

## Laurel Pre-school Learning Group Policies for the Pre-school

All the policies contained within this handbook have been reviewed and adopted by the staff, management committee and parents involved with the pre-school at the time of adoption. The policies will be reviewed annually by the same groups of people just prior to the pre-school Annual General Meeting, usually held in June of each year. Before the meeting a general consultation process will be held with interested parties able to contribute verbally, in writing or by email. These comments and other pertinent changes such as legislative updates will then be considered for updating the policies before a formal re-adoption at the AGM.

Our policies have been developed in line with the following legal framework:

Early Years Foundation Stage Statutory Framework (2008)  
Ofsted National Standards for Sessional Daycare  
UN Convention on the Rights of the Child (1989)  
The Children Act (1989) (2004)  
The Childcare Act (2006)  
Every Child Matters - Change for Children (2004)  
Care Standards Act (2000)  
Protection of Children Act (1999)  
Safeguarding Vulnerable Groups Act (2006)  
Human Rights Act (2000)  
Disability Discrimination Act (1995) (2006)  
Special Educational Needs and Disability Act (2001)  
Revised SEN Code of Practice (2002)  
Sex Discrimination Act (1975) (1986)  
Sex Discrimination (Gender Reassignment) Regulations (1999)  
Race Relation Act (1976) (Amendment) (2000)  
The Data Protection Act (1998)  
Freedom of Information Act (2000)  
Equality Act (2006)  
Gender Recognition Act (2004)  
Employment Equality Regulations (2003)  
Rehabilitation of Offenders Act (1974)  
Education Act (2002)

## Admissions policy

### Statement of intent

It is our intention to make our pre-school accessible to children and families from all sections of the local community. We are registered with Ofsted to provide up to 40 places at any one time and we accept children from the term after their second birthday. We do not require children to be toilet trained on admission.

### Aim

We aim to ensure that all sections of our community have access to the pre-school through open, fair and clearly communicated procedures.

### Methods

In order to achieve this aim, we operate the following admissions policy.

- We ensure that the existence of the pre-school is widely advertised in places accessible to all sections of the community.
- We ensure that information about our pre-school is accessible - in written and spoken form - and, where appropriate, in different languages. Where necessary, we will provide information in Braille, or through signing or an interpreter.
- We arrange our waiting list in birth order.
- We keep a place vacant, if this is financially viable, to accommodate an emergency admission.
- We describe our pre-school and its practices in terms which make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders.
- We describe our pre-school and its practices in terms of how it treats individuals, regardless of their gender, special educational needs, disabilities, background, religion, ethnicity or competence in spoken English.
- We describe our pre-school and its practices in terms of how it enables children with disabilities to take part in the life of the pre-school.
- We monitor the gender and ethnic background of children joining the group to ensure that no accidental discrimination is taking place.
- We make our equal opportunities policy widely known.
- We consult with families about the opening times of the pre-school to avoid excluding anyone.
- We are flexible about attendance patterns to accommodate the needs of individual children and families.
- We offer families the opportunity to visit the pre-school before applying for a place and before taking up that place. The visit(s) can occur whenever a parent is ready and prior notice is not required.
- We usually only admit children at the start of the Autumn and Spring terms (September and January), but flexibility is applied where family need requires this, whether through a house move or other circumstances.
- Prior to admission all families will receive a New Starters pack which includes:
  - Welcome letter
  - Parent - Setting contract
  - Information on Keyperson
  - Registration Form
  - All About Me sheets
  - Policies
  - Parental consent forms

See also: Complaints Policy  
Confidentiality Policy  
Equality and Diversity Policy  
Funding and Fees Policy  
Parental Involvement Policy  
Personal and Intimate Care Policy  
Settling In and Transitions Policy  
Special Educational Needs (SEN) Policy

This policy was adopted at a meeting of Laurel Pre-school held on (date)

Signed on behalf of the pre-school

## Behaviour management policy

### Statement of intent

Our pre-school believes that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else.

### Aim

We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment.

### Methods

- We have a named person who has overall responsibility for issues concerning behaviour. This person is currently Janet Robinson.
- We require the named person to:
  - keep her/himself up-to-date with legislation and research and thinking on handling children's behaviour;
  - access relevant sources of expertise on handling children's behaviour; and
  - check that all staff have relevant in-service training on handling children's behaviour. We keep a record of staff attendance at this training.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We require all staff, volunteers and students to use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the children's ages and stages of development - for example distraction, praise and reward.
- We familiarise new staff and volunteers with the pre-school's behaviour policy and its rules for behaviour.
- We expect all members of the pre-school - children, parents, staff, volunteers and students - to keep to the rules, requiring these to be applied consistently.
- We praise and endorse desirable behaviour such as kindness and willingness to share.
- We avoid creating situations in which children receive adult attention only in return for undesirable behaviour.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the pre-school.
- When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.
- We never send children out of the room by themselves.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.
- We only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our pre-school leader and are recorded in our Incident Book. A parent is informed on the same day and signs the Incident Book to indicate that they has been informed.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's behaviour.
- We handle children's unacceptable behaviour in ways which are appropriate to their ages and stages of development - for example by distraction, discussion or by withdrawing the child from the situation.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their keyperson. We work with parents to address recurring unacceptable behaviour, using objective observation records to help us to understand the cause and to decide jointly how to respond appropriately.

### Bullying

Bullying involves the persistent physical or verbal abuse of another child or children. We take bullying very seriously.

