Skills (OFSTED) were reviewed. In addition to these, the work of leading local organisations, such as Dubai Women's Establishment (DWE) of Government of Dubai were incorporated.

### a. Organization for Economic Cooperation and Development (OECD)::

The report of Organization for Economic Cooperation and Development (OECD) titled A QUALITY TOOLBOX FOR EARLY CHILDHOOD EDUCATION and CARE, issued in 2012, demonstrated a number of areas on which the international practices were depended on in identifying the minimum quality standards within ECEI. The report was based on several comparisons between many leading countries, especially OECD country members. In reviewing quality goals and regulation, the report relied on aspects such as child's development, staff performance, quality services, compliance with legislations and parents' satisfaction. The following significant features of such practices were noted::

- There are various methods and tools for compliance in order to enrich the regulatory process and achieve more transparency and accuracy. There are countries that diversify usage of compliance, including inspection, checklists, observations, and performance records. Meanwhile, other countries used questionnaires, surveys and self-assessment, besides other tools and methods.
- There are various compliance bodies, including early childhood centers and local, national and regional bodies of various levels. Sometimes there are independent bodies and agencies and foreign entities for asserting the significance of compliance in order to realise the best results accurately and unbiasedly..
- The compliance processes are frequent and periodical. They can be related to various intervals, including the

ongoing, annual or more frequent visits as per the nature of the regulatory body and tool, or the targeted compliance scope.

**b. National Association for Education of Young Children (NAEYC)::**

The standards and requirements of developing the academic plan for the USA National Association for Education of Young Children (NAEYC) were examined. They relied on a number of compliance framework factors, including::

1. Executive corporate plan.
2. Corporate structure.
3. Care and education programs.
4. Corporate academic practices.
5. Facilities and resources management.
6. Health, safety and personal hygiene conditions.
7. Corporate governance.

**c. Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA)::**


The standards and requirements of National Safe Schools Framework Resource Manual of the Australian Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) were studied. It was based on nine main standards for ensuring the safety and welfare of children, including the following::

1. Corporate management's compliance with applying the concept of a safe educational institution..
2. Supporting educational culture and the environment for the child.
3. Policies and procedures.
4. Positive behavior management of the child.
5. Early intervention and guided support.

**d. UK Office for Standards in Education, Children's Services and Skills (OFSTED)::**

The standards of the UK Office for Standards in Education, Children's Services and Skills (OFSTED) were examined in conducting the benchmarking ,in relation to the standards related to the compliance processes.

**e. Dubai Women's Establishment (DWE), Government of Dubai:**



The first version of 2009 for the national standards of childcare developed by the Dubai Women's Establishment (DWE), Government of Dubai, was considered in terms of benchmarking the standards covered by this study. There was a closeness between the standards applicable by the Ministry's approved systems and the standards applicable by Government of Dubai. Some elements were suggested to be included in the procedural manual, which concentrates on enriching the standards with a number of aspects regarding the provided services. Standards related to the administrative systems of early childhood education institutions were also considered.

### **iii. Identification of Gaps::**

The benchmarking studies showed that countries and institutions addressed a number of elements that are recommended to be included at a later stage during of the regulatory process: Such elements included::

1. Child developmental stages and how to promote it.
2. Quality services charter.
3. Reinforcement of child's cultural identity.
4. Information privacy policies.
5. Evaluation of ECEI staff.
6. Benefiting from the staff and parents' satisfaction studies.

### **iv. Identification and Development of inspection Quality Standards, Domains, and Elements:**

The main areas of compliance within the early childhood institutions were considered, including the legislations and legal references. The standards, domains and elements were developed based on the former stages and the results from the benchmarking. The main areas and elements were translated into measurable and controllable indicators. Moreover, the tools and forms related to the regulatory process were developed in compliance with the proposed standards, domains and elements.

Based on an evaluation of these elements, four main educational compliance standards were identified..

1. Organization and management
2. Child safety
3. Services and care.
4. Building and resources





# **III. Framework for inspection of Early Childhood Education Institutions (ECEI)**





## 1. Goals:

The compliance framework aims to achieve the following:

- Guaranteeing consistency of the compliance processes.
- Ensuring ECEI comply with the policies, codes, regulations and rules.
- Raising the quality of the services provided by ECEI.
- Reporting any non-compliance and irregularities and proposing the relevant solutions and remedies.
- Ensuring the quality of the compliance processes of ECEI.
- Providing the feedback on the status of ECEI.

## 2. Forms of inspection:

There are many forms for regulating compliance within childhood education institutions as per the nature of conditions, goals and objectives entrusted thereto, including the following:

1. General compliance inspection: It is the comprehensive regulation of institutions that covers all aspects and factors and aims at ensuring the compliance of various ECEI with all policies, codes, regulations and rules, including the inputs and processes of education and quality of provided services.
2. Targeted compliance inspection: It shall be conducted in response to the outcome of a general compliance audit, or investigation of any complaint or observation, or as directed by the Ministry's concerned officials.

## 3. Tools and Forms:

There are various types of tools and forms employed in the regulation process, according to the goals and nature of compliance, as well as the genres of reports issued by the regulatory process, including the following:

1. Form: It shall be used for collecting general data of the institution and its staff, children, channels of communication and institution fitness and includes the following forms:
  - Compliance inspection visit form.
  - Form of correctional actions follow-up.
  - Compliance inspection report form.
2. Correctional plan: it is written using a table format that include general recommendations and observations regarding the institution with the purpose for developing and supporting the correctional plans.

#### 4. Requirements of the Compliance Process and Success Factors:

The success of the compliance process depends on key factors, such as process efficiency and the effectiveness /quality of its outputs. This is achieved by the following:

1. Availability of a Prior Plan for the Compliance Process: To schedule the compliance visits, identify the targeted institutions and inspector team members as well as the focus of the inspection process.
2. Compliance Team Qualifications: The compliance team members shall have the required qualifications, knowledge and capabilities, in addition to thorough familiarisation with all policies, codes and regulations of the Ministry. Team members should have the ability to observe, remark, document evidence collected, the skills of developing various reports, and excellent communication skills.
3. Clear compliance process goals for all compliance teams and personnel in-charge of the inspection process.
4. All non-compliances should be supported with facts and evidences based on proven incidents and no actions shall be taken unless documented evidences are available and applicable.
5. Completed and updated details and data of the institution.

#### 5. Computer Reporting System:

CRS was adopted during the regulatory processes due to the many advantages it presents, such advantages include the following:

- Short and long-term inspection data storage and analysis.
- Storage and analysis of pre-visit inspection visits models.
- Scheduling and establishing a visit program for the inspection teams.
- Monitor the status of inspection indicators.
- Tracking and analyzing the status of non-compliance indicators.
- Writing final visit reports.
- Writing quality assurance reports.
- Collect and analyze survey results and data.
- Collect, track and analyze quality assurance data.
- Connect CRS to the Student Information System (SIS) to view ECEI data.
- Presentation and storage of ECEI reports, so that they can access the program and view reports overtime.

- Direct communication between the inspection sector and ECEI.
- Verification of the updated inspection laws, new decisions, and decrees.
- Monitor complaints received by ECEI.




#### **6. Quality Assurance of Inspection Visits on ECEI:**

- Based on the amendment to Federal Law No. (1) of 2016, which was based on the law issued in 1972, The work of the Directorate of Inspection on Early Childhood Education Institutions (ECEI) was activated to ensure that educational institutions in the country comply with the laws, policies, and regulations published by the Ministry, and the use of mechanisms and tools to implement and activate inspection visits of all kinds.

