



... a happy place to be

Startright Pre-School

Policies and Procedures

Our Philosophy:

Startright Pre-School offers education and care for children aged 2 to 5 years.

Our aim is:

- 1) To enhance the development and education of preschool age children in a friendly community-based group.
- 2) To provide a safe, secure and stimulating environment.
- 3) To work within a framework which ensures equal opportunity for children and families.

We offer your child:

- 1) A specially tailored curriculum leading to approved learning outcomes in line with the Early Years Foundation Stage.
- 2) Individual care and attention with a dedicated named key person and a high ratio of adults to children.
- 3) Fun and friendship with children and other adults.
- 4) Opportunities for you and your family to be directly involved, in the activities of the group and in your child's progress.

Policies

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1. Access to Information and Procedure

All records and discussions concerning individual children must be completed as strictly confidential. Members of staff must not discuss matters concerning any child with outsiders e.g. friends, relatives or parents of other children in the Pre-School. Where outside agencies are involved, records may only be passed on with written parental consent (e.g. school, health visitor, speech therapist, etc). Records of children's progress may be discussed among staff members for the benefit of the child. However, the official record should be treated as confidential. Parents should be aware and have access to all records concerning their children. Please inform us in confidence of any events, upsets or changes which may affect your child's behaviour in any way. Our commitment will always be to protect children of any harm, please read our Safeguarding Policy.

2. Admissions Policy

It is our intention to make our Preschool accessible to children and families from all sections of the local community. In order to accomplish this, we will;

- ensure the existence of the Preschool is widely known within the local community.
- ensure the Family Information Service and health professionals will be kept informed of any vacancies becoming available.
- describe the Pre-School in terms which make it clear that it welcomes mothers and fathers, other relations, carers and people from all cultural ethnic, religious and social groups with or without disabilities.
- make our Equal Opportunities Policy widely known.

We do not discriminate against a child or their family or prevent entry on the basis of colour, ethnicity, religion, disability, gender or social background, such as being a member of a travelling community or an asylum seeker.

3. Allegations Against Staff

We ensure that all parents know how to complain about staff or volunteer action within the on allegation of abuse.

We follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff or volunteer or anyone living at the setting has abused a child.

We respond to any disclosure by children or staff that abuse by a member of staff or volunteer at the setting may have taken, or is taking place, by first recording the details of any such alleged incident.

We refer any such complaint immediately to the Local Authority Designated Office (LADO) and always within 1 working day, to access how the allegation should be dealt with. The office number is 01992 555420. Tony Purvis mobile no is 01992 556979. All referrals must be submitted on the Hertfordshire LADO Referral Form. We also report any such alleged incident to OFSTED and what measures we have taken. We are aware that it is an offence not to do this.

We co-operate entirely with any investigation carried out by social services in conjunction with the police.

Where the management committee and children's social care agree it is appropriate in the circumstances, the Pre-School will suspend the member of staff on full pay, or the volunteer for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process.

Disciplinary Action

Where a member of staff or a volunteer is dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Independent Safeguarding Authority (ISA) of relevant information so that individuals who pose a threat to children (and vulnerable groups) can be identified and barred from working with these groups.

The Pre-School is committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering young children, through its early childhood curriculum, promoting their right to be strong, resilient and

listened to.

Training

We seek out training opportunities for all adults involved in the setting to ensure that they are able to recognise the signs and symptoms of possible physical abuse, emotional abuse, sexual abuse and neglect as well as signs of extremism and radicalisation so that they are aware of the local authority guidelines for making referrals.

We ensure that all staff knows the procedures for reporting and recording their concerns in the setting.

Planning

The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one to one situation without being visible to others.

Curriculum

We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be 'strong, resilient and listened to' and so that they develop understanding of why and how to keep safe.

We create within the setting a culture of value and respect for the individual, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.

We ensure that this is carried out in a way that is developmentally appropriate for the children.

Confidentiality

All suspicions and investigations are kept confidential and shared only with those who need to know.

Any information is shared under the guidance of the Local Safeguarding Board.

4. Arrival and Collection of Children

The manager/member of staff will be at the door every morning to welcome your child/children and in the afternoon to hand them to you.

Please inform the manager or any member of staff if someone different will be collecting your child/children in the afternoon. You will be informed if a password is required for pick-up.

5. Behaviour Management Policy

We believe children will enjoy being in an environment in which they know what is expected of them and where they can play and develop in a safe environment without fear of harm.

To enforce this we would like children to respect each other and to respect and take care of activities and toys; i.e. not to throw toys or purposely break them.

Children will be praised for good behaviour, such as kindness, sharing, politeness and helpfulness.

Physical punishment will under no circumstances be threatened or used on children. Adults will not shout or speak in a threatening manner.

In cases of misbehaviour such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately by means of explanation, and if necessary the child will be redirected to an alternative activity or ask to "take 5" with the adult. In cases of misbehaviour such as bad language, the unacceptability of the behaviour will also be made clear immediately.

If a child's unacceptable behaviour persists, the parent/carers will be informed of this and will be invited to discuss the matter further with their child.

Parents and staff will work together providing continuous response and set boundaries.

Staff and any adults in the group will work by the above and will be expected to behave in a friendly, caring and courteous way towards each other, the parents and the children, providing a positive role model for children.

6. Bullying and Racism

Bullying in any form is not tolerated in the Pre-School. If it occurs amongst the children and staff are unable to resolve it after having put action plans in place, then the parents will be informed and an action plan made to help the child/children concerned. This may involve the setting SENDCO, the child's key person, the manager and the local authority.

If a staff member is found to bully a child, this will lead to internal disciplinary procedures. If the bullying continues or is deemed by the Pre-School's Designated Officers as harmful to the emotional well-being of the child then the LADO will be informed and advice requested: refer to Safeguarding Policy and Procedures and Allegations against a Member of Staff Policy and Procedures.

If a staff member is found to bully another member of staff under the form of inappropriate language, emotional harassment or physical bullying the manager and committee will follow disciplinary/grievance procedures. see policy on Disciplinary Procedures.

We are an inclusive setting and our approach to dealing with racist incidents follows the guidance set out for Equal Opportunities in the Statutory Framework for the Early Years Foundation Stage. If racist accusations are made by a parent/carer then the manager will inform the setting's Local Authority for advice and a meeting will be held with the parent/carer accuser to listen to their concerns and to underline the Pre-School's policy and procedures regarding the Pre-School's policies against Racism, Discrimination and Equality of Opportunity.

