



**Jawda -  
Quality  
Improvement  
Program®**

---

**Standards**

# INTRODUCTION

In this document, you will find the standards for the Jawda™ Quality improvement Program. The standards are divided as follows:

Domains

Key Areas

Assessment Criteria

Next to each of the assessment criteria, you will find the letters D, O, or I, or some combination of these letters. These letters refer to how these criteria will be assessed. D refers to documentation. O refers to observation, and I refers to interview.

If the criteria have the letters D and I next to it, then it means that this particular criteria will be assessed through documentation as well as an interview with the relevant persons.



# DOMAIN 1: CHILD LEARNING and DEVELOPMENT

## KEY AREA 1: EDUCATIONAL PROGRAMME

Quality early years settings use a developmentally appropriate curriculum that includes all areas of learning and child development, a wide range of experiences and opportunities to enhance and extend children learning as well as screening tools, ongoing formative assessments, and observations that guide curriculum planning and differentiation.

1. A Developmentally Appropriate Curriculum is used with a balanced arrange of cognitive, social and physical activities (D/O).
2. Ongoing Assessment of children’s learning and development is conducted (D/O).
3. An effective behavior management system is in place (D/O/I).

## KEY AREA 2: CURRICULUM

Quality early years settings implement a curriculum that is thoughtfully planned and developmentally appropriate and includes a wide range of challenging and engaging learning opportunities that are likely to promote positive outcomes for all children.

4. Opportunities are evident for expanding vocabulary (D/O).
5. Teachers encourage the use of language (D/O/I).
6. Use of books with children (D/O).
7. Wide range of Learning Opportunities (D/O).
8. Individualized Attention (D/O).
9. Positive Transitions & Waiting Times (D/O).
10. Opportunities for Free Play (D/O).
11. Gross Motor Activities (D/O).

## KEY AREA 3: RELATIONSHIPS AND INTERACTIONS

In quality early years’ settings, staff encourage relationships and interactions among children that are positive, warm, and nurturing while also receiving ongoing professional development to support the development of these relationships.

12. Positive Staff-child interaction (D/O).
13. Peer Interaction (D/O).
14. Discipline (D/O).



# DOMAIN 2: CHILD PROTECTION, HEALTH and SAFETY

## KEY AREA 1: CHILD PROTECTION

Quality early years settings effectively implement policies and practices that ensure children are safeguarded at all times and promote their physical and emotional well-being.

15. Well-articulated policies and clear procedures for Handling and reporting cases of child abuse/ neglect (D/I).
16. Well-articulated policies and clear procedures for Keeping children safe from online threats/ dangers (D/I).
17. Well-articulated policies and clear procedures for Preventing and handling bullying/peer abuse (D/I).
18. Thorough Staff Screening Procedures are implemented to ensure the suitability of candidates (D/I).
19. Staff Code of Conduct provides guidelines and communicates behaviour expectations (D/I).
20. Comprehensive training for staff and awareness training for parents are included in the professional development plan (D/I).

## KEY AREA 2: CHILD SAFETY

Quality early years settings have well-articulated and clear policies, procedures, and practices in place for safeguarding the health and safety of children and staff.

21. Written procedures are in place for assessing and managing risks and for handling incidents/accidents (D).
22. Emergency and evacuation procedures and practices are in place (D).
23. Written procedures are in place for assessing and managing risks during outings and transport (D).
24. Personal safety is included in the Curriculum (D).

## KEY AREA 3: CHILD HEALTH AND WELL-BEING

Quality early years' settings support a healthy lifestyle through the promotion of healthy and nutritious eating and healthy habits.

25. Healthy eating is promoted through the monitoring of children's snacks/meals and through the involvement of parents and the whole community (D/I).
26. High standards of hygiene are promoted (D/O/I).
27. Clear procedure is defined for dealing with sickness and administering medication (for children and staff) (D/I).



# DOMAIN 3: Workforce Qualifications and Professional Development

## KEY AREA 1: STAFF QUALIFICATIONS

Quality early years settings ensure that staff who work directly with children have appropriate qualifications & experience to supervise educators, lead and/or assist in an early years classroom.

28. Managers/principals have appropriate qualifications and experience for managerial/supervisory post (D).

29. Lead Teachers (LTs) and teaching assistants (TAs) have qualifications appropriate for the care and development of children (D).

30. All other staff who provide care and look after children (e.g. nurses, helpers, and volunteers) have an appropriate qualification (D).

## KEY AREA 2: PROFESSIONAL DEVELOPMENT

Quality early years settings empower and support their staff through professional development that promotes children's learning and development as well as families' needs.