If a child bullies another child or children:

- we intervene to stop the child harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is inappropriate;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to say sorry for her/his actions;

- we make sure that children who bully receive praise when they display acceptable behaviour;
- we do not label children who bully;
- when children bully, we discuss what has happened with their parents and work out with them a plan for handling the child's behaviour; and
- when children have been bullied, we share what has happened with their parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

See also:   Complaints Policy  
              Confidentiality Policy  
              Equality and Diversity Policy  
              Health and Safety Policy  
              Parental Involvement Policy  
              Planning, Observation and Assessment Policy  
              Safeguarding Children Policy  
              Settling In and Transition Policy  
              Special Educational Needs (SEN) Policy  
              Staffing Policy

This policy was adopted at a meeting of Laurel Pre-school held on (date)

Signed on behalf of the pre-school

## Complaints Policy

### Statement of intent

Our pre-school believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our pre-school and will give prompt and serious attention to any concerns about the running of the pre-school. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns.

### Aim

We aim to bring all concerns about the running of our pre-school to a satisfactory conclusion for all of the parties involved.

### Methods

To achieve this, we operate the following complaints procedure.

### How to complain

#### Stage 1

- Any parent who is uneasy about an aspect of the pre-school's provision talks over, first of all, their worries and anxieties with their keyperson or the pre-school leader.

#### Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to Stage 2 of the procedure by putting the concerns or complaint in writing to the pre-school leader and the owner/chair of the management committee.
- A written complaint will be investigated and the results of this investigation will be made available to the complainant within 28 working days of the complaint being received.
- Most complaints should be able to be resolved informally at Stage 1 or at Stage 2.

#### Stage 3

- The parent requests a meeting with the pre-school leader and the owner/chair of the management committee. Both the parent and the leader should have a friend or partner present if required. An agreed written record of the discussion is made. All of the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded.

#### Stage 4

- If at the Stage 3 meeting the parent and pre-school cannot reach agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, 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.
- Staff or volunteers within the Pre-school Learning Alliance are appropriate persons to be invited to act as mediators.
- The mediator keeps all discussion confidential. S/he can hold separate meetings with the pre-school personnel (pre-school leader and owner/chair of the management committee) and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

#### Stage 5

- When the mediator has concluded her/his investigations, a final meeting between the parent, the pre-school leader and the owner/chair of the management committee is held.
- The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.
- A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

The role of the Office for Standards in Education, Early Years Directorate (OFSTED) and the Local Safeguarding Children Board.

- Parents may approach OFSTED directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of our registration requirements, it is essential to involve OFSTED as the registering and inspection body with a duty to ensure the National Standards for Day Care are adhered to.

The address and telephone number of our OFSTED regional centre are:

OFSTED Early Years, 3<sup>rd</sup> Floor, Royal Exchange Buildings,

St Ann's Sq, Manchester, M2 7DA

08456 4040404

[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

These details are displayed on our pre-school's notice board and in our information booklet.

If a child appears to be at risk, our pre-school follows the procedures of the Local Safeguarding Children Board in our local authority.

In these cases, both the parent and pre-school are informed and the pre-school leader works with OFSTED or the Area Child Protection Committee to ensure a proper investigation of the complaint followed by appropriate action.

### Records

A record of complaints against our pre-school and/or the children and/or the adults working in our pre-school is kept, including the date, the circumstances of the complaint and how the complaint was managed.

See also: Admissions Policy  
Behaviour Management Policy  
Confidentiality Policy  
Equality and Diversity Policy  
Funding and Fees Policy  
Health and Safety Policy  
Hygiene Policy  
Missing Child Policy  
Parental Involvement Policy  
Personal and Intimate Care Policy  
Safeguarding Children Policy  
Special Educational Needs (SEN) Policy

This policy was adopted at a meeting of Laurel Pre-school held on (date)

Signed on behalf of the pre-school

## Confidentiality policy

### Statement of intent

It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality pre-school care and education.

### Aim

We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children.

### Method

To ensure that all those using, and working in, the pre-school can do so with confidence, we respect confidentiality in the following ways.

- Parents have ready access to the files and records of their own children but do not have access to information about any other child.
- We will only discuss confidential information with those who have parental responsibility for a child, unless instructed otherwise by those with parental responsibility or in a case of our Safeguarding policy applies.
- A private room can be made available for parents who wish to discuss anything in confidence with a staff member.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects the care of, and planning for, the child's needs.
- Staff induction includes an awareness of the importance of confidentiality in the role of the keyperson.
- Any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a "need-to-know" basis.
- Personal information about children, families and staff is kept securely in a lockable file whilst remaining as accessible as possible. Staff personnel records are kept off site in a secure file to ensure confidentiality.
- Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.
- Students on Pre-school Learning Alliance or other recognised qualifications and training, when they are observing in the pre-school, are advised of our confidentiality policy and required to respect it.
- Appendix 1 shows the length of time the various items of paperwork will be kept for. These items will be kept securely until they are no longer needed and then shredded.
- A breach of this policy can be considered to be gross misconduct by staff, and will be dealt with accordingly under the the staff grievance and disciplinary policy.
- In order to share information with outside professionals, either as part of the graduated response (SEN) or for transition, the express permission of the parents will be sought in advance.

All the undertakings above are subject to the paramount commitment of the pre-school, which is to the safety and well-being of the child.

See also: Admissions Policy  
Behaviour Management Policy  
Complaints Policy  
Contact and Collection of Children Policy  
Equality and Diversity Policy  
Food and Drink Policy  
Funding and Fees Policy  
Parental Involvement Policy  
Personal and Intimate Care Policy  
Planning, Observation and Assessment Policy  
Safeguarding Children Policy  
Special Educational Needs (SEN) Policy  
Staffing and Employment Policy  
Student Placement Policy

This policy was adopted at a meeting of Laurel Pre-school held on (date)

Signed on behalf of the pre-school

## Contact and Collection of Children Policy

### Statement of intent

The pre-school keeps up to date records and contact details of the adults involved in the care of the children attending. These are used to ensure children can be safely collected at the end of the session, and at other times when necessary. Systems are in place to ensure that children cannot leave the premises without an authorised adult and that children are properly cared for in the event of a delay to their collection at the end of a session. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child.