All documentation regarding acts of bullying or racism by an adult will be passed on to the concerned authorities and will be kept for 3 years.

Racism and Emotional Bullying

We do not tolerate any form of racist act especially when directed at a child or a member of the Pre-School staff.

Prevention

Staff recognise that the setting plays a significant part in the prevention of harm to the children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of

protection.

The setting will therefore:

- work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- ensure that all children know there is an adult in the setting whom they can approach if they are worried or in difficulty; for example a key worker.
- inform parents of the policies and procedures in place and make all policies and procedures accessible in printed form within the Pre-School.
- if necessary the management will discuss with parents/carers the outcomes of bullying and racist acts.

7. Child Observation Policy

In order for the Pre-School to continue to improve and maintain a good quality education, the staff will observe the children in the setting whilst at play. This helps to plan, prepare and organise the curriculum whilst keeping the children's records up to date.

Written parental consent is included in the Pre-School registration pack.

The most usual form of observations will be written. These are factual observations of the child, which include the date. These will be what the child is doing, saying and record any activities. The staff work as a team with each individual member of staff being a key person to a number of children. Each key person is responsible for keeping their children's records up to date ensuring that they are completed showing your child's progression whilst building up a holistic picture of the child's development.

Progress reports based on these observations will be given to the parents at the end of each term as well as termly parent/teacher meetings. However we are happy to discuss your child's progress at any time throughout the year. Transition forms will be completed when your child is moving to school and parents are asked to sign these.

Staff will respect the confidentiality of all information.

Staff may take learning journeys home to update, however they must be taken straight home and kept as confidential as possible. They should

also be at the setting every day in order for them to be viewed by management as at when needed. Observations will be carried out discreetly and will not interfere with the children's routine.

8. Complaints Procedure

We aim to welcome each individual child and family and to provide a warm and caring environment within which all children can learn and develop as they play.

We believe children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. Our intention is to work in partnership with parents and the community generally and we welcome suggestions on how to improve our group at any time. Many concerns can be resolved quickly by an informal approach to the appropriate member of staff if this does not achieve the desired result, the following procedures should be used.

How to complain

A parent who is uneasy about any aspect of the group's provision should first of all talk over any worries and anxieties with the pre-school Manager. If this does not have a satisfactory outcome within a couple of weeks or if the problem recurs the parent should put the concerns or complaint in writing to the pre-school manager.

The next stage is to request another meeting with the pre-school manager. Both parent and the manager should have a friend or partner present if required and an agreed written record of the discussion should be made. Most complaints should be resolved internally at this initial stage.

If the matter is still not sorted out to the parent's satisfaction, it might be helpful to invite an external mediator, one who is acceptable to both parties, to listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved. The Mediator will keep all discussion confidential. She will meet with the group if requested and will keep an agreed written record of any meetings that are held and of any advice s/he has given. The involvement of a Mediator represents the final stage in the complaints procedure.

Any complaint relating to an aspect of the Early Years Foundation Stage will be logged in our Complaints record and Ofsted will be informed. We will maintain appropriate confidentiality when filling in this record and no names will be recorded.

An account of the findings of the investigation into the complaint and any action taken will be shared with the person who made the complaint within 28 days.

If parents/carers are still dissatisfied, they have the right to refer the matter to OFSTED using the address or telephone number below:

OFSTED, Piccadilly Gate, Store Street, Manchester, M1 2WD
Telephone 0300 123 1231

9. Confidentiality Policy

The Pre-schools' work with children and their families will sometimes bring us into contact with confidential information. To ensure that all those using and working in the pre-school can do so with confidence, we will respect confidentiality in the following ways;

Parents will have ready access to the files and records relating to their own child but will not have access to information about any other child.

Staff will not discuss individual children other than for the purposes of curriculum planning, assessing without parent/carers consent. We work in liaison with staff outside the group including health visitors, social workers and paediatricians to meet children's specific needs with written consent from parent/ carers.

Information given to the Pre-school Manager or key person by parents/ carers will not be passed to any other adults without prior consent unless we feel the child is in danger of neglect or abuse.

We are committed to the safety and well-being of the children in our care.

All children's information, records and details will be kept in a locked cupboard when not in use.

It is considered good practice that staffs do not share their personal contact details with parents/carers in order to maintain a professional relationship. Any member of the Pre-School staff not adhering to the

agreed confidentiality policies or procedures will be subject to disciplinary procedures.

10. Covid-19 Policy

- The number of team members in the building will be reduced according to how many children we have each day in order to comply with social distancing. We will of course be adhering to ratio rules.
- At the start of each day, all team members will have their temperature taken, will wash their hands for a minimum of 20 seconds and apply hand sanitiser.
- All surfaces will be washed and sanitised.
- All equipment and toys will be cleaned and sanitised daily.
- Where necessary, PPE will be worn by the team and disposed off immediately.
- Parents are no longer permitted inside the building. All children will be received from their parents at the main front door (downstairs).
- Please adhere to the 2 metre distancing rules when waiting outside - these will be highlighted by cones.
- When a child is met at the door by a team member, they will have their temperature taken by a forehead thermometer, they will then go straight into the bathroom to wash their hands before being taken upstairs.
- The register will be conducted electronically, so parents will not need to sign their child in/out.
- During snack and lunch time, we will have 2/ 3 tables set out and reduce the numbers of the children to pairs or at most 3 children at each table.
- Weather permitting, most of our daily routine will be taking place outside in our wonderful garden. Again, all equipment will be cleaned and sanitised daily.
- All children will be brought downstairs by the team at home time and parents will collect their child at the front door.
- Areas occupied and equipment used by the affected person are to be isolated for 72 hours, then thoroughly cleaned and disinfected.
- They must then follow the guidance on self-isolation and not return to setting until their period of self-isolation has been completed.

11. Curriculum

Children will be encouraged and supported to practice skills needed to increase their personal independence.

Children will begin to understand the importance of good hygiene routines and the effects exercise and food can have on their body.

All children have the support of a key person who will observe record and discuss in confidence a child's progress and wellbeing with the parent/carers.