31. Center staff continuously engage in professional development (D).

32. Professional Development (PD) Plan covers a wide range of relevant topics which are periodically reviewed (D).

## KEY AREA 3: STAFFING

Quality early years settings provide appropriate adult-to-child ratios and groupings and ensure that children are at all times adequately supervised and attended by qualified staff.

33. Center maintains at all times the required educator-to-child ratios based on the children's age (D/O).



# DOMAIN 4: Citizenship, Community Partnership and Family Relationships

## KEY AREA 1: RELATIONSHIP WITH PARENTS

Quality Early Years Settings establish and maintain collaborative relationships with parents and families through constant communication and ongoing opportunities for parental involvement.

34. Communication with parents is constant and through various channels (D/I).

35. Adequate information is provided for parents about diverse relevant issues on a regular basis (D/I).

36. Diverse forms of parent involvement are available and encouraged (D/I).

## KEY AREA 2: COMMUNITY PARTNERSHIP

Quality early years' settings establish reciprocally beneficial relationships with the community and use its resources to enhance children's learning and the achievement of organizational goals.

37. Communication with other agencies and programs is promoted in order to enhance the achievement of outcomes (D).

38. Community and Family Resources are utilized to enrich learning experiences and benefit the children and their families (D).

39. Community relationships are promoted by engaging with other organizations/groups and participating in community events (D).

## KEY AREA 3: CITIZENSHIP

Quality early years' settings promote children's social development by developing their understanding of the community and society and by providing opportunities for responsible and active citizenship.

40. Center promotes Arabic culture and Islamic values (D/O).

41. Center promotes diversity and respect for all cultural backgrounds (D/O).

42. Social responsibility is promoted through projects that support the community/ environment and raise awareness (D).



# DOMAIN 5: Indoor and Outdoor Environments

## KEY AREA 1: INDOOR & OUTDOOR ENVIRONMENT

Quality early years settings have a safe and healthy environment that is well-maintained and equipped with age-appropriate resources that promote all aspects of child development.

- 43. Ample indoor space that is well-lit and ample enough to accommodate all activities (O).
- 44. Furnishings for care, play & learning (O).
- 45. Room arrangement for play and learning (O).
- 46. Space and Equipment for Gross Motor Play (O).

## KEY AREA2: RESOURCES

Quality early years settings have age-appropriate resources to develop all aspects of child development through different types of play and learning opportunities.

- 47. Fine Motor materials and resources used appropriately with children to develop their skills (O).
- 48. Art materials and resources used appropriately with children to develop their skills (O).
- 49. Blocks materials and resources used appropriately with children to develop their skills (O).
- 50. Dramatic play materials and resources used appropriately with children to develop their skills (O).
- 51. Math materials and resources used appropriately with children to develop their skills (O).
- 52. Technology is used in a developmentally appropriate way (O).

## KEY AREA 3: PROVISIONS FOR SEN CHILDREN

Quality early years settings welcome children with SEN, make adaptations where possible, and develop IEP for each child.

- 53. Children with disabilities have adapted furniture to meet their needs (D/O/NA).
- 54. All play is accessible for enrolled children with disabilities requiring special accommodation (D/O/NA).
- 55. Adaptations are made or special equipment provided for children with disabilities in the group who requires them (D/O/NA).



# DOMAIN 6: Leadership, Management and Administration

## KEY AREA 1: LEADERSHIP

Quality early years settings have competent and knowledgeable leadership that provides clear direction as well as improvement guidance in the efforts to achieve organizational goals.

56. Well-articulated Mission and Vision describe values and objectives for the provision of childcare which guides setting operations and is shared with the staff & parents (D/I).

57. Strategic Planning process outlines the actions to be undertaken to improve services and sustain the program (D/I).

58. Assessment & improvement process is based on evidence from all areas of service operation<sup>1</sup> and linked to the setting's mission and vision (D/I).

59. Involvement of the third party to provide specialized support and guidance for assessment and/or feedback (D/I).

## KEY AREA 2: SETTING OPERATIONS

Quality early years settings have operating systems and mechanisms that ensure compliance with government regulations and promote business sustainability.

60. Financial Operations include standard accounting practices and appropriate documentation & records are kept (D).

61. Record-Keeping & Information- Management System used to keep written records of information and documentation, providing evidence that processes are followed and goals/targets are met (D).

62. Maintenance System outlines clear procedures for keeping the premises, equipment, and material in good conditions (D).

## KEY AREA 3: HR MANAGEMENT

Quality early years settings use suitable human resource practices with clear well-functioning personnel policies, systems, and procedures are implemented to ensure effective staff performance, fulfill qualification requirements and promote continuous improvement.

63. HR Management System includes policies & procedures clearly stated and shared with the staff (D).