### Aim

In the event that a child is not collected by an authorised adult, we will ensure that the child receives a high standard of care in order to cause as little distress as possible. We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

### Procedures

1. Parents of children starting at the pre-school are asked to provide specific information which is recorded on our Registration Form, including:

- home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour's;
- place of work, address and telephone number (if applicable);
- mobile telephone number (if applicable);
- names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from pre-school, for example a childminder or grandparent;
- information about any person who does not have legal access to the child.

2. On occasions when parents are aware that they will not be at home or in their usual place of work, they record how they can be contacted in our Collection Book.

3. On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they record the name, address and telephone number of the person who will be collecting their child in our Collection Book. We agree with parents how the identification of the person who is to collect their child will be verified.

4. Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up procedures. We provide parents with our contact telephone number. We also inform parents that - in the event that their children are not collected from pre-school by an authorised adult and the staff can no longer supervise the child in our premises - we apply our child protection procedures as set out in our child protection policy.

5. If a child is not collected at the end of the session/day, we follow the following procedures:

- the Collection Book is checked for any information about changes to the normal collection routines;
- if no information is available, parents/carers are contacted at home or at work;
- if this is unsuccessful, the adults who are authorised by the parents to collect their child from pre-school - and whose telephone numbers are recorded on the Registration Form - are contacted;- all reasonable attempts are made to contact the parents/carers, for example a neighbour is contacted or another member of staff visits the child's home;
- the child stays at pre-school in the care of two fully-vetted workers until the child is safely collected;
- the child does not leave the premises with anyone other than those named on the Registration Form and in the Collection Book;
- if no-one collects the child and the premises are closing, or staff are no longer available to care for the child, we apply the procedures set out in our Child Protection Policy. We contact our local authority social services department (0161 253 5454 ) and inform OFSTED (08456 404040).
- a full written report of the incident is recorded.
- parents should be aware that the pre-school reserves the right to make a charge for children being collected later than the closing time advertised. This charge will be made for each fifteen minutes or part thereof after the closing time. Current charges are available on request from the pre-school and are subject to change each year as decided by the management committee. Charges will be made per child.

See also: Confidentiality Policy  
Emergency Closure Policy  
Health and Safety Policy

Missing Child Policy  
Parental Involvement Policy  
Safeguarding Children Policy

This policy was adopted at a meeting of Laurel Pre-school held on (date)

Signed on behalf of the pre-school

## Emergency Closure Policy

### Statement of intent

The pre-school will endeavour to be open from 9.15 am to 11.45 am, Monday to Friday during term times (as decided by the Committee at the AGM) without disruption. Where disruption is unavoidable, all involved in the pre-school will be kept informed and the pre-school will reopen at the earliest possible opportunity.

### Aim

In the unlikely event that the pre-school has to close at times other than scheduled in the normal opening hours and dates, the policy will be applied to ensure that all involved in the pre-school have a clear understanding of the procedures which will take place.

### Methods

An emergency closure will be implemented in the following circumstances:

- When the building is unusable through accidental or malicious damage
- When the building is unusable due to required maintenance work. Where possible we will endeavour to negotiate scheduled work to be carried out during times of closure.
- When an outbreak of illness within the pre-school community requires closure in line with Health Protection Agency (HPA) and Ofsted guidelines.
- When illness levels within the staff body mean it is impossible to maintain the correct ratios of suitable adults to children.
- When an emergency occurs during the pre-school session which requires the pre-school to close early.

In the event of any of the above incidents occurring which requires the pre-school to not open on a given morning, the Committee, Group Leader and Deputy will make contact with the families of the pre-school affected for that session in advance of the day where practical.

Where this is not practical, a member of the Committee or management will be asked to remain at the building until such time as it can be determined that all the affected families have been made aware of the situation.

Janet Robinson/Jennifer Holly will be responsible for informing the relevant authorities of the unexpected closure.

- Initially this will be the Childcare and Extended Services team at Bury
- Other parties who may need to be informed are Ofsted, Health Protection Agency, local health authority, Health and Safety Executive and RIDDOR, depending on the circumstances of the closure.

Parents will be informed about how they can find out when the pre-school will re-open and other pertinent information according to the circumstances of the closure. This may include asking them to nominate a preferred contact number/email address, or holding a special meeting to keep parents informed.

### Emergency closure after a session has started

In the event of an emergency closure after the session has started, parents and carers will be informed by telephone that they are required to collect their child as soon as possible.

If the closure is due to sickness, the children and all staff who are unaffected will remain on the premises until all children can be collected. If too few staff are well enough to stay on the premises, members of the Committee will be contacted and asked to stay on until the other children have been collected.

If the closure is due to an emergency which requires the building to be evacuated, the children will be safely evacuated according to the current Fire Drill procedures. Contact information for all the children will be taken out of the building alongside the daily register.

Once the building is evacuated, Janet Robinson/Jennifer Holly will ensure the relevant authorities/emergency services are called.

The children will then be taken to a place of safety (either Tottington High School or Tottington village library) until such time as they can all be collected by parents and carers. Janet Robinson/Jennifer Holly will contact the parents and carers of the children present. All staff will remain with the children during this time.

Where the pre-school has to close in an emergency, the Committee will arrange for any funding from the local authority to be repaid if required, and for refunds to be made to any families who pay fees. This will

usually be made by way of a reduction from the next term's fees, but may be in the form of a direct payment if circumstances require.

See also: Contact and Collection Policy  
Health and Safety Policy  
Safeguarding Children Policy

This policy was adopted at a meeting of Laurel Pre-school held on (date)

Signed on behalf of the pre-school

## Equality and diversity policy

### Statement of intent

Our pre-school is committed to providing equality of opportunity and anti-discriminatory practice for all children and families.