We are committed to the policy of " Learning through Play" providing activities and resources which are fun and educational.

We plan activities which enable all children to reach stepping stones, based on the framework within the ' Early years foundation stage curriculum' 2014.

The Prime Areas

Communication and Language

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical Development

Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, Social and Emotional Development

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

The Specific Areas

Literacy

Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Mathematics

Numbers: children count reliably with numbers from 1 to 20, place them

in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the World

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive Arts and Design

Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

12. Data Protection Policy

The aim of this policy is to ensure that parents understand their right to see information held about their child, and to ensure that parents understand what information is kept and who may have access to it.

We hold information on children to:

- support their development
- monitor their progress
- provide appropriate care
- assess how well the setting itself is doing

This information includes contact details, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information. (Parent/carer data supplied will also be kept on record by the setting).

Early Years Settings are sometimes required to pass on some of this information to other groups such as:

- Local Authorities (LA's)
- Department for Children, Schools and Families (DCSF)
- The Qualifications and Curriculum Authority (QCA)
- Her Majesty's Chief Inspector for Schools
- OFSTED
- The National Assessment Agency (NAA)
- The Secretary of State for Children, Schools and Families

Children have rights under the Data Protection Act 1998, including a general right to be given access to personal data held about them.

Information about staff, children and families

All paperwork is kept in locked filing cabinets and locked filing boxes so that only the appropriate person can have access. If learning journals are taken home by the children's key person to be updated they are taken straight home and kept securely so that no other person can view them. They are brought straight back in the next day and are always available.

All computers are password protected and the password can be changed as appropriate.

A parent has the right to see the information that we (or any other organisation) hold about their child.

13. Equality and Diversity Policy

Startright Pre-School is committed to providing equality of opportunity and anti-discriminatory practice for all children and families.

We aim to:

- provide a secure environment in which all children can flourish
- value all contributions from children and their families within our group
- provide positive non-stereotyping resources and information about different ethnic groups and people with disabilities
- improve our knowledge and understanding of issues of equality and diversity
- ensure activities are inclusive to all children.

Our Pre-School is open to all members of the community.

We provide information in clear, concise language whether in spoken or written form.

We will do our best to provide information in another language if needed.

We have a fair admissions system.

We will never refuse entry of a child because of a disability.

We will develop an action plan to ensure children with disabilities can participate successfully in all areas of pre-school life.

Parents are given a copy of our equality and diversity policy.

Where possible a child with a special need will be given priority on our waiting list.

Curriculum

Through a variety of activities and resources children are encouraged to develop positive attitudes towards people who are different to them. We will encourage kindness and tolerance shown to others.

We will do this by:

- making children feel valued and good about themselves
- ensure equal opportunities to all children to progress their learning

Families

Startright Pre-School recognises that many different types of families successfully love and care for children.

We welcome the diversity of family lifestyles and work with all families. We encourage children to contribute stories of their everyday life to the setting

We encourage parent / carers to take part in the setting and contribute fully.

For families who speak a language in addition to English we will develop means to ensure their full inclusion.

We offer a flexible payment system for families in economic need and offer advice for financial support by referral to the Family Information Service (FIS) Telephone number 0800 678 1991.

Festivals

Our aim is to show respectful awareness of all the major events in the lives of the children and families in the preschool and in our society as a whole, and to welcome the diversity of backgrounds from which they come. Children will be made aware of the festivals which are celebrated, not only by their own families but also others. Children will be encouraged to welcome a range of different festivals, together with stories, celebrations and social food and clothing as part of the diversity of life.

Resources

These will be chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multi-cultural society. Materials will be selected to help children develop their self-respect and to respect other people by avoiding stereotypes and derogatory pictures or messages about groups of people.

Language

Information, written and spoken will be clearly communicated in as many languages as required, ensuring that adults and children with English as an additional language or those with sight or visual impairments are fully included.

14. Fire Drill

At the sound of the fire alarm/whistle staff will line up all children in pairs at the door.

Children will be counted as we leave the building.

Children will be led to a safe pre-arranged area where a register will be taken.

Children will be counted and register taken again after returning to the building.

Staff with children in the toilets at the time of alarm will lead children to a pre-arranged area using the shortest/ safest route for registration.

15. Fire Safety

Fire doors are clearly marked, never obstructed and easily opened from the inside.

Smoke detectors/alarms and fire fighting appliances conform to BSEN standards and are regularly checked and recorded.

Our emergency evacuation procedures are:

- clearly displayed in the premises
- explained to new members of staff, volunteers and parents
- practiced regularly at least once every term

16. General Data Protection Regulation (GDPR)

Buzykidz is committed to ensuring that your privacy is protected and security of any personal information received from you is maintained. Should we ask you to provide certain information by which you and your child can be identified, you can be assured that it will only be used in accordance with this privacy statement. We strictly adhere to the requirements of the data protection legislation in the UK.

1. The information we collect

When you make any enquiry or register for our services, will include information such as your name, home address, telephone number, email address, work information and on some occasions; NI number. We will also collect information about your child like name, date of birth, gender, ethnicity and medical history. We may also collect and share other types of personal information during the course of dealing with other professionals like speech and

language therapist, children's centre etc if your child needs additional support.

2. How we use your information

Buzykidz will use the personal information we collect for the purpose disclosed at the time of collection, or otherwise as set out in our privacy Policy. We will not use your personal information for any other purpose without first seeking your consent, unless authorised or required by law. Any of the information we collect from you may be used in the following ways:

- for administrative purposes
- photographs will be used for learning journals, setting wall displays

3. Access to your information

You can request access to the personal information that Buzykidz holds about you by contacting Buzykidz Data Protection Officer as set out below.

We will provide you with access to your personal information unless we are legally authorised to refuse your request. If you wish to change personal information that is out of date or inaccurate at any time please contact us. After notice from you, we will take reasonable steps to correct any of your information which is inaccurate, incomplete or out of date. We may refuse your request to access, amend or delete your personal information in certain circumstances. If we do refuse your request, we will provide you with a reason for our decision and, in the case of amendment, we will note with your personal information that you have disputed its accuracy.