In accordance with the above law, the inspection sector has established a working team to ensure the quality of the regulatory process through the employment of a highly qualified team of quality assurance staff. The quality assurance process will ensure a continuous feedback that contributes to the development of ECEI in a professional manner reflecting the aspirations of the inspection sector and the vision of the Ministry of Education in general.

#### **7. Inspection Visits Quality Assurance Implementation Steps:**

- The ECEI director approves the inspection visit schedule.
  - The Assistant Undersecretary for the Inspection Sector directs the allocation of the quality assurance team based on the schedule of visits approved by the Director of the ECEI.
  - The quality team will accompany the inspection team to the field visits according to the schedule prepared by the director of the department.
  - The quality team notes and monitors all the observations during the visit using the auditing tools and standards approved in the quality assurance manual and approved by the inspection sector in the ministry.
  - After conducting the compliance-audit visit, the two teams (the compliance team and the quality team) prepare the report of each visit according to its competence based on the following steps.
1. The inspection team prepares the report on the compliance of the ECEI visited.
  2. The inspection team sends the quality report on the ECEI to the director of the ECEI directorate, who in turn shares the information with the quality team that was present during the compliance-audit visit.
  3. The quality team evaluates the report of inspection team in terms of its credibility and validity. It provides feedback on the credibility of the report related to the compliance of the ECEI visited.

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4. The quality team prepares a report on the quality and efficiency of the inspection process and the inspection team skills according to the criteria adopted by the ECEI inspection directorate.
  5. A copy of this report is provided to the Assistant Undersecretary of the Inspection Sector




# IV. Inspection standards of ECEI









Based on what has been reviewed, researched and identified using the benchmarking of national and international standards in the inspection sector of early childhood education institutions. Four main educational standards have been identified. The elements of these domains have been determined and connected with a set of elements.

**Standard 1: Organisation and management.**

The ECEI is licensed by the relevant Government authorities in accordance with the prevailing laws. Policies, procedures and effective record keeping ensure the efficient running of the ECEI. These records, policies and procedures are required for the safe and effective operation of ECEI including their financial management. The leadership and management of the institute plan for and evaluate the effectiveness of provision and ensure adequate ratios of staffing are maintained.

**STANDARD 1**  
**Organisation and management**

Domain	Elements
<p align="center"><b>1.1</b> <b>License to operate</b></p>	<p>1.1.1 A Ministry of Education license to operate is valid and available for Inspection (displayed in a prominent place).</p> <p>1.1.2 If the license holder is a government or corporate body, he/she has a nominated manager to bear all the responsibilities of the license holder.</p> <p>1.1.3 The ECEI has obtained the necessary licenses and complies with the conditions of: The Municipality, The Director of Civil defense The Public health department.</p>
<p align="center"><b>1.2</b> <b>Leadership &amp; Management</b></p>	<p>1.2.1 The manager provides staff with descriptions of their roles and responsibilities.</p> <p>1.2.2 The manager monitors and evaluates childcare supervisor’s effectiveness and provides written reports.</p> <p>1.2.3 The manager provides the childcare supervisors with ongoing opportunities to access external and/or internal training which contributes to raising their standards.</p> <p>1.2.4 A supervisor is nominated to act in charge when the designated manager is absent.</p> <p>1.2.5 All staff working directly with the children are qualified in Early Childhood Education.<sup>(1)</sup></p> <p>1.2.6 An Academic plan that provides an accurate description of all aspects of child care and education that will be provided by the nursery.</p>

(1): See Appendix 4

**STANDARD 1**  
**Organisation and management**

Domain	Elements
<p align="center"><b>1.3</b> <b>ECEI records</b></p>	<p>1.3..1 Child admission form is completed with the required information.</p> <ul style="list-style-type: none"> <li>▪ Child Name, date of birth and nationality.</li> <li>▪ Copy of Emirates Identity.</li> <li>▪ Admission date.</li> <li>▪ Address.</li> <li>▪ Contact phone numbers.</li> <li>▪ copy of child birth certificate.</li> </ul> <p>1.3..2 Children attendance register is completed daily and records kept. <sup>(2)</sup></p> <p>1.3..3 Medical report showing the child's health status at periodic intervals.</p> <p>1.3..4 Parents/guardian instructions are recorded in relation to the child's health.</p> <p>1.3.5 All accidents are recorded identifying the corrective action taken.</p> <p>1.3.6 Staff attendance register completed daily and records kept.</p> <p>1.3.7 Availability of Health Card for Each Employee.</p> <p>1.3.8 All staff have the required employment documents:</p> <ul style="list-style-type: none"> <li>▪ Copy of labour card.</li> <li>▪ Attest academic certificate.</li> <li>▪ Experience certificates.</li> <li>▪ Certificates of good conduct.</li> <li>▪ Valid occupational Health card. <sup>(3)</sup></li> <li>▪ Copy of the passport.</li> <li>▪ Copy of medical insurance.</li> </ul> <p>1.3.9 Personal records of children and staff are kept confidential.</p> <p>1.3.10 Institution Commitment to upload children and staff data and records on the Student Information System (SIS).</p> <p>1.3..11 Commitment of ECEI to record data of employees, children and their parents using the Emirates ID reader with periodic updating of these data.</p>
<p align="center"><b>1.4</b> <b>Policies and Procedures</b></p>	<p>1.4.1 ECEI implements a healthcare policy and the policy is accessible to all stakeholders.</p> <p>1.4.2 ECEI implements a safety and security policy and the policy is accessible to all stakeholders.</p> <p>1.4.3 ECEI implements partnership with parents and the community policy and the policy is accessible to all stakeholders.</p> <p>1.4.4 Admissions and registration policy in place and the policy is accessible to all stakeholders.</p> <p>1.4.5 The child protection policy is accessible to all stake holders.</p> <p>1.4.6 ECEI implement a staff training policy and the policy is accessible to all stakeholders.</p> <p>1.4.7 Complaints policy in place and accessible to all stakeholders.</p>

(2): Records kept for 1 year

(3): For staff working directly with the children

**STANDARD 1**  
**Organisation and management**

Domain	Elements
<p align="center"><b>1.5</b> <b>Accounting and finance system</b></p>	<p>1.5.1 There is a transparent accounting system in place that includes a record of all finance payments and receipts. 1.5.2 There is a Ministry of Human Resources and Emiratization approved staff payroll system that includes wage protection. 1.5.3 The Ministry of Education has approved the initial fee structure and any subsequent increases.</p>
<p align="center"><b>1.6</b> <b>UAE social &amp; cultural norms</b></p>	<p>1.6.1 Only female staff are employed.<sup>(4)</sup> 1.6.2 Children participate and celebrate UAE National events. 1.6.3 Muslim children are not obliged to attend, or prepare for non-Islamic religious ceremonies. 1.6.4 Complies with religious and national holidays and the dates are listed in the schedule of annual holidays.</p>
<p align="center"><b>1.7</b> <b>Child grouping</b></p>	<p>1.7.1 All children attending are the legal age permitted for admission to ECE Institutes. 1.7.2 Children are grouped according to their age in any variation.</p>
<p align="center"><b>1.8</b> <b>Staff to Child Ratio</b></p>	<p>1.8.1 The staff to child ratio meets regulations and does not consider any administrative, cleaning, security or other non-qualified staff.</p> <ul style="list-style-type: none"> <li>▪ 1:4 for children aged birth to one year.</li> <li>▪ 1:5 for children aged 1 year to less than 2 years.</li> <li>▪ 1:8 for children aged 2 year to less than 3 years.</li> <li>▪ 1:10 for children aged 3 year to 4 years.</li> </ul> <p>1.8.2 Arrangements are in place to maintain the minimum requirement required during staff absences/leave.</p>

(4): Employed staff directly involved in supervising the children.