"Inclusion is a process of identifying, understanding and breaking down the barriers to participation and belonging." (National Children's Forum)

### Aim

We aim to:

- provide a secure environment in which all our children can flourish and in which all contributions are valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about different ethnic groups and people with disabilities;
- improve our knowledge and understanding of issues of equality and diversity; and
- make inclusion a thread which runs through all of the activities of the pre-school.

The legal framework for this policy is:

Race Relations Act 1976;

Race Relations Amendment Act 2000;

Sex Discrimination Act 1986;

Children Act 1989;

The Disability Discrimination Act 1995;

UN Convention on the Rights of the Child 1989;

The Childcare Act 2006 (Every Child Matters);

Special Educational Needs and Disability Act 2001.

### Method

- We have a named Equalities Co-ordinator (ENCO), Janet Robinson, and all our staff undertook Equalities training in March 2008.
- The named ENCO works with the support of the Childcare and Extended Services team, in particular the Area Inclusion Officer.
- The named ENCO will oversee and evaluate the practice of the pre-school on a termly basis unless a review is required before. Time will be allocated for this by the pre-school.
- Staff will support the named ENCO in this by discussing equality issues at monthly staff meetings and informing the ENCO of any concerns.
- The staff will work daily to uphold the policy through their dealings with children, parents, carers and each other.

### Admissions

- Our pre-school is open to all members of the community.
- We advertise our service widely.
- We reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in as many languages as possible, where appropriate.
- We base our admissions policy on a fair system.
- We do not discriminate against a child with a disability or refuse a child entry to our pre-school because of any disability.
- We ensure that all parents are made aware of our equal opportunities policy.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the pre-school and in the curriculum offered.

### Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau. This ensures fairness in the selection process. All job descriptions include a commitment to equality and diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

### Training

- We seek out training opportunities for staff and volunteers to enable them to develop practices which enable all children to flourish.

- We review our practices to ensure that we are fully implementing our policy for equality and diversity.

## Curriculum

The curriculum offered in the pre-school encourages children to develop positive attitudes to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- making children feel valued and good about themselves;
- ensuring that children have equality of access to learning;
- reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of materials;
- celebrating a wide range of festivals;
- creating an environment of mutual respect and tolerance;
- helping children to understand that discriminatory behaviour and remarks are unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities; and
- ensuring that children whose first language is not English have full access to the curriculum and are supported in their learning.

## Valuing Diversity in Families (see also Partnership with Parents Policy)

- We welcome the diversity of family life and work with all families.
- We encourage children to contribute stories of their everyday life into the pre-school.
- We encourage parents/carers to take part in the life of the pre-school and to contribute fully.
- For families who have a first language other than English, we value the contribution their culture and language offer.
- We offer a flexible payment system for families of differing means.

## Professional Partnerships

- The pre-school works in partnership with other adults to support the inclusion and development of all children.
- These include primarily the parents/guardians of the child.
- Where appropriate we also work with the Childcare and Extended Services team (CES), Bury Parent Partnership, health visitors, speech and language therapists, occupational therapists and other qualified professionals involved in the care and development of young children and their families.

## Food

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
- We help children to learn about a range of food, cultural approaches to mealtimes and eating and to respect the differences among them.

## Meetings

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the pre-school.
- Information about meetings is communicated in a variety of ways - written, verbal and in translation, if appropriate- to ensure that all parents have information about access to the meetings.

See also: Admissions Policy  
 Behaviour Policy  
 Complaints Policy  
 Confidentiality Policy  
 Equipment and Resources Policy  
 Food and Drink Policy  
 Funding and Fees Policy  
 Outdoor Learning Policy  
 Parental Involvement Policy  
 Personal and Intimate Care Policy  
 Planning, Observation and Assessment Policy  
 Safeguarding Children Policy  
 Settling In and Transition Policy  
 Special Educational Needs (SEN) Policy  
 Staffing and Employment Policy

## Student Placement Policy

This policy was adopted at a meeting of Laurel Pre-school held on (date)

Signed on behalf of the pre-school

## Equipment and resources policy

### Statement of intent

We believe that high quality care and education is promoted by providing children with safe, clean, attractive, age and stage appropriate resources, toys and equipment.

### Aim

We aim to provide children with resources and equipment which help to consolidate and extend their knowledge, skills, interests and aptitudes.

### Method

In order to achieve this aim:

- we provide play equipment and resources which are safe and - where applicable - conform to the BSEN safety standards or Toys (Safety) Regulation (1995);
- we provide a sufficient quantity of equipment and resources for the number of children;
- we provide resources which promote all areas of children's learning and development, which may be child- or adult-led;
- we select books, equipment and resources which promote positive images of people of all races, cultures and abilities, are non-discriminatory and avoid racial and gender stereotyping;
- we provide play equipment and resources which promote continuity and progression, provide sufficient challenge and meet the needs and interests of all children;
- we provide made, natural and recycled materials which are clean, in good condition and safe for the children to use;
- we provide furniture which is suitable for children and furniture which is suitable for adults;
- we store and display resources and equipment where children can independently choose and select them;
- we check all resources and equipment regularly as they are set out at the beginning of each session and put away at the end of each session. We repair and clean, or replace any unsafe, worn out, dirty or damaged equipment;
- we provide adequate insurance cover for the pre-school's resources and equipment;
- we use the local library and toy library to introduce new books and a variety of resources to support children's interests; and
- we plan the provision of activities and appropriate resources so that a balance of familiar equipment and resources and new exciting challenges is offered.

See also: Equality and Diversity Policy  
Health and Safety Policy

Hygiene Policy  
Outdoor Learning Policy  
Planning, Observation and Assessment Policy  
Special Educational Needs (SEN) Policy

This policy was adopted at a meeting of Laurel Pre-school held on (date)

Signed on behalf of the pre-school

## Fire Safety Policy

### Statement of intent

Health and safety is an important consideration for the pre-school. We will take all reasonable steps to provide a safe and caring environment for children, staff and our visitors.