4. How we protect your information

We are committed to ensuring that your information is secure. To prevent unauthorised access or disclosure, we have implemented suitable physical, electronic and managerial procedures to safeguard and secure the information we collect both on folder and online. The Internet is not a secure method of transmitting information. Accordingly, Buzykidz cannot accept responsibility for the security of information you send to or receive from us over the Internet or for any unauthorised access or use of that information. We take security measures to protect your information from access by unauthorised persons and against unlawful processing, accidental loss, destruction and damage. Your information will be held for a reasonable period or as long as the law requires.

In accordance with the new General Data Protection Regulation (GDPR) that comes into effect May 25th 2018, we ask that you confirm your agreement with our use of all data shared and understanding of our policies.

17. Group Visits

Any visits to farther field places such as the zoo, museums, the park etc. as a whole group for sporting activities will be risk assessed and details of the event given to parents/carers in advance.

Parents/carers will be asked to accompany their child.

Permission to take children will be sought and parents will be asked to sign a permission slip for each event.

Parents are encouraged to take part in these events when possible.

18. Health and Hygiene Policy

Food and drink

Children are offered a daily snack; most often this is a selection of fruit and a drink of milk or water.

Children have opportunities to take part in cooking preparing and tasting different foods regularly.

Parents must inform us initially on their child's registration form of all allergies, cultural or medical needs.

All staff will be made aware of these needs by the manager and noted in detail in the appropriate book. They will also be displayed in a prominent place.

Hygiene

All adults and children will wash hands after using the toilet, and before handling food.

Paper towels will be used.

Children will dispose of used tissues hygienically.

No adult will sneeze or cough on food.

Any food contaminated by a child will be thrown away.

Surfaces will be kept clean with appropriate cleaner.

Smoking is not allowed on the premises.

All food will be stored safely.

Staff and students are made aware of the need to wear rubber gloves and show particular care dealing with and disposing of bodily fluids.

Staff are aware of how infections can be transmitted.

Soiled clothing will be stored in a tied plastic bag and returned to parent.

Soiled nappies will be put in a sealed nappy sack and disposed of.

Blood and vomit will be cleaned up immediately; cloths used will be disposed of safely. All affected areas will be disinfected. Any fabrics will be washed in hot water.

The safety of young children is of paramount importance: In order to ensure the safety of both children and adults we will ensure that:

- 1) All children are supervised by adults at all times and are always within sight of an adult.
- 2) Any accidents/ incidents will be recorded in the accident report form and signed by parent/carers.
- 3) Regular safety monitoring will include checking of any accident/Incident records.
- 4) All adults are aware of the exit/ arrival/ toilet/ fire drill systems.
- 5) Children will only leave the room with authorised adults.
- 6) Safety checks and a risk assessment is made before every session.
- 7) Equipment is checked regularly and any broken/damaged toys/items replaced or repaired.
- 8) Fire doors are clearly marked and never obstructed.
- 9) All dangerous materials are stored in a locked cupboard and out of reach of children.
- 10) Children do not have access to kitchens or cupboards storing hazardous materials.
- 11) Adults do not walk around with hot drinks or place drinks within a child's reach.
- 12) Fire drills are held at least once a term and recorded.
- 13) There is no smoking in any part of the building.
- 14) A correctly stocked first aid box is available at all times.
- 15) Equipment offered to the children is developmentally and age appropriate, and have the relevant safety checks/ kite marks.
- 16) All children and adults are recorded on the daily register and head counts taken regularly.
- 17) Staff attend regular training sessions on Food Safety, Health and Safety, First Aid and Manual Handling.
- 18) Children are made aware of health and safety issues through

discussions, planned activities and routines.

19) Adults are provided with guidance about safe storage, movement, lifting and erection of large pieces of equipment.

20) Windows and doors are kept secure.

21) We take precautions to prevent children's fingers from being trapped in doors.

22) All floor surfaces are checked regularly to ensure they are clean, tidy and dry.

23) Heaters are protected to ensure that children cannot burn or scold themselves.

24) The layout of the toys and activities are set up to allow adults and children to move safely and freely around the setting.

25) All materials including paint and glue are non-toxic.

26) Sand is clean and suitable for children's play.

Legal Framework

Health and safety at Work Act (1974)

Management of Health and Safety at Work Regulations (1992)

Electricity at work Regulations (1989)

Control of Substances Hazardous to Health Regulations (COSHH) (2002)

Manual Handling Operations Regulations 1992

19. Illness/ Medication Policy

Unwell Children

Parents are asked to keep their child at home if they appear unwell or have any infection. Please tell us of any contagious illnesses so we can inform other parents and be alert in identifying possible symptoms in others.

Vomiting and diarrhoea infections can spread quickly. Children must not return to Pre-School for at least 48 hours after last attack.

When a child becomes unwell while in our care a staff member will stay with them while the manager contacts parent/ carers by phone (please keep your contact numbers up to date).

Emergencies

In an emergency and situation where parent cannot be reached, a member of staff will accompany the child to the hospital. All contact numbers will be tried informing parents as soon as possible.

Health Care Plans

We will work in partnership with parents and relevant professionals to develop an appropriate health care plan when necessary. Staff will be given written instructions, advice and when needed training by health professionals and parents.

Children's Medicine

Written consent will be obtained from parent/carers giving clear instruction about dosage, administration and permission for a member of staff to administer medicine to their child. Medicines must be in their original container, clearly labelled with the child's name, dosage and any other instructions. Medicines will be kept in a lockable cupboard.

Medication Book

This will record:

- Child's name
- Time or circumstances medication should be given
- Date and time medication is given
- Staff signature who administered medicine
- Signature of parent acknowledging medicine given

20. Key Persons

Our key persons system gives each child a named member of staff who is responsible for their on-going care and development. Each child in the setting has a special adult to relate to, which can make settling into the group much easier. The key person is in a position to tailor the group's curriculum to the unique needs of each individual child. The key person can be contacted at any time prior to an arrangement with the manager if you have any concerns about your child/children.

21. Missing Child Policy

Children's safety is maintained as the highest priority at all times both on and off the premises. Every attempt is made through carrying out the outings/toilet/fire drill and exit/entrance procedures that the security of the children is maintained at all times.

In the unlikely event of a child going missing manager will follow this procedure:

- 1) Check the register thoroughly
- 2) Some members of staff will stay with other children
- 3) Other members of staff will search all rooms in the building and the immediate area
- 4) If the child cannot be found, parent/carers will be informed
- 5) Police and OFSTED will be informed

Obviously we never want this situation to occur and we are confident with all our safety measures in place and constant supervision during arrival and collection, toilet visits and fire drill we will prevent this ever happening.