## Standard 2: Child Safety

The importance of keeping children safe is at the center of staff practice. This includes keeping children safe through procedures which assess all risks and derived actions. Staff should take positive steps to promote safety within the institution and on ECEI visits and ensure proper precautions are taken to prevent harm. Fire protection is in place and appropriate throughout the ECEI.

STANDARD 2 Child Safety	
Domain	Elements
<b>2.1 Child safety</b>	<p>2.1.1 Risk assessments and daily checks are in place.</p> <p>2.1.2 Children are supervised at all times.<sup>(5)</sup></p> <p>2.1.3 The ECEI is secured in a manner that will not permit unauthorized access or allow children to leave the premises unattended.</p> <p>2.1.4 Materials and tools that could harm children are kept out of reach. For example:- (cleaning materials, medicines, sharp tools).</p> <p>2.1.5 CCTV monitoring and recording in all areas used by the children in line with the ECEI child protection policy.<sup>(6)</sup></p> <p>2.1.6 All power outlets and electrical wires are out of reach or they are covered with protection.</p> <p>2.1.7 Protection is provided for stairs.</p> <ul style="list-style-type: none"> <li>▪ safety gate at each end.</li> <li>▪ Handrails of adequate height on both sides.</li> </ul> <p>2.1.8 Protection is provided for all windows and doors. As a minimum:</p> <ul style="list-style-type: none"> <li>▪ finger guards on doors.</li> <li>▪ window restrictors.</li> <li>▪ door controls.</li> </ul> <p>2.1.9 Children are monitored while they are sleeping.</p> <p>2.1.10 All staff are appropriately trained in first Aid.<sup>(7)</sup></p> <p>2.1.11 Swimming pools are made safe.</p> <p>2.1.12 Large containers that collect water are covered when not being used.</p> <p>2.1.13 Man holes are covered.</p> <p>2.1.14 Flooring under large play equipment is made safe.</p>

(5): Children must usually be within sight and hearing of staff.

(6): CCTV recordings kept for 30 days, CCTV recording are not the only methods of monitoring children.

(7): All Staff working directly with the children must hold a valid level 2 First aid certificate recognized by an Awarding body.

**STANDARD 2**  
**Child Safety**

Domain	Elements
<p><b>2.2</b> <b>Fire protection</b></p>	<p>2.2.1 There is a procedure in place for the emergency evacuation of the building.</p> <p>2.2.2 Fire alarms are monitored regularly to ensure they work.</p> <p>2.2.3 Fire doors and exits are not obstructed, clearly identified and allow access.</p> <p>2.2.4 Children and staff take part in regular fire drills.</p> <p>2.2.5 Fire blankets are available in cooking areas.</p> <p>2.2.6 There are an adequate number of fire extinguishers available for the size of the building.<sup>(8)</sup></p> <p>2.2.7 Fire extinguishers are routinely checked to ensure they work.<sup>(9)</sup></p>
<p><b>2.3</b> <b>Children's safety during outings</b></p>	<p>2.3.1 Transportation provided by the ECEI complies with the following:</p> <ul style="list-style-type: none"> <li>▪ Working air conditioning.</li> <li>▪ 2 buckle seat belts fitted to each passenger seat.</li> <li>▪ Age appropriate child seats.</li> <li>▪ Fully equipped first aid box.</li> <li>▪ Portable fire extinguisher.</li> </ul> <p>2.3.2 There is designated supervisor who ensures procedures are in place to keep children safe when they use ECEI transportation and during outings.</p> <p>2.3.3 Parents are provided with contact details of the supervisor.</p> <p>2.3.4 There is a system in place to ensure children who use the ECEI transportation are always handed over to an authorised adult and not left unattended.</p> <p>2.3.5 Availability of a copy of the bus driver's license.</p>

<sup>(8)</sup>: As per Civil Defense guidelines .

<sup>(9)</sup>: Civil Defense approved company.

### Standard 3: Services and care

The importance of children’s health and wellbeing through school life is promoted. This includes healthy eating choices and exercise opportunities to enable physical development. The ECEI plays a role in their personal, social, and behavioral development and provide support for the “determined ones” to support their individual needs.

STANDARD 3 Services and care	
Domain	Elements
<b>3.1 General Hygiene</b>	3.1.1 The premises and equipment are clean. 3.1.2 Systems and procedures ensure there is minimal risk of cross contamination. 3.1.3 Sandpits are protected from contamination and the sand is clean. 3.1.4 There is in place a periodic treatment for pest-control. 3.1.5 Staff follow good hygiene care practices.
<b>3.2 Nutrition</b>	3.2.1 All meals and food are prepared in hygienic conditions. 3.2.2 Food is stored safely. 3.2.3 Food provided by the ECE institute promotes healthy eating. 3.2.4 Procedures ensure children’s dietary, cultural and religious requirements are adhered to.
<b>3.3 Medical Care</b>	3.3.1 A doctor makes periodic visits to allow each child to be checked. 3.3.2 A full-time nurse is employed. <sup>(10)</sup> 3.3.3 The nurse’s room meets regulations. <sup>(11)</sup>
<b>3.4 Nursing children.</b>	3.4.1 There is an allocated area for the preparation of infant feeding bottles. 3.4.2 There are processes in place to ensure that infant feeding bottles are prepared hygienically. 3.4.3 There is a quiet and private area allocated for mothers wishing to breastfeed their child. 3.4.4 Breastfeeding is positively encouraged.
<b>3.5 Behavior management</b>	3.5.1 There is a written policy on how staff should manage children’s behavior. 3.5.2 Staff implement the behavior policy. 3.5.3 Procedures ban the use of physical punishments, or threat of them.

(10): The nurse must be licensed by an approved Ministry of Health entity.

(11): Ministry of Health requirements.

**STANDARD 3**  
**Services and care**

Domain	Elements
<b>3.6</b> <b>Determined Ones children</b>	<p>3.6.1 There is a policy in place for the inclusion of determined ones based on the capabilities of the center as far as the availability of equipment and specialised supervisors.</p> <p>3.6.2 A staff member with knowledge and experience and training in supporting determined ones.</p> <p>3.6.3 Determined ones have an individual support plan in place and this is updated regularly to reflect the needs and progress of the child.</p> <p>3.6.4 The determined ones coordinator cooperates with parents and other specialists supporting the child and exchanges information related to their progress.</p>

**Standard 4: Building and resources**

Accommodation and provision is fit for purpose in meeting the legal requirements for sleeping, classrooms, outdoor areas and washroom facilities. There are designated areas used for specific activities, which are fit for purpose and separate from the children’s rooms. These include administrative areas, nursing room, washrooms and food preparation areas.

**STANDARD 4**  
**Building and resources**

Domain	Elements
<b>4.1</b> <b>Building regulations and conditions</b>	<p>4.1.1 The ECEI is on the ground floor or first floor of a multi-story building.</p> <p>4.1.2 The building is solely used for childcare and education.</p> <p>4.1.3 Rooms provided for the children meet the minimum space requirements for the age group. Net floor areas:</p> <ul style="list-style-type: none"> <li>▪ Birth - 2 years: 3.5sqm per child.</li> <li>▪ 2- 4 years: 3.0sqm per child.</li> </ul>
<b>4.2</b> <b>Outside play area</b>	<p>4.2.1 The outside playground used by children is shaded to protect them from the natural elements.</p> <p>4.2.2 The outside space meets regulations for a group of children at any one time with a floor area not less than: <sup>(12)</sup></p> <ul style="list-style-type: none"> <li>▪ 3.5sqm for every child under two years.</li> <li>▪ 5sqm for every child above two years.</li> </ul>

**(12):** In the event of non-compliance with the conditions in 4.2.2, the outer space may be replaced with one of the following alternatives:

- A. The use of a garden or a public playground that meets the conditions of children’s safety and safety, provided that it is not more than 300 meters away from the nursery and can be reached by security.
- B. Provide internal space exposed to direct sunlight with the presence of natural plants (harmless and non-toxic) specifically designed to develop total motor skills.