### Aim

To provide a safe, calm and efficient method of evacuating the pre-school building in the event of an emergency. To ensure the children, staff and any visitors are evacuated safely and quickly and that the children are saved from any undue stress connected with the situation.

### Method

- All staff are updated on the current Fire Drill procedures at the start of each term.
- When changes to the Fire Drill are needed, staff are made aware of these on their first working day after the changes take place.
- The current Fire Drill is displayed in all working rooms of the pre-school.
- Fire Drills will be practiced at a minimum of one per half term. This ensures children are aware of their role, the procedure itself and they will be less distressed by a real evacuation.
- During evacuation, staff will not raise their voices to children unnecessarily and will maintain a calm composure. The welfare and well-being of the children will remain of paramount importance at all times.
- In the event of an evacuation, Janet Robinson will undertake a roll call of all on the premises as soon as the pre-school has been evacuated. She will have a copy of the daily register and contact details for the children and staff. Janet Robinson or Jennifer Holly will have a mobile phone with them for making phone calls.
- After the roll call is completed the emergency services will be called to inform them of the incident and to alert them to anyone missing from the roll call and potentially still in the building.
- The staff will then escort the children to the nearest place of safety, either Tottington High School or Tottington village library, from where parents will be contacted to collect their child.
- All staff will remain with the children until they are collected.

A Fire Risk Assessment will be undertaken by Jennifer Holly annually, or as required if incidents occur. This will be kept with the overall Risk Assessment.

Fire fighting equipment as supplied by the building managers is maintained annually and as required if more frequently. Children are taught not to play this equipment by the pre-school.

See also: Fire Drill  
Emergency Closure Policy  
Health and Safety Policy

This policy was adopted at a meeting of Laurel Pre-school held on (date)

Signed on behalf of the pre-school

## Food and drink policy

### Statement of intent

The pre-school regards snack and meal times as an important part of the pre-school's session/day. Eating represents a social time for children and adults, and helps children to learn about healthy eating.

### Aim

At snack and meal times, we aim to provide nutritious food, which meets the children's individual dietary needs. We aim to meet the full requirements of OFSTED's Care Standards on Food and Drink (Standard 8).

### Methods

- Staff undertake Food Hygiene training and apply their knowledge in preparing and storing the snacks for the children and other members of the pre-school.
- Before a child starts to attend the pre-school, we find out from parents their children's dietary needs, including any allergies.
- We record information about each child's dietary needs in her/his registration record and parents sign the record to signify that it is correct.
- We regularly consult with parents to ensure that our records of their children's dietary needs - including any allergies - are up-to-date. Parents sign the up-dated record to signify that it is correct.
- We display current information about individual children's dietary needs when appropriate, so that all staff and volunteers are fully informed about them.
- We implement systems to ensure that children receive only food and drink which is consistent with their dietary needs and their parents' wishes.
- We plan menus in advance, involving children and parents in the planning, when appropriate.
- We display the menus of meals/snacks for the information of parents, when appropriate.
- We provide nutritious food at all meals and snacks, avoiding large quantities of fat, sugar and salt and artificial additives, preservatives and colourings.
- We include foods from the diet of differing cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, and about food allergies. We take account of this information in the provision of food and drinks.
- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.
- We organise meal and snack times so that they are social occasions in which children and staff participate. Staff consume hot drinks away from the table where the children are having snack for safety.
- We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- We provide children with utensils which are appropriate for their ages and stages of development and which take account of the eating practices in their cultures.
- We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the session/day.
- We inform parents who provide food for their children about the storage facilities available in the pre-school.
- We give parents who provide food for their children information about suitable containers for food.
- We have rules about children sharing and swapping their food with one another in order to protect children with food allergies.
- For children who drink milk, we provide whole and pasteurised milk. Children will be provided with a drink of milk at snack time, unless there is a medical reason not to. In this case we will work with parents to source and provide an alternative which does not single them out or label them.

See also: Confidentiality Policy  
Equality and Diversity Policy  
Health and Safety Policy  
Hygiene Policy  
Parental Involvement Policy  
Special Educational Needs (SEN) Policy

This policy was adopted at a meeting of Laurel Pre-school held on (date)

Signed on behalf of the pre-school

## Funding and Fees Policy

### Statement of intent

The pre-school believes every child should be able to access a pre-school place regardless of economic background, and that the pre-school is a valuable resource to the local community.

### Aim

To provide a suitable method of financing the running of a quality early years setting, whilst acknowledging that the first years of a child's life are the most financially draining on a family.

### Method

Under the constitution adopted by the Pre-school Committee, the Committee has responsibility for setting the levels of charges for a session of attendance at the Pre-school. This decision shall be made at the AGM, to take effect at the start of the forthcoming academic year.

As far as possible the fees to be charged will be kept to a minimum, whilst remaining competitive within the local market and helping to maintain the Pre-school as a viable concern.

Local authority funded places are available under the terms of the local Provider Agreement made between the pre-school and Bury Childcare and Extended Services Team (CES), for eligible three and four year old children.

The local authority begins to fund a part-time place from the term after the child is three.

The DCFS states the term dates used to determine funding eligibility are:

- Autumn term 1st September to 31st December
- Spring term 1st January to 31st March
- Summer term 1st April to 31st August

The funding which is available is equivalent to 5 sessions per week, and a session must last for 2.5 hours. A maximum of two sessions (a morning and an afternoon) may be claimed for, in any one day. Sessions can only be claimed for when the Pre-school is open, which will be for a minimum of 38 weeks in a (financial) year.

It is possible to split the five session entitlement between two or more pre-school provisions, providing no more than five sessions are claimed for in any one week.