Systems in place to minimise the risk:

- Register taken at the start of each session
- Regular head counts carried out
- Children never leave our room unsupervised
- Children are counted leaving and on return to room
- Children are accompanied by 2 members of staff when using the toilet

22. Mobile Phone and Cameras Policy

We believe our staff should be completely attentive during their hours of working, to ensure all children in the Pre-School receive good quality care and education. This is why mobile phones are not to be used during working hours.

We also feel that restrictions need to be placed on staff when they access social networking sites. The Pre-School has a high reputation to upkeep and comments made on sites such as 'Facebook', could have an impact on how parents using the Pre-School view the staff.

Personal electronic devices e.g. mobile phones, camera/phones, iPods etc are not allowed to be used whilst in the room. Should you need to make or receive a call – please first check with the manager and use the phone outside of the area where the children are.

If staff choose to allow parents to view their page on social networking sites then this relationship must remain professional at all times. Members of staff should not befriend parents on social media.

Please note the “Whistleblowing” section of the policies – If you see a member of staff using their phone during working hours, in front of the children please advise a senior member of staff straight away.

If any of the above points are found to be happening then the member of staff involved will face disciplinary action, which could result in dismissal.

23. Outings / Outdoors Policy

On occasions, children will need to venture outside to investigate the natural world, such as looking at clouds, feel the wind and take short trips to local shops and feed the ducks.

These will take place at different times of the year, sometimes spontaneously to widen children’s learning and understanding depending on the weather. We often encourage parents to accompany us on such trips so as to increase the rate of adult child ratio if they can.

A full Risk Assessment will be carried out and recorded prior to each trip. Appropriate adult/ child ratios will be upheld.

Permission for these trips will be obtained through a permission slip which we ask parents/ carers to sign before the child starts Pre-School and is kept with the child’s records and stored under the Data Protection Act.

24. Photographs and Use of Imagery

For the purposes of this policy, imagery includes any images taken by camera (video, film and digital).

At Startright Pre-School, we recognise that it is important to celebrate

the achievements and progress of children and make a record of them. Similarly we recognise that Parents/Carers may also want to keep a photographic record of their child's achievements in Pre-School.

Alongside this we also have a duty to safeguard the welfare of children generally and to protect any individual child who may be particularly vulnerable.

Staff take photos and videos of children in order to record significant steps in the learning and development of the children. These photographs are generally kept within individual children's learning portfolios, although may also be used on wall displays. These photos are taken using the Pre-School camera/ tablet only and printed off using a photo printer. The photos are then deleted from the computer memory. Photos will not be stored. Staff must NOT use their mobile phones to take pictures of children in the setting.

Parents/ Carers are able to take photos and videos of their children taking part in specific Pre-School activities, for private use only. The Staff, supported by the parents are responsible for ensuring that pictures and images taken of children are done in a way that reflects the protective ethos of the Pre-School.

We therefore need to ensure that parental use of photography and video is monitored and protected for the benefit of children and their parents in accordance with the following guidance:

- Parents will be informed of designated areas and times where photography/video recording will be allowed (e.g. Sport's Day).
- Parents will be asked to sign giving permissions for their child to be photographed during Startright outings/ activities.
- If using a video camera or still camera please take all necessary steps to prevent obscuring other people's view.

All Parents/Carers will be asked to complete a consent form for photos to be used in displays, within the setting and for our records. If, at a later date, they wish to make any amendments to their answers, they must put these in writing.

25. Risk Assessment

We believe that the health and safety of children is of paramount importance. We make our setting a safe and healthy place for children, parents, staff and volunteers by assessing and minimising the hazards and risks to enable the children to thrive in a healthy and safe environment.

The basis of this policy is risk assessment:

- Identification of risk: Where is it and what is it?
- Who is at risk: Childcare staff, children, parents, etc?
- Assessment as to the level of risk as high, medium, low. This is both the risk of the likelihood of it happening, as well as the possible impact if it did.
- Control measures to reduce/eliminate risk: What we need to do, or ensure others will do, in order to reduce that risk?
- Monitoring and review.

Procedures

Our risk assessments are carried out daily by the Manager.

Our risk assessment process covers adults and children and includes:

- checking for and noting hazards and risks indoors and outside, and in our premises and for activities;
- assessing the level of risk and who might be affected;
- deciding which areas need attention; and
- developing an action plan that specifies the action required, the time-scales for action, the person responsible for the action and any funding required.

Risk assessments are reviewed annually or earlier if appropriate.

We maintain lists of health and safety issues, which are checked daily before the session begins as well as those that are checked on a weekly and termly basis when a full risk assessment is carried out.

Legal Framework

Management of Health and Safety at Work Regulations 1992

Recording and Reporting of Accidents and Incidents

Any accidents which occur in the setting are recorded in the accident report form. These details include the child's name, time of accident, injury received, action taken, how the accident happened, any treatment given and is signed by the staff member who dealt with the accident and any witnesses. The child's parent/ carer is then asked to countersign the form when the child is collected.

Incidents which may occur include break in, burglary, theft, fire, flood, gas leaks, attack on a member of staff or parent on the premises, death of a child, a terrorist attack, intruder or any racist incident involving staff or family at the setting.

Any incidents or accidents that require the aid of a general practitioner or hospital treatment then a report is made to the Health and Safety Executive using the RIDDOR forms, as well as a notification made to OFSTED.

26. Safeguarding Policy and Procedures

Start right Pre-School will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life. We aim to ensure staff are aware of the Prevent Strategy and able to protect children and young people who are vulnerable or at risk of being radicalised. Staff must be alert to any reason for concern in the child's life at home or elsewhere, this includes awareness of expression of extremist views.

We are committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of its service delivery.