STANDARD 4 Building and resources	
Domain	Elements
4.3 Children's sleeping rooms	<p>4.3.1 Infant sleeping beds are suitable for the age of each child.</p> <p>4.3.2 Sleeping beds are suitably spaced apart.<sup>(13)</sup></p>
4.4 Toilets and washrooms.	<p>4.4.1 There is one toilet and hand washbasins per ten children over the age of two years.</p> <p>4.4.2 There are separate toilets and wash basins for adult use.</p> <p>4.4.3 Children are not permitted to use the adult toilets.</p> <p>4.4.4 Appropriate to their stage of development, staff train children to use the toilet facilities independently.</p> <p>4.4.5 There is a suitable diapering area for infants including:</p> <ul style="list-style-type: none"> <li>▪ A changing station.</li> <li>▪ A hand wash area.</li> <li>▪ A diapering bin.</li> </ul>
4.5 Staff and administration rooms	<p>4.5.1 The administration office is separate from the rooms used by children.</p> <p>4.5.2 The administration office is used to store staff and children's records and allows parents to discuss matters in private.</p> <p>4.5.3 There is a separate room allocated away from the children for staff to use during their break.</p>
4.6 Furniture, equipment and resources	<p>4.6.1 There is a sufficient number of age appropriate chairs and tables available for the number of children.</p> <p>4.6.2 Furniture is in good repair and well maintained.</p> <p>4.6.3 Toys and play equipment are in good repair and well maintained.</p> <p>4.6.4 There is a sufficient amount of toys and play materials available for the number of children.</p> <p>4.6.5 Play resources are organized so they are easily accessible to children.</p> <p>4.6.6 The layout of the building and the design used for the play and learning environment is appropriate and stimulating for children (use of quiet colors, a childrens display panel, enough space between the furniture used to suit the height of TVs and projectors with children's ages).</p> <p>4.6.7 Providing supportive needs for determined ones for example slopes and toilets.</p>

(13): No less than 1 meter apart.

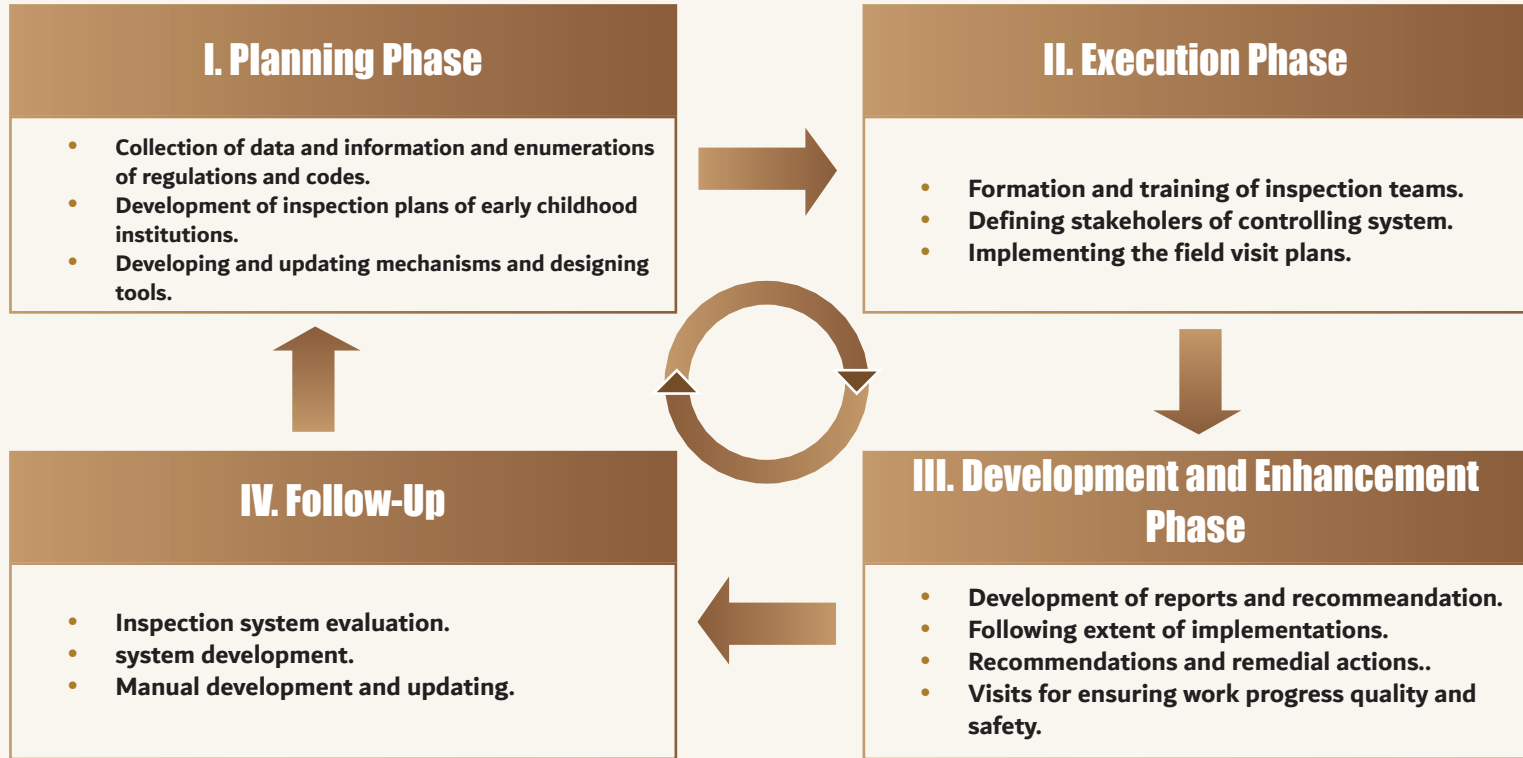




# V. Cycle of Inspection Process of ECEI











# VI. Outputs of Educational Inspection



The main aim of compliance processes shall be contributing in development of institutions concerned with children's care and development. Usually, the results in the following reports:

- Accumulative Analytical Reports: They are executive reports that include a summary of the contents of compliance reports, including strengths (compliance), weaknesses, opportunities of development, non-compliance aspects and frequencies, in addition to the recommendations regarding development of institution's quality services and the development of new policies, regulations and tools reported to the decision-makers for taking the proper decisions.
- Annual general compliance inspection reports.
- Annual report for each educational institution.
- Reports for the targeted visits results.
- Periodical reports for the related authorities at the Ministry for taking the proper actions against the violating authorities.
- Remedial plans for correcting the deviations of educational standards, policies and codes.
- Suggestion of regulatory and legislative policies for remedying the gaps in the compliance system.
- Hierarchy of training needs for the educational inspection teams.