Upon entry to the pre-school, parents will be asked to sign a contract which sets out the terms for payment of fees and for claiming funding.

Where families have financial difficulties making fee payments, the Committee will work together with the parents/carers to determine a suitable payment schedule. The details of these discussions and consequent arrangements will remain confidential at all times and individual to a families circumstances. Such arrangements will not be seen to be a general alteration of the terms of the contract and will remain in force for as long as the circumstances remain the same.

See also: Admissions Policy  
Confidentiality Policy  
Emergency Closure Policy  
Equality and Diversity Policy  
Special Educational Needs (SEN) Policy

This policy was adopted at a meeting of Laurel Pre-school held on (date)

Signed on behalf of the pre-school

## Health and safety policy

### Statement of intent

This pre-school believes that the health and safety of children is of paramount importance. We make our pre-school a safe and healthy place for children, parents, staff and volunteers.

### Aim

We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.

### Method

The member of staff responsible for health and safety is Jennifer Holly. She is competent to carry out these responsibilities.

### Risk assessment

Our risk assessment process includes:

- checking for hazards and risks indoors and outside, and in our activities and procedures. This is the responsibility of every staff member on a daily basis.
- An annual risk assessment is also carried out by Jennifer Holly.

Our assessment covers adults and children;

- deciding which areas need attention; and
- developing an action plan which specifies the action required, the timescales for action, the person responsible for the action and any funding required.

We maintain lists of health and safety issues which are checked:

- daily before the session begins;
- and continually throughout the session, the week and the term.

### Insurance Cover

- We have public liability insurance and employers' liability insurance. The certificate is displayed in the Main Room.

### Awareness raising

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances. This is carried out by Janet Robinson and Jennifer Holly.
- Health and safety issues are explained to the parents of new children so that they understand the part they play in the daily life of the pre-school.
- As necessary, health and safety training is included in the annual training plans of staff and health and safety is discussed regularly at staff meetings.
- We have a no smoking policy.
- Children are made aware of health and safety issues through discussions, planned activities and routines.

### Children's safety

- Only persons who have been checked for criminal records by an enhanced disclosure from the Criminal Records Bureau and are registered with OFSTED as child carers have unsupervised access to the children, including helping them with toileting.
- Adults do not normally supervise children on their own.
- All children are supervised by adults at all times.
- Whenever children are on the premises at least two adults are present.

### Security

- Systems are in place for the safe arrival and departure of children.
- The arrival and departure of staff members is recorded.
- The arrival and departure times of adults - volunteers and visitors - are recorded.
- Our systems prevent unauthorised access to our premises.
- Our systems prevent children from leaving our premises unnoticed.
- The personal possessions of staff and volunteers are securely stored during pre-school sessions.

### Windows

- Low level windows are made from materials which prevent accidental breakage or are made safe.
- Windows are protected from accidental breakage or vandalism from people outside the building.

### Doors

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

### Floors

- All surfaces are checked daily to ensure they are clean and not uneven or damaged.

### Kitchen

- Children do not have access to the kitchen.
- All surfaces are clean and non-porous.
- There are separate facilities for hand-washing and for washing up.
- Cleaning materials and other dangerous materials are stored out of children's reach, in a locked cupboard.
- When children take part in cooking activities, they:
  - are supervised at all times;
  - are kept away from hot surfaces and hot water; and
  - do not have unsupervised access to electrical equipment.

### Electrical/gas equipment

- All electrical/gas equipment conforms to safety requirements and is checked regularly.
- Our boiler/electrical switchgear/meter cupboard is not accessible to the children.
- Fires, heaters, electric sockets, wires and leads are properly guarded and the children are taught not to touch them.
- Storage heaters are checked daily to make sure they are not covered.
- There are sufficient sockets to prevent overloading.
- The temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation is adequate in all areas including storage areas.

### Storage

- All resources and materials which children select are stored safely.
- All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

### Outdoor area

- Our outdoor area is securely fenced.
- Our outdoor area is checked for safety and cleared of rubbish before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
- Where water can form a pool on equipment, it is emptied before children start playing outside.
- All outdoor activities are supervised at all times.
- We require parents to provide suitable outdoor clothing for their children, including, but not restricted to, coats, hats, sun hats, and sun protection cream. Where appropriate we will have a limited supply of these for use in an emergency.

### Hygiene

- We regularly seek information from the Environmental Health Department and the Health Authority to ensure that we keep up-to-date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene. We have a daily cleaning routine for the pre-school which includes play room(s), kitchen, rest area, toilets and nappy changing areas. We ensure that resources, equipment, dressing up clothes and furnishings are cleaned when necessary.
- The toilet area has a high standard of hygiene including hand washing and drying facilities and the disposal of nappies.

### We implement good hygiene practices by:

- cleaning tables between activities;
- checking toilets regularly;
- wearing protective clothing - such as aprons and disposable gloves - as appropriate;
- providing sets of clean clothes;
- providing tissues and wipes; and

- ensuring sole use of flannels and towels.

#### Activities

- Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the pre-school.
- The layout of play equipment allows adults and children to move safely and freely between activities.
- All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.
- All materials - including paint and glue - are non-toxic.
- Sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.
- Children who are sleeping are checked regularly.
- Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.

#### Food and drink

- Staff who prepare and handle food receive appropriate training and understand - and comply with - food safety and hygiene regulations.
- All food and drink is stored appropriately.
- Adults do not carry hot drinks through the play area(s) and do not place hot drinks within reach of children.
- Snack and meal times are appropriately supervised and children do not walk about with food and drinks.
- Fresh drinking water is available to the children at all times, upon request.
- We operate systems to ensure that children do not have access to food/drinks to which they are allergic.