Our designated officers are Hemani Dhanani and Mary Cooney

Procedures

We carry out the following procedures:

- We ensure all staff and parents are made aware of our safeguarding policies and procedures.
- We provide adequate and appropriate staffing resources to meet the needs of children.
- We ensure staff are aware of the risks to children and young people of being radicalised. The manager has attended the WRAP (Workshop to Raise Awareness of Prevent) training while other staff members have done the Prevent Duty training.
- British values are firmly embedded in all that we do. Through our daily activities, we ensure the practice of rule of law, individual liberty, democracy and mutual respect and tolerance to people of different faiths and beliefs
- Applicants for posts within the Pre-School are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Candidates are informed of the need to carry out 'enhanced disclosure' checks with the DBS before posts can be confirmed.
- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We abide by OFSTED requirements in respect of references and DBS checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Volunteers do not work unsupervised.
- We abide by the Protection of Vulnerable Groups Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.
- We have procedures for recording the details of visitors to the setting.
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- The Pre-School is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies.

Vulnerability to radicalisation or extreme view points

The Pre-School recognises its duty to protect our children from indoctrination into any form of extreme ideology which may lead to the harm of self or others. Our definition of radical or extreme ideology is 'a set of ideas which could justify vilification or violence against individuals, groups or self.' Staff are trained to be vigilant for spotting signs of extremist view and behaviours and to always report anything which may suggest a child is expressing opinions which may cause concern. Our core mission of diversity permeates all we do. We place a strong emphasis on the common values that all communities share such as self-respect, tolerance and the sanctity of life. We promote the spiritual, moral, social and cultural development of children and within this, fundamental British.

Responding to suspicions of abuse

We acknowledge that abuse of children can take different forms - physical, emotional, and sexual as well as neglect. And also, extremist views and radicalisation.

When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour, or their play.

Where such evidence is apparent, member of staff makes a dated record of the details of the concern and discusses what to do with the designated person/s who will then inform the manager. The information is stored on the child's personal file.

We refer concerns to the local authority children's social care department based on 'What to do if you are worried a child is being abused' (HMG 2006) and co-operate fully in any subsequent investigations.

We refer any child/ren at risk of being radicalised or show signs of extremism through the Local Authority Channel Referral and Intervention processes. 'Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools/childcare providers to make referrals if they are concerned that an individual might be vulnerable to radicalisation'.

The telephone helpline dedicated to raising concerns relating to extremism directly is 020 7340 7264. This helpline is not intended for

use in emergency situations, such as a security incident or a child being in immediate risk of harm.

Staff in the setting should take care not to influence the outcome either through the way they speak to children or by asking questions of children.

Where a child makes comments to a member of staff that gives cause for concern (disclosure), observes signs or signals that give cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect that member of staff:

- Should listen to the child, offers reassurance and gives assurance that she will take action;
- Does not question the child;
- Makes a written record that forms an objective record of observation or disclosure that includes:
 - The date and time of the observation or disclosure;
 - The exact words spoken by the child as far as possible;
 - The name of the person to whom the concern was reported, with date and time; and
 - The names of any other persons present at the time.

These records are signed and dated and kept in the child's personal file which is kept securely and confidentially.

Making a referral to the local authority social care team using the Hertfordshire council Safeguarding Board details procedures for making a referral to the local duty and referral team. The telephone number to make a referral to Children, Schools and Families is 0300 123 4043.

All members of staff are familiar with the Child protection record and follow the procedures for recording and reporting.

Informing Parents

Parents are normally the first point of contact.

If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the Local Safeguarding Children Board does not allow this.

This will usually be the case where the parent is the likely abuser. In these cases, the investigating officers will inform the parents.

Liaison with other Agencies

We work within the Local Safeguarding Children Board guidelines.

We have a copy of 'What to do if you're worried a child is being abused' for parents and staff and all staff are familiar with what to do if they have concerns.

We have procedures for contacting the local authority in child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy in any emergency for the setting and social services to work well together.

We notify the registration authority (OFSTED) of any incident and any changes in our arrangements which may affect the wellbeing of children.

Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.

Supporting Families

We believe in building trusting and supportive relationships with families, staff and volunteers in the group.

We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, providing information, monitoring of the child and liaising at all times with the local children's social care team.

We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.

We follow the Child Protection Plan as set by the child's social care worker in relation to the setting's designated role and tasks in supporting that child and their family subsequent to any investigation.

Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with

the Confidentiality and Client Access to Records procedure and only if appropriate under the guidance of the Local Safeguarding Children Board.

Legal Framework

- Children Act (1989 s47)
- Protection of Children Act (1999)
- Data Protection Act (1998)
- The Children Act (Every Child Matters) (2004)
- Safeguarding Vulnerable Groups Act (2006)
- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Human Rights Act (1999)
- Race Relations (Amendment) Act (2000)
- Race Relations (Amendment) Act (1976) Regulations
- Equalities Act (2006)
- Data Protection Act (1998) Non-Statutory Guidance

Further Guidance

- Working together to Safeguard Children (revised HMG 2006)
- What to do if you're Worried a Child is Being Abused (HMG 2006)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- The Common Assessment Framework (2006)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)
- Information Sharing: Practitioners' Guide (HMG 2006)
- Independent Safeguarding Authority: www.isa.gov.org.uk

27. Settling In

Children will be settled, feel safe and happy whilst in our care. We want them to recognise other adults as their guidance/ role model and encourage them to be able to share their new learning experience. We also want parents to feel welcome and involved from the beginning.

In order to accomplish this we will:

- Encourage parents to visit the preschool with their child/ren before

admission is planned.

- Let parents know that they will be welcomed and supported for as long as it takes to settle their child.
- Reassure parents whose children might take longer to settle in.
- Encourage parents, where appropriate, to separate from their child for brief periods at first, gradually building up to longer absences.
- Provide opportunities for parents to inform us of their child's current interests.

28. Social Networking Policy

This social networking policy applies to all staff members employed by the Pre-School – both paid and voluntary.

Social media, professional networking sites, rapid-fire communications, blog sites, and personal websites are all useful technologies. Every employee has an opportunity to express and communicate online in many ways, and we do not wish to discourage an on-line presence. Above all else, everyone needs to use good judgement on what material makes its way online.

This policy will set forth guidelines that employees should follow for all online communications in reference to the Pre-School.

This policy includes (but is not limited to) the following specific technologies:

Personal blogs and websites, Twitter, Facebook, Instagram and Snap Chat.

Responsibility

Any material presented on line in reference to the Pre-School by any employee is the responsibility of the poster. At no times should any posts be made in reference to children, parents or other professionals that employees may come in to contact with through work.