#### **Educational inspection report elements:**

The educational compliance report shall represent the final results of visits and efforts paid and exerted by the compliance inspection team. Through inspection the team determines the extent and degree of compliance of early childhood education institutions with the applicable regulations and resolutions, in addition to any observations and details that may contribute in supporting the decision-making process. The inspection report includes the following elements:

1. Compliance results: Through which we conclude that ratio of institution's realisation of compliance aspects.
2. Institution's Particulars: For updating the statistics and details of the institution, whether related to staff, children or otherwise.
3. Non-compliance and Observations: They include the most prominent observations and Non-compliance and their significance and influence, through which the proper decision is taken in such regard.
4. Recommendations: They, in turn, contribute in supporting taking fair and proper decisions and judgments, guiding the necessary steps and measures for bridging the gaps and remedying observations, as soon as possible, as these recommendations are reflecting the status quo of compliance audit teams. Moreover, they may include items not covered by or not included in the compliance forms.



### ECEI Inspection tools and forms:

- Compliance inspection inspection visit form.
- Form of correctional actions follow-up
- Compliance inspection report form







# VII. Code of Conduct





All educational supervisors are expected to adhere to the highest standards of professionalism during the implementation of educational regulation. The provisions of the Code of Conduct for the members of the educational inspection teams include the following:

**All members of the inspection teams are committed to values based on the principles of integrity, courtesy, respect and professionalism, which adhere to the following :**

- Commitment to not share any opinion or conclusions until further revision of the cases monitored and to ensure that these conclusion are in accordance with the relevant laws, legislation and regulations.
- Commitment to exercise all professional activities entrusted to the inspection team with complete neutrality and taking into account the principles of responsibility and integrity in the preparation of educational compliance reports.
- Adherence to the use of available technical resources efficiently and within the intended uses only.
- Refrain from accepting gifts or donations from any of the representatives of the educational institution and rejecting all forms of privileges and favoritism that would impede the implementation of the responsibilities assigned to the inspection team or affect the content of the reports issued.
- Making decisions without prejudice or intent to cause harm.
- Commitment to address issues without backgrounds, opinions or personal impressions.
- The obligation not to abuse the power granted to the compliance team, and to respect the counterparty regardless of their duties, positions, nationalities or religious or ethnic affiliations.
- Commitment to exercise functions and tasks to serve the public interest.
- Commitment to avoid practices and relationships that conflict with the responsibilities of the inspection team.
- Commitment to work to support the confidence of the community in the inspection processes according to the system of the approved behavior of the employees of the federal government.





# VII. References



## Interrelation of inspection standards with national inspection references

Element	Law
<b>Standard 1: Organisation and management</b>	
<b>1.1 License to operate</b>	
1.1.1	Ministerial resolution No (1) of 1989, Article (9)
1.1.2	Ministerial decision No (1) of 1989 with Federal law (5) of 1983, Article (14)
1.1.3	Ministerial decision No (1) of 1989 with Federal law (5) of 1983, Article (9)
<b>1.2 Leadership and management</b>	
1.2.1	Ministerial decision No (1) of 1989 with Federal law (5) of 1983, Article 14
1.2.2	Ministerial decision No (1) of 1989 with Federal law (5) of 1983, Article 14
1.2.3	Ministerial decision No (1) of 1989 with Federal law (5) of 1983, Article 14
1.2.4	Ministerial decision No (1) of 1989 with Federal law (5) of 1983, Article 14
1.2.5	Ministerial Decision No. (457) of 2017 on the Standards and Requirements for Licensing New Independent Nurseries, Article 6
1.2.6	Ministerial Decision No. (457) of 2017 on the Standards and Requirements for Licensing New Independent Nurseries, Article 1



Element	Law
<b>1.3 ECEI records</b>	
1.3.1	Ministerial decision No (1) of 1989 with Federal law (5) of 1983, Article 12
1.3.2	Ministerial decision No (1) of 1989 with Federal law (5) of 1983, Article 12
1.3.3	Ministerial resolution No (1) of 1989, Article12
1.3.4	Ministerial resolution No (409) of 2015, Article 5
1.3.5	Ministerial resolution No (1) of 1989, Article12
1.3.6	Ministerial decision No (1) of 1989 with Federal law (5) of 1983, Article 12:
1.3.7	Ministerial decision No (1) of 1989 with Federal law (5) of 1983, Article 12
1.3.8	Ministerial decision No (1) of 1989 with Federal law (5) of 1983, Article 12
1.3.9	Ministerial resolution No (409) of 2015, Article 2 Ministerial resolution NO 485 of 2008 Article 3
1.3.10	Based on Licensing Directorate Requirements
1.3.11	Ministerial Decision No. (457) of 2017 on the Standards and Requirements for Licensing New Independent Nurseries, Article 7





Element	Law
<b>1.4 Policies and procedures</b>	
1.4.1	Federal law (5) of 1983, Article 3
1.4.2	Federal law (5) of 1983, Article 3
1.4.3	Ministerial decision No (1) of 1989 with Federal law (5) of 1983, Article 14
1.4.4	Ministerial decision No (1) of 1989 with Federal law (5) of 1983, Article 12
1.4.5	Ministerial decision No (1) of 1989 with Federal law (5) of 1983, Article 12
1.4.6	Ministerial decision No (1) of 1989 with Federal law (5) of 1983, Article 14
1.4.7	Ministerial decision No (1) of 1989 with Federal law (5) of 1983, Article 14
<b>1.5 Accounting and finance system</b>	
1.5.1	Ministerial resolution No (409) of 2015, Article 4
1.5.2	Ministerial resolution No (409) of 2015, Article 4 Cabinet resolution No (19) of 2006 Ministerial resolution No (291) of 2008 concerning the Unified Financial System
1.5.3	Cabinet resolution No (57) of 2016, Article 3





Element	Law
<b>1.6 UAE social and cultural norms</b>	
1.6.1	Ministerial resolution No (1) of 1989, Article13
1.6.2	Ministerial Resolution No (1) of 1989. Article 3
1.6.3	Ministerial decision No (1) of 1989 with Federal law (5) of 1983, Article 5
1.6.4	Ministerial resolution No (1) of 1989, Article 10
<b>1.7 Child grouping</b>	
1.7.1	Ministerial decision No (409) of 2015, Article1 Ministerial decision No (1) of 1989 Federal law (5) of 1983, Article 3
1.7.2	Ministerial decision No (1) of 1989 with Federal law (5) of 1983, Article 7
<b>1.8 Staff to child ratio</b>	
1.8.1	Ministerial Decision No. (457) of 2017 on the Standards and Requirements for Licensing New Independent Nurseries, Article 4
1.8.2	Ministerial resolution No (409) of 2015 , Article 5 (workers of care rooms)





Element	Law
<b>Standard 2: Child Safety</b>	
<b>2.1 Child safety</b>	
2.1.1	Federal resolution No 24 1999 ED OEHSMS GF 1.1
2.1.2	Federal resolution No 24 1999 ED OEHSMS GF 1.1
2.1.3	Federal resolution No 24 1999 Ministerial resolution No( 485) 2008, article 3.1.6
2.1.4	Federal resolution No 24 1999
2.1.5	Federal resolution No 24 1999 ED OEHSMS GF 1.1
2.1.6	Ministerial resolution No( 485) 2008
2.1.7	Federal resolution No 24 1999 ED OEHSMS GF 1.1
2.1.8	Federal resolution No 24 1999 ED OEHSMS GF 1.1
2.1.9	Federal resolution No 24 1999 ED OEHSMS GF 1.1
2.1.10	Ministerial resolution No (409), 2015, Article 15 ED OEHSMS GF 1.1