#### Outings and visits

- We have agreed procedures for the safe conduct of outings.
- A risk assessment is carried out before an outing takes place.
- Parents always sign consent forms before outings. Staff will also discuss the outing with parents beforehand to allay any worries the parent may have and ensure they are fully aware of the content of the outing.
- Our adult to child ratio is high, normally one adult to two children. At least one of the staff members will hold a current First Aid certificate.
- The children are appropriately supervised to ensure no child gets lost and that there is no unauthorised access to children.
- A member of staff will carry a fully charged and operational mobile phone in addition to, contact details for all families involved in the outing, a first aid kit, parental consent forms for emergency treatment of children
- Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover.
- For those children remaining at pre-school, the adult to child ratio conforms to the requirements of the National Standards for Day Care.

#### Animals

- Animals visiting the pre-school are free from disease, safe to be with children and do not pose a health risk.

#### Fire safety

- Fire doors are clearly marked, never obstructed and easily opened from inside.
- Fire fighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
- clearly displayed in the premises;
- explained to new members of staff, volunteers and parents; and
- practised regularly at least each half term.
- Records are kept of fire drills and the servicing of fire safety equipment.

#### First aid and medication

Currently our named First Aider is Janet Robinson. All staff are required to undertake an Ofsted approved First Aid course with particular regard to young children and babies, and hold a current First Aid certificate. At least one member of staff with a current first aid training certificate (relevant to infants and young children) is on the premises or on an outing at any one time.

Our first aid kit:

- complies with the Health and Safety (First Aid) Regulations 1981;
- is regularly checked by a designated member of staff (Jennifer Holly) and re-stocked as necessary;
- is easily accessible to adults; and
- is kept out of the reach of children.

At the time of admission to the pre-school, parents' written permission for emergency medical advice or treatment is sought. Parents sign and date their written agreement.

In the event of a serious accident occurring one member of staff with a current First Aid certificate will care for the injured person, while another member of staff contacts the emergency services and parents. All other staff remain with the other children, moving them to another room if appropriate. The other children are kept calm and involved in an activity, although staff are ready to give comfort and answer questions if necessary. The injured person will be transported to hospital by the emergency services and accompanied by one member of staff until a relative is available. Staff:child ratios will be maintained by having a member of staff above ratios for such an incident or, in cases where the above ratios member of staff is not available, by calling upon a member of the Committee.

Our Accident Book:

- is kept safely and accessibly;
- uses one page per accident/incident to promote confidentiality;
- all staff and volunteers know where it is kept and how to complete it;
- is shown to parents upon collection where any accident involves their child and they are asked to sign to confirm they have been informed of the accident, the circumstances leading up to it and the treatment given; and
- is reviewed at least half termly to identify any potential or actual hazards.

OFSTED is notified of any injury requiring treatment by a General Practitioner or hospital, or the death of a child or adult by Janet Robinson.

Any injury requiring General Practitioner or hospital treatment to a child, parent, volunteer or visitor is reported to the local office of the Health and Safety Executive by Janet Robinson.

We meet our legal requirements for the safety of our employees by complying with RIDDOR (the Reporting of Injury, Disease and Dangerous Occurrences Regulations). Janet Robinson reports to the local office of the Health and Safety Executive:

- any accident to a member of staff requiring treatment by a General Practitioner or hospital; and
- any dangerous occurrences (i.e. an event which does not cause an accident but could have done).

Children's prescribed drugs are stored in their original containers, are clearly labelled and are inaccessible to the children.

Parents give prior written permission for the administration of medication. Usually if a child requires non-prescribed medication during the session we would ask that the child is kept at home for that session. The administration is recorded accurately by the keyperson and parents, and parents sign the record book to acknowledge when a medicine has been administered.

If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.

## Sickness

Our policy for the exclusion of ill or infectious children is discussed with parents and is based on guidance from the Health Protection Agency. This includes procedures for contacting parents - or other authorised adults - if a child becomes ill at pre-school. A list of common illnesses and their exclusion periods is displayed on the parent's noticeboard for reference purposes. For information the exclusion period in the case of sickness and diarrhoea is 48 hours after the last occurrence of the illness.

If a child becomes unwell during the session, the parent/carer will be contacted. For infection control purposes the child may then be seated apart from the other children but a member of staff familiar to the child will be beside them at all times. The child will be given an activity to take part in if appropriate whilst waiting for collection.

OFSTED is notified of any infectious diseases which are included on the notifiable diseases list. Advice is then sought from the relevant bodies regarding informing the other families at the pre-school.

#### Safety of adults

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- When adults need to reach up to store equipment or to change light bulbs they are provided with safe equipment to do so.
- All warning signs are clear and in appropriate languages.
- Adults do not remain in the building on their own or leave on their own after dark.
- The sickness of staff and their involvement in accidents is recorded. When appropriate, the records are reviewed termly to identify any issues which need to be addressed.

#### Records

In accordance with the National Standards for Day Care, we keep records of:

- adults authorised to collect children from pre-school;
- the names, addresses and telephone numbers of emergency contacts in case of children's illness or accident;
- the allergies, dietary requirements and illnesses of individual children;
- the times of attendance of children, staff, volunteers and visitors;
- accidents; and
- incidents.

#### Smoking, drugs and alcohol

- As a public building the pre-school premises are non-smoking. Visitors to the building and staff are asked not to smoke on the premises, and we would encourage smokers to move away from the perimeter of the building. Signs are clearly displayed indicating where it is appropriate to dispose of cigarettes and other smoking materials.
- The welfare of the children is of paramount importance to the pre-school, and as such the use of drugs and alcohol at the pre-school premises is not allowed. Any staff who report for work under the influence of either drugs or alcohol will be asked to leave and could face disciplinary action by the committee.
- Social events to be held within the pre-school premises will not serve alcohol, as the pre-school believes it is inappropriate in the circumstances.