At no time must any photographs or materials be published that identify the setting or children and pictures of staff may only be used with the express permission of the staff members concerned. Any member of staff found to be posting remarks or comments that breach confidentiality and or are deemed to be of a detrimental nature to the company or other employees or posting/publishing photographs of the setting, children or staff unless staff permission has been gained may

face disciplinary action in line with the company disciplinary procedures.

Pre-School employees are encouraged to use the following guidelines in social networking practices:

- Remember that no information sent over the web is totally secure and as such if you do not wish the information to be made public refrain from sending it over a social network site.
- Even though you may think you are anonymous or use an alias you may be recognised.
- Maintain professionalism, honesty, and respect.
- Members of staff should by no means be friends with parents on any social network media.

Apply a "good judgement" test for every activity related to the setting - Could you be guilty of leaking information, discussing confidential information? Is it negative commentary regarding the setting or its employees? Activity showing good judgement would include statements of fact about the setting, and its products and services, facts about already-public information, or information on the Web site.

Further, if any employee becomes aware of social networking activity that would be deemed distasteful or fail the good judgement test, please contact the manager

Any online communication regarding proprietary information such as lay-offs, strategic decisions, or reduction of working hours deemed inappropriate for uncoordinated public exchange is forbidden.

29. Special Educational Needs and Disability

At Startright Pre-School, we provide an environment in which all children are supported to reach their full potential. We have regard for the DfES Revised Special Educational Needs Code of Practice 2014. We have two named SENDCO staff members.

Our aim is for all children with SEND to reach their full potential, and to meet this we:

- Welcome all children to our preschool

- Ensure early identification of any child with any form of SEND through relevant monitoring, observing and recording of all children's progress.
- Provide time to meet and listen to parents continually, building a partnership where information can be shared regularly.

If a child have SEND or is identified as having SEND, we will:

- Identify assess and review individual needs on a regular basis.
- Provide a broad, balanced and purposeful early year's curriculum.
- Provide activities which can be adapted to individual needs, making the curriculum accessible to all children.
- Provide additional resources and help for children with SEND when needed.
- Listen to and work in partnership with parents/carers, sharing observations and planning on a regular basis, consulting and meeting any outside agencies at a time which will be most convenient to parents.
- Staff will be flexible in their support, promoting joining in and inclusion.
- Staff will be good role models, respecting and valuing all children.
- We will develop all children's understanding and respect for differences and for different cultures through our early year's curriculum.
- Continue working with outside agencies, including our area SENDCO Coordinator and The Children's Centre.
- Share information with the school/setting that the child will transfer to making the transition as successful as possible with the permission of parent/carers.

30. Staffing

We are very proud of our high Adult: Child Ratios.

All staff members are DBS checked and attend regular training including Paediatric First Aid, Health and Safety and Child Protection and more.

We have named SENCO and Safeguarding designated persons.

Regular staff meetings provide opportunities for staff to undertake curriculum planning and to discuss any changes as well as evaluate the setting and the children's learning and development.

31. Student Placement Policy

Startright recognise that qualifications and training make an important contribution to the quality of the care and education provided by early year's settings. As part of our commitment to quality, we offer placements to students undertaking early years qualifications and training.

We require students on qualification courses to meet the suitable person requirements of OFSTED and have DBS checks carried out - the DBS no will be kept on record.

Work experience students or those with us for a short-term basis do not count in our staffing ratios. Trainee staff or those on a long-term placement may be included in the ratios if they are deemed competent.

32. Toileting/Nappy Changing Policy

No child is excluded from participating in our setting who may for any reason not yet be toilet trained and who may still be wearing nappies.

Staff must not enter a toilet with a child and close the door.

Children's nappies or underwear must not be changed in front of other parents or adults visiting the setting.

Two members of staff must be present when changing a child's nappy.

If a child needs to use the toilet, the child must be accompanied by two staff members. The door of the toilet must stay ajar and the one staff member must be within visual and hearing distance.

No volunteer/ visitor/ cover member of staff is allowed to perform the above duties.

33. Two year old Policy

We aim to provide the highest quality education and care for all our children. We aim to offer a warm welcome to each individual child and family and to provide a warm and caring environment within which all children can learn and develop as they play.

How your child plays, learns, speaks, and acts offers important clues about your child's development. Developmental milestones are things most children can do by a certain age. We undertake developmental checks on all children between the ages of 2 – 3 years.

The Early Years Foundation Stage (EYFS) requires that parents and carers must be supplied with a short-written summary of their child's development in the three prime learning and development areas of the EYFS: Personal, Social and Emotional Development, Physical Development and Communication and Language. This should be completed when the child is aged between 24-36 months.

The aims of the progress check are to:

- Review a child's development in the three prime areas of the EYFS.
- Share this information with parents at an agreed time to ensure they have a clear picture of their child's development.
- Enable us to understand the child's needs and plan activities and experiences to meet them in the setting.
- Enable parents to understand the child's needs and enhance development at home, with support from the setting.
- Note areas where the child is progressing well and identify any areas where progress is less than expected.
- Describe actions the setting intends to take to address any developmental concerns (including working with other professionals where appropriate).

The progress check will:

- Be completed by a practitioner who knows the child well and works directly with them in the setting - this will normally be the child's key person.
- Arise from the ongoing observational assessments carried out as part of everyday practice in the setting.
- Be based on skills, knowledge, understanding and behaviour that the child demonstrates consistently and independently.
- Take account of the views and contributions of parents, and the child if appropriate.
- Take into account the views of other practitioners and, where relevant, other professionals working with the child.

The progress check will:

- Be clear and easy to read, avoiding unfamiliar jargon, acronyms or terminology (with interpretation and translation available where

appropriate).

- Present a truthful yet sensitive reflection of what the child can do and their achievements to date.
- Identify areas where the child is progressing at a slower pace than expected.
- Recognise parents' in-depth knowledge of their child by incorporating their observations and comments, and explain how their child's learning and development will be supported in the setting.

The EYFS requires that the progress check is carried out when a child is age two, this includes any child that starts at the setting between the ages of 24-36 months.

The following factors will be considered before commencing:

- The setting will allow a settling in period for the child to enable their key person and other practitioners to build up good knowledge of the child's development, abilities and interests before completing the progress check. (Normally six to eight weeks).
- If a child has a period of ill health or a significant event in their family (e.g. family breakdown, bereavement or the arrival of a sibling) it may be appropriate to delay the check.
- If a child has a period of absence or irregular attendance.