Element	Law
2.1.11	Federal resolution No 24 1999 ED OEHSMS GF 1.1
2.1.12	Federal resolution No 24 1999 ED OEHSMS GF 1.1
2.1.13	Federal resolution No(24), 1999, article 91 + 7 ED OEHSMS GF 1.1
2.1.14	Federal resolution No(24), 1999, article 91 + 7 ED OEHSMS GF 1.1
2.1.15	Federal resolution No(24), 1999, article 91 + 7 ED OEHSMS GF 1.1
<b>2.2 Fire protection</b>	
2.2.1	Federal resolution No (24) 1999, Article 91+1 ED OEHSMS GF 1.1
2.2.2	Federal resolution No (24) 1999, Article 91+1 ED OEHSMS GF 1.1
2.2.3	Federal resolution No (24) 1999, Article 91+1 ED OEHSMS GF 1.1
2.2.4	Federal resolution No (24) 1999, Article 91+1 ED OEHSMS GF 1.1
2.2.5	Federal resolution No (24) 1999, Article 91+1 ED OEHSMS GF 1.1
2.2.6	Federal resolution No (24) 1999, Article 91+1+ 7
2.2.7	Federal resolution No (24) 1999, Article 91+1+ 7





Element	Law
<b>2.3 Children's safety during outings</b>	
2.3.1	Executive regulation of the order No (2) for 2008
2.3.2	Executive regulation of the order No (2) for 2008
2.3.3	Ministerial Resolution No. (1) of 1989 in the Executive Regulation of the Federal Law No. (5) of 1983 concerning Nurseries
2.3.4	Executive regulation of the order No (2) for 2008
2.3.5	UNITED ARAB EMIRATES National Transport Authority EXECUTIVE REGULATIONS OF FEDERAL LAW No. (9) FOR THE YEAR 2011 CONCERNING LAND TRANSPORT Article: (28)
<b>Standard 3: Services and care</b>	
<b>3.1 General Hygiene</b>	
3.1.1	Ministerial decision No (1) of 1989 with Federal law (5) of 1983, Article 14
3.1.2	Ministerial Resolution No(1) of 1989 with Federal law (5) of 1983, Article 14, Fifth, 6
3.1.3	Ministerial Resolution No(1) of 1989 with Federal law (5) of 1983, Article 14, Fifth, 6
3.1.4	Ministerial Resolution No(1) of 1989 with Federal law (5) of 1983, Article 14, Fifth, 6
3.1.5	Ministerial Resolution No(1) of 1989 with Federal law (5) of 1983, Article 14, Fifth, 6





Element	Law
<b>3.2 Nutrition</b>	
3.2.1	Federal law (5) of 1983, Article 3
3.2.2	Ministerial resolution No(485, 2008, Article 2.3.6
3.2.3	Federal law (5) of 1983, Article 3 Ministerial Resolution No(1) of 1989 with Federal law (5) of 1983, Article 14, Fifth, 3
3.2.4	Federal law (5) of 1983, Article 3
<b>3.3 Medical care</b>	
3.3.1	Ministerial decision No (1) of 1989 with Federal law No (5) of 1983, Article 14
3.3.2	Ministerial decision No (1) of 1989 with Federal law No (5) of 1983, Article 14
3.3.3	Ministerial resolution No (1) of 1989 with Federal law No (5) of 1983, Article 7
<b>3.4 Nursing children</b>	
3.4.1	Ministerial decision No (1) of 1989 with Federal law (5), Article 14: 5: 3
3.4.2	Ministerial decision No (1) of 1989 with Federal law (5), Article 14: 5: 3
3.4.3	Ministerial decision No (1) of 1989 with Federal law (5), Article 14: 5: 3
3.4.4	Ministerial decision No (1) of 1989 with Federal law (5), Article 14: 5: 3



Element	Law
<b>3.5 Behavior Management</b>	
3.5.1	Federal law (5) of 1983, Article 3
3.5.2	Ministerial Resolution No 485 of 2008 regarding the Unified Internal Regulation of Kindergartens in Federal law (5) of 1983, Article 3
3.5.3	Ministerial decision No (1) of 1989 with Federal law (5) of 1983, Article 14
<b>3.6 Determined ones children</b>	
3.6.1	Federal Act 2014, Article 12 Federal Law 29 of 2006
3.6.2	Federal Act 2014, Article 12 Federal Law 29 of 2006
3.6.3	Federal Act 2014, Article 12 Federal Law 29 of 2006
3.6.4	Federal Act 2014, Article 12 Federal Law 29 of 2006
<b>Standard 4: Building and resources</b>	
<b>4.1 Building regulations and conditions</b>	
4.1.1	Ministerial decision No (1) of 1989 with Federal law (5) of 1983, Article 7
4.1.2	Ministerial decision No (1) of 1989 with Federal law (5) of 1983, Article 10





Element	Law
4.1.3	Ministerial Decision No. (457) of 2017 on the Standards and Requirements for Licensing New Independent Nurseries, Article 4
<b>4.2 Outside play area</b>	
4.2.1	Federal law (5) of 1983, Article 7
4.2.2	Ministerial Decision No. (457) of 2017 on the Standards and Requirements for Licensing New Independent Nurseries, Article 4
<b>4.3 Children's sleeping room</b>	
4.3.1	Federal law (5) of 1983, Article 7
4.3.2	Federal law (5) of 1983, Article 7
<b>4.4 Toilets and washrooms</b>	
4.4.1	Ministerial Decision No. (457) of 2017 on the Standards and Requirements for Licensing New Independent Nurseries, Article 4
4.4.2	Ministerial resolution No (409) of 2015, Article 2
4.4.3	Ministerial resolution No (409) of 2015, Article 2
4.4.4	Ministerial decision No (1) of 1989 with Federal law (5) of 1983, Article 3
4.4.5	Ministerial decision No (1) of 1989 with Federal law (5) of 1983, Article 7





Element	Law
<b>4.5 Toilets and administration rooms</b>	
4.5.1	Ministerial resolution No (409) of 2015, Article 2
4.5.2	Ministerial decision No (1) of 1989 with Federal law (5) of 1983, Article 12
4.5.3	Ministerial resolution No (409) of 2015, Article 2
<b>4.6 Furniture, equipment and resources</b>	
4.6.1	Ministerial decision No (1) of 1989 with Federal law (5) of 1983, Article 14
4.6.2	Ministerial decision No (1) of 1989 with Federal law (5) of 1983, Article 14
4.6.3	Ministerial decision No (1) of 1989 with Federal law (5) of 1983, Article 14
4.6.4	Federal law (5) of 1983, Article 3
4.6.5	Ministerial decision No (1) of 1989 with Federal law (5) of 1983, Article 14
4.6.6	Ministerial decision No (1) of 1989 with Federal law (5) of 1983, Article 14



## National and international benchmarking

1. National Standards of Childcare, Dubai Women's Establishment, Version (1), 2009.
2. Draft of Kindergartens and Children's Centers Law (under study).
3. OECD Report (Year 2012): Starting Strong III - A QUALITY TOOLBOX FOR EARLY CHILDHOOD EDUCATION AND CARE
4. Supervision and Follow-up Form of Kindergartens for 2015, Ministry of Society Development.
5. UK OFSTED Website <https://www.gov.uk/government/organisations/ofsted>
6. Standards of National Association for Education of Young Children (NAEYC).
7. National Safe Schools Framework Resource Manual issued by the Australian Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA).