Where possible, we will carry out the progress check in time for parents to share it with the health visitor at the two year old health and development review.

If the child has already had the health visitor 2 year old check the setting is still required to carry out the EYFS 2 year old check.

Children attending more than one setting or changing settings

In the case of children who are attending more than one setting, the progress check will normally be carried out by the child's key person at the setting where the child spends the greatest amount of time each week.

However, the setting carrying out the progress check will consider whether it would be helpful to get the views of other practitioners working with the child at the other setting or settings.

If a child moves between settings between 24 and 36 months, leaders and managers of the respective settings will agree which provider will complete the check. It will usually be the setting where the child has

spent the most time to date.

Preparing the progress check for a child with identified disabilities or special educational need

If the progress check is for a child with an identified disability, medical need or special educational need the setting will consider if the child is already being supported by other professionals. Then the setting will agree with parents how the views and contributions of those professionals can be sought.

The focus will be on what the child can do, their unique and individual characteristics and their development to date, rather than describing their development in terms of their need or disability.

Information sharing

The setting will include in the child induction process the sharing of both the child's health visitor contact details.

The progress check is a statutory requirement of the EYFS. The setting will seek the consent of parents to share information from the check directly with relevant professionals.

We are able to offer the 2 year offer for children the term after they are 2 years old, subject to criteria. This will allow 15 hours per week, term time only to be funded.

34. Visitor Policy

We recognise that the quality and variety of work which goes on in a Pre-School makes it an ideal place for visitors from places of work, school and college or childcare courses. Other visitors may include professionals such as health visitors, speech or language therapists, OFSTED, Early Years advisors, children centre staff and so on.

All visitors need to sign and date the Visitor's Book upon their arrival and departure.

The needs of the children are paramount. Visitors will not be admitted in numbers, which could hinder the essential work of the Pre-School.

Visitors must be made aware of the Fire Procedure, Child Protection, Confidentiality and Health and Safety Policy.

Any information gained by the visitors about the children, families or

other adults in the Pre-School must remain confidential.

35. Whistle Blowing Guidance

Definition:

'Whistle blowing' is raising a concern about malpractice within an organisation.

The policy provides individuals in the workplace with protection from victimisation or punishment where they raise a genuine concern about misconduct or malpractice in the organisation. The policy is underpinned by the Public Interest Disclosure Act 1998, which encourages people to raise concerns about misconduct or malpractice in the workplace, in order to promote good governance and accountability in the public interest.

The Act covers behaviour, which amounts to:

- A criminal offence
- Failure to comply with any legal obligation
- A miscarriage of justice
- Danger to health and safety of an individual and/or environment
- Deliberate concealment of information about any of the above.

Condition For Raising Concerns, The Public Interest Disclosure Act 1998 legislation and this policy offers protection only if the:

- Internal disclosure is made in good faith and there is reasonable suspicion that the alleged malpractice has occurred is occurring or is likely to occur.
- Disclosure to a Regulator (e.g. Ofsted and LSCB,) meets the above criteria and the member of staff concerned honestly and reasonably believes the allegations are substantially true.

For protection under the legislation external disclosure must also meet one or more of the following conditions:

- The employee believed s/he would be victimised if s/he raised the matter internally
- There is no prescribed regulator and the employee believed the evidence would be concealed or destroyed

- The concern had already been raised with the employer or regulator and had not been dealt with adequately or appropriately
- The concern is of an exceptionally serious nature.

An employee or volunteer who, acting in good faith, wishes to raise such a concern should normally report the matter to the manager who will advise the employee or volunteer of the action that will be taken in response to the concerns expressed. Concerns should be investigated and resolved as quickly as possible with the support of the Local Authority Designated Officer if necessary.

If an employee or volunteer feels the matter cannot be discussed or resolved with the manager or the owner he or she should contact the Local Authority Designated Officer (LADO) or OFSTED on 0300 123 3155 for advice on what steps to follow.

Steps to take if concerned

If you are concerned about a colleagues practice then:

- Speak to your manager
- If you are still dissatisfied with the outcome contact your Local Authority Designated Officer (LADO)

A disclosure in good faith to the manager will be protected. Confidentiality will be maintained wherever possible and the employee or volunteer will not suffer any personal detriment as a result of raising any genuine concern about misconduct or malpractice within the organisation.

36. Withdrawal

One term's notice or equivalent in payment must be given if you wish to withdraw your child from the Pre-School.

If your child does not attend for more than two weeks without prior notification, we reserve the right to offer your child's place to another child on the waiting list.

37. Working in Partnership with other agencies

We work in partnership with local and national agencies to promote the well-being of all children.

Procedures

We work in partnership with, local and national agencies to promote the well-being of children. Procedures are in place for sharing of information about children and families with other agencies.

Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.

When working in partnership with staff from other agencies, we make those individuals welcome in the setting and their professional roles are respected. We follow the protocols for working with agencies, for example on Child Protection.

Staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other children during their visit.

Our staff do not casually share information or seek informal advice about any named child/family. When necessary we consult with local and national agencies who offer a wealth of advice and information that help us develop understanding of issues facing us and who can provide support and information for parents. For example, speech therapists, physiotherapists, psychologists and children centres.

38. Working in Partnership with Parents Policy

For 'parent' please take this to include parent/ carer /grandparent or whoever is the child's main carer or carers.

We believe that children benefit most from early year's education and care when parents and settings work together in partnership.

The relationship with parents should be one of mutual trust and respect. Parents should be provided with information and support. Their views and information about their child should be asked for, welcomed and

taken into account. Communication with parents is at the heart of our successful partnership with parents. We communicate using an online-based diary.

We do our best to ensure that all parents are included. We do this by creating the opportunity to talk to them daily at drop off and pick up time.

We also:

- Send out a newsletter at the start of every month to inform parents of happenings and events
- Send an end of year report
- Provide information on outdoor notice boards and displays
- Parent/ Key Person week once a term
- We have an active policy of parental involvement in Pre-School. Events are organised throughout the year and all parents are invited by newsletter, reminders are sent verbally and by text message. Parents are not to be made to feel guilty or pressured to come to events

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