## Appendix ① Compliance audit visit form:

### Form (1): Compliance Audit Form

General Information of Early Childhood Institute:

Kindergarten		Emirate	
Tel		Email	
Licensee		License number	
Headmistress/Manager		License expiry	
Visit date		Inspection team	
Number of children (45 days - 1 year)		Number of children (1 - 2 year)	
Number of children (2-3 years)		Number of children (3-4 year)	
Supervisor number		Asst. supervisor number	
Babysitter /Nanny number		Cleaner number	
Administration staff		Executive number	



### Non-Compliant elements from previous inspection

Framework reference	Element	Critical/Non-critical	Corrective action noted (Inspector/Date)	Repetition of violation (number)

### Parental Complaints

Nature of Complaint	Outcomes/Actions	Inspector/Date



1. I. Organization and management:

1.1 license to operate						
Ref	Element	Compliant	Partially Compliant	Non-Compliant	Not Applicable	Notes
1.1.1	A Ministry of Education license to operate is valid and available for inspection (displayed in a prominent place).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.1.2	If the license holder is a government or corporate body, he/she has a nominated manager to bear all the responsibilities of the license holder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.1.3	The ECEI has obtained the necessary licenses and complies with the conditions of: The Municipality The Director of Civil defense The Public health department.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 Leadership and Management						
1.2.1	The manager provides staff with descriptions of their roles and responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2.2	The manager monitors and evaluates childcare supervisor's effectiveness and provides written reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Ref	Element	Compliant	Partially Compliant	Non-Compliant	Not Applicable	Notes
1.2.3	The manager provides childcare supervisors with ongoing opportunities to access external and/or internal training which contributes to raising their standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2.4	A supervisor is nominated to act in charge when the designated manager is absent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2.5	All staff working directly with the children are qualified in Early Childhood Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2.6	An Academic plan that provides an accurate description of all aspects of child care and education that will be provided by the nursery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>1.3 ECEI records</b>						
1.3.1	Child admission form is completed with the required information. (including name, nationality, date of birth, admission date, parent's work address, phone numbers, with copy of child birth certificate and Emirates ID)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3.2	Children attendance register is completed daily and records kept.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3.3	Medical report showing the child's health status at periodic intervals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3.4	Parents/guardian instructions are recorded in relation to the child's health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	





Ref	Element	Compliant	Partially Compliant	Non-Compliant	Not Applicable	Notes
1.3.5	All accidents are recorded identifying the corrective action taken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3.6	Staff attendance register completed daily and records kept.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3.7	Availability of Health Card for Each Employee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3.8	All staff have the required employment documents: -( Copy of labor card, work contract., attested academic certificate., experience certificates, certificates of good conduct., valid occupational health card, copy of the passport and medical insurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3.9	Personal records of children and staff are kept confidential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3.10	Institution Commitment to upload children and staff data and records on the Student Information System (SIS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3.11	Commitment of ECEI to record data of employees, children and their parents using the Emirates ID reader with periodic updating of these data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>1.4 Policies and procedures</b>						
1.4.1	ECEI implements a healthcare policy and the policy is accessible to all stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	





Ref	Element	Compliant	Partially Compliant	Non-Compliant	Not Applicable	Notes
1.4.2	ECEI implements a safety and security policy and the policy is accessible to all stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4.3	ECEI implements partnership with parents and the community policy and the policy is accessible to all stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4.4	Admissions and registration policy in place and the policy is accessible to all stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4.5	The child protection policy is accessible to all stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4.6	ECEI implements a staff training policy and the policy is accessible to all stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4.7	Complaints policy in place and accessible to all stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>1.5 Accounting and finance systems</b>						
1.5.1	There is a transparent accounting system in place that includes a record of all finance payments and receipts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.5.2	There is a Ministry of Human Resources and Emiratisation approved staff payroll system that includes wage protection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.5.3	The Ministry of Education has approved the initial fee structure and any subsequent increases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	







Ref	Element	Compliant	Partially Compliant	Non-Compliant	Not Applicable	Notes
<b>1.6 UAE Social and cultural norms</b>						
1.6.1	Only female staff are employed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.6.2	Children participate and celebrate UAE National events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.6.3	Muslim children are not obliged to attend, or prepare for non-Islamic ceremonies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.6.4	Complies with religious and national holidays and the dates are listed in the schedule of annual holidays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>1.7 Child grouping</b>						
1.7.1	All children attending are the legal age permitted for admission to ECEI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.7.2	Children are grouped according to their age in any variation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	





Ref	Element	Compliant	Partially Compliant	Non-Compliant	Not Applicable	Notes
<b>1.8 Staff to Child Ratio</b>						
1.8.1	<p>The staff to child ratio meets regulations and does not consider any administrative, cleaning, security or other non-qualified staff.</p> <ul style="list-style-type: none"> <li>• 1:4 for children aged birth to one year.</li> <li>• 1:5 for children aged 1 year to less than 2 years</li> <li>• 1:8 for children aged 2 year to less than 3 years</li> <li>• 1:10 for children aged 3 year to 4 years</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.8.2	Arrangements are in place to maintain the minimum requirement required during staff absences/leave.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



## 2. Child safety

2.1 Child safety						
Ref	Element	Compliant	Partially Compliant	Non-Compliant	Not Applicable	Notes
2.1.1	Risk assessments and daily checks are in place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.1.2	Children are supervised at all times.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.1.3	The ECEI is secured in a manner that will not permit unauthorized access or allow children to leave the premises unattended.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.1.4	Materials and tools that could harm children are kept out of reach. For example:- (cleaning materials, medicines, sharp tools)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.1.5	CCTV monitoring and recording in all areas used by the children in line with the ECEI child protection policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.1.6	All power outlets and electrical wires are out of reach or they are covered with protection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.1.7	Protection is proved for stairs. ( safety gate at each end, Handrails of adequate height on both sides)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.1.8	Protection should be provided for all windows and doors. As a minimum: -( finger guards on doors, window restrictors)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Ref	Element	Compliant	Partially Compliant	Non-Compliant	Not Applicable	Notes
2.1.9	Children are monitored while they are sleeping.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.1.10	All staff have attended a First Aid training course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.1.11	Swimming pools are made safe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.1.12	Large containers that collect water are covered when not being used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.1.13	Man holes are covered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.1.14	Flooring under large play equipment is made safe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>2.2 Fire protection</b>						
2.2.1	There is a procedure in place for the emergency evacuation of the building.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.2.2	Fire alarms are monitored regularly to ensure they work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.2.3	Fire doors and exits are clearly identified, not obstructed and allow access.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.2.4	Children and staff take part in regular fire drills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.2.5	Fire blankets are available in cooking areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.2.6	There are an adequate number of fire extinguishers available for the size of the building.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	





Ref	Element	Compliant	Partially Compliant	Non-Compliant	Not Applicable	Notes
2.2.7	Fire extinguishers are routinely checked to ensure they work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>2.3 Children's safety during outings</b>						
2.3.1	Transportation provided by the ECEI complies with the following: (Working air conditioning , 2 buckle seat belts fitted to each passenger seat, age appropriate child seats, Fully equipped first aid box, Portable fire extinguisher)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3.2	There is a designated supervisor who ensures procedures are in place to keep children safe when they use ECEI transportation and during outings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3.3	Provide parents with contact details of the supervisor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3.4	There is a system in place to ensure children who use the ECEI transportation are always handed over to an authorized adult and not left unattended.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



### 3. Services and care

3.1 General Hygiene						
Ref	Element	Compliant	Partially Compliant	Non-Compliant	Not Applicable	Notes
3.1.1	The premises and equipment are clean.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.1.2	Systems and procedures ensure there is minimal risk of cross contamination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.1.3	Sandpits are protected from contamination and the sand is clean.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.1.4	There is in place a periodic treatment for pest-control.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.1.5	Staff follow good hygiene care practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2 Nutrition						
3.2.1	All meals and food are prepared in hygienic conditions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2.2	Food is stored safely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2.3	Food provided by the ECE institute promotes healthy eating.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2.4	Procedures ensure children's dietary, cultural and religious requirements are adhered to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Ref	Element	Compliant	Partially Compliant	Non-Compliant	Not Applicable	Notes
<b>3.3 Medical Care</b>						
3.3.1	A doctor makes periodic visits to allow each child to be examined.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.3.2	A full-time nurse is employed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.3.3	The nurse's room meets regulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>3.4 Provision in place for nursing children.</b>						
3.4.1	There is an allocated area for the preparation of infant feeding bottles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.4.2	There are process in place to ensure that infant feeding bottles are prepared hygienically.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.4.3	There is a quiet and private area allocated for mothers wishing to breastfeed their child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.4. 4.	Breastfeeding is positively encouraged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>3.5 Behavior management</b>						
3.5.1	There is a written policy on how staff should manage children's behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.5.2	Staff implement the behavior policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.5.3	Procedures ban the use of physical punishments, or threat of them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	





Ref	Element	Compliant	Partially Compliant	Non-Compliant	Not Applicable	Notes
<b>3.6 Determined ones</b>						
3.6.1	There is a policy in place for the inclusion of determined ones with based on the capabilities of the center as far as the availability of equipment and specialised supervisors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.6.2	A staff member with knowledge and experience and training in supporting determined ones.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.6.3	Determined ones have an individual support plan in place and this is updated regularly to reflect the needs and progress of the child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.6.4	The determined ones coordinator cooperates with parents and other specialists supporting the child and exchanges information related to their progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	





#### 4. Building and resources

4.1 Building regulations and conditions						
Ref	Element	Compliant	Partially Compliant	Non-Compliant	Not Applicable	Notes
4.1.1	The ECEI is on the ground floor or first floor of a multi-story building.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.1.2	The building is used solely for the purpose of childcare and education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.1.3	Rooms provided for the children meet the minimum space requirements for the age group. Net floor areas: (Birth - 2 years: 3.5sqm, 2-4 years: 3.0sqm)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.2 Outside play area						
4.2.1	The outside playground used by children is shaded to protect them from the natural elements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.2.2	The outside space meets regulations for a group of children at any one time with a floor area not less than: (3.5sqm for every child under two years ,5sqm for every child above two years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.3 Children's sleeping rooms						
4.3.1.	Infant sleeping beds are suitable for the age of each child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Ref	Element	Compliant	Partially Compliant	Non-Compliant	Not Applicable	Notes
4.3.2	Sleeping beds are suitably spaced apart ( No less than one meter)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>4.4 Toilets and washrooms.</b>						
4.4.1	There is one toilet per ten children over the age of two years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.4.2	There are separate toilets and wash basins for adult use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.4.3	Children are not permitted to use the adult toilets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.4.4	Appropriate to their stage of development, staff train children to use the toilet facilities independently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.4.5	There is a suitable diapering area for infants including: changing station, hand wash area, diapering bin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>4.5 Staff and administration rooms</b>						
4.5.1	The administration office is separate from the rooms used by children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.5.2	The administration office is used to store staff and children's records and allows parents to discuss matters in private.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.5.3	There is a separate room allocated away from the children for staff to use during their break.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	





Ref	Element	Compliant	Partially Compliant	Non-Compliant	Not Applicable	Notes
<b>4.6 Furniture, equipment and resources</b>						
4.6.1	There is a sufficient number of age appropriate chairs and tables available for the number of children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.6.2	Furniture is in good repair and well maintained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.6.3	Toys and play equipment are in good repair and well maintained	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.6.4	There is a sufficient amount of toys and play materials available for the number of children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.6.5	Play resources are organized so they are easily accessible to children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.6.6	The design and layout of the play and learning environment is calm and inviting for children. (wall colors are neutral, display boards for children's work, there is sufficient space between any furniture, projector/tv is at a suitable height for the age of the children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.6.7	Providing supportive needs for determined ones for example slopes and toilets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



**Appendix 2 Correctional Actions Follow-up Form:**

**Correctional Actions Follow-up Form**

ECEI Name:		Manager's Name	
Emirate		ECEI Tel:	
License No:		License Expiry date	

	Non-Compliant Critical Elements	Framework Reference	Opening date	Action taken by ECEI	Closing date
1					
2					
3					
4					
5					
6					

	Other Non-Compliant Elements	Framework Reference	Opening date	Action taken by ECEI	Closing date
1					
2					
3					
4					
5					
6					

## Appendix 3 Compliance Inspection Report Form:

### General Particulars of Early Childhood Institution:

ECEI Name		Emirate	
Tel		Email	
Managers Name		Licensee	
License No		License expiry date	
Number of children on role		Number of staff	
Inspection date		Inspection team	
<b>Compliance Ratio</b>			

### **SUMMARY :** **School leadership's attitude towards ensuring compliance to laws**



## Appendix ③ Compliance Inspection Report Form:

### NON-COMPLIANT ITEMS & CORRECTIVE ACTIONS :

In this section, give details of all non-compliance issues clearly stating all critical issues where seen

#### STANDARD 1 – Organisation and Management

##### Non-Compliant Critical Items

- 
- 

##### Non-Compliant Items

- 
- 
- 
- 

##### Corrective Actions

- 





## Appendix ③ Compliance Inspection Report Form:

### NON-COMPLIANT ITEMS & CORRECTIVE ACTIONS :

In this section, give details of all non-compliance issues clearly stating all critical issues where seen

#### STANDARD 2 – Child Safety

##### Non-Compliant Critical Items

- 
- 

##### Non-Compliant Items

- 
- 
- 
- 

##### Corrective Actions

- 





## Appendix ③ Compliance Inspection Report Form:

### NON-COMPLIANT ITEMS & CORRECTIVE ACTIONS :

In this section, give details of all non-compliance issues clearly stating all critical issues where seen

#### STANDARD 3 – Services and Care

##### Non-Compliant Critical Items

- 
- 

##### Non-Compliant Items

- 
- 
- 
- 

##### Corrective Actions

- 







## Appendix 3 Compliance Inspection Report Form:

### NON-COMPLIANT ITEMS & CORRECTIVE ACTIONS :

In this section, give details of all non-compliance issues clearly stating all critical issues where seen

#### STANDARD 4 – Buildings and Resources

##### Non-Compliant Critical Items

- 
- 

##### Non-Compliant Items

- 
- 
- 
- 

##### Corrective Actions

- 



## Appendix 4 Qualifications:

Category	Qualifications
<b>Manager of Nursery</b>	<ul style="list-style-type: none"><li>• University degree in Early Childhood / Education, or other specialisation, provided that it is accompanied by a certified professional certificate in Early Childhood Leadership (Level 5).</li><li>• Practical experience in early childhood or education for at least two years with sufficient knowledge of the administrative aspects, knowledge of the curriculum and policies and procedures related to the care and protection of children.</li></ul>
<b>Supervisor</b>	<ul style="list-style-type: none"><li>• University degree in Early Childhood / Education or other specialisation provided that it is accompanied by a certified vocational certificate in the care and education of early childhood children (level III)</li><li>• Or a high school diploma provided that they are combined with a certified vocational certificate in the care and education of early childhood children (level III) with at least two years of experience in the care or education of children.</li></ul>
<b>Assistant supervisor</b>	<ul style="list-style-type: none"><li>• High school certificate with an ECCE training program of not less than 100 training hours</li><li>• Or a certified vocational certificate in early childhood care and education (level II).</li></ul>