See also:   Emergency Closure Policy  
              Equipment and Resources Policy  
              Fire Safety Policy  
              Food and Drink Policy  
              Hygiene Policy  
              Missing Child Policy  
              Personal and Intimate Care Policy  
              Safeguarding Children Policy  
              Staffing and Employment Policy  
              Student Placement Policy  
              Sun Protection Policy

This policy was adopted at a meeting of Laurel Pre-school held on (date)

Signed on behalf of the pre-school

## Hygiene Policy

### Statement of intent

The pre-school wants all children and their families to enjoy their time at the pre-school, and to feel and be safe in the environment provided.

### Aim

To provide a hygienic and safe environment for children and other users of the pre-school. To educate the children of the pre-school in good hygiene practices.

### Methods

- The premises are cleaned regularly by cleaning staff and other user groups of the building are encouraged to clean after themselves. General cleanliness is checked each morning before the equipment is set up by the member of staff opening the building.
- Children are encouraged to wash their hands after using the toilet or being changed. Staff model this good practice. Paper towels are used for drying hands to prevent cross contamination.
- Hand washing is a routine event before children and staff enjoy their snack.
- Children are encouraged to use tissues to wipe their own nose and to dispose of the tissue in the bin. Where a child needs assistance wiping their nose, adults assist and model correct disposal of the tissues afterwards.
- All cleaning equipment is colour coded for use in specified areas. This prevents cross contamination.
- Rubbish is disposed of in bins, which are emptied outside after the session. All food and drink waste is taken outside for disposal.
- Rubbish which has been contaminated by bodily fluids (including used nappies) is disposed of outside immediately.
- When dealing with bodily fluids (administering First Aid, changing a child, etc) staff wear gloves which are disposed of in an outdoor bin so children cannot access them.
- Staff wash hands and wipe all surfaces before preparation of food and drinks. Staff follow their Food Hygiene training good practices. Tables for eating snack from are wiped before snack is served.
- Toys and other equipment are cleaned and replaced on a regular basis and as required.
- The Hygiene Policy is an integral part of the induction of a new member of staff and is discussed with the staff by Janet Robinson and Jennifer Holly.
- Good hygiene is regularly discussed with children through general conversation and through planned activities.
- Soiled clothing is bagged for children to take home. It is stored out of the reach of children until the end of the session and handed directly to the parent or carer by a member of staff.

See also:   Equipment and Resources Policy  
              Health and Safety Policy  
              Personal and Intimate Care Policy

This policy was adopted at a meeting of Laurel Pre-school held on (date)

Signed on behalf of the pre-school

## Missing Child Policy

### Statement of intent

All children attending the pre-school are of equal importance and are cared for equally. Staff are deployed and the building is used in such a way as to minimise the chance of children removing themselves from the main group without being noticed, whilst allowing them a free choice of activities. In this way staff can be made immediately aware of a child needing help or support, and react accordingly.

### Aim

To minimise the likelihood of children going missing while in the care of the pre-school, and to provide the correct procedure to follow should that happen.

### Method

- Children are welcomed into the setting by a single member of staff, who marks their presence in the daily register.
- A member of staff remains on duty by the door throughout the opening of the pre-school and until all parents and carers have left the premises.
- The main door is kept latched at all times when a member of staff is not on duty at the entrance.
- Children's times of arrival and departure are noted on the register, and a note is made in the diary or collection book if a child is to leave early or with another adult.
- Staff are deployed throughout the setting during the session, ensuring that no child is left alone for any period of time without an adult being aware of their location.
- The outdoor area is opened for freeplay only after all the children have arrived. This means that staff can move freely outdoors with the children without leaving the main room when parents may need to speak to them.
- The outdoor area is securely fenced and the gate padlocked at all times. No items are placed beside the fence which could be used by the children to climb over the fence.
- The rooms in which the children play are never left unsupervised/out of vision of staff members.
- A member of staff remains on duty within the main room at all times, unless all the children and staff are in the outdoor area together, from where any visitors can be seen approaching the building. At these times a senior staff member will have a cordless phone for taking telephone calls.
- If all staff and children are outside and a child needs to come inside, a member of staff will accompany them inside.
- Visitors are viewed through a window before the door is unlatched to allow them access to the building.
- Visitors who are not expected are asked to telephone or write to make an appointment before visiting. Unexpected callers are not admitted unless they are visiting to view the pre-school with the intention of applying for a place.

In the event of a member of staff not being able to locate a child on the premises:

- The premises will be searched thoroughly and immediately.
- The register will be called to determine which child(ren) are missing.
- The grounds surrounding the pre-school will be searched.
- Janet Robinson will call the police.
- Janet Robinson will inform the parents.
- A full and thorough review of procedures and practices will take place to determine how the incident occurred and changes will be made if appropriate.

See also: Contact and Collection of Children Policy  
Health and Safety Policy  
Safeguarding Children Policy

This policy was adopted at a meeting of Laurel Pre-school held on (date)

Signed on behalf of the pre-school

## Outdoor Learning Policy

### Statement of intent

We value outdoor play as an intrinsic part of the curriculum. By ensuring outdoor play is an integral part of the school routine we consciously seek to transmit a positive attitude to the outdoors and enrich the child's understanding of the world around him/her.

Active learning experiences outdoors are essential for young children. They give children opportunities to practice their developing skills, make them feel good and to explore their world. It is also important for children's physical, mental and emotional development.

We believe that children should begin to take risks and face challenges outdoors. The Early Years Foundation Stage (EYFS) fully supports playing outdoors.

### Aim

To enable children to use the outdoor area as a context for learning throughout the year.

We aim to provide a safe, stimulating outdoor environment where space is used effectively to enable children to explore a broad and balanced curriculum using a range of interesting resources suitable to their individual needs.

### Method

The outdoor area will be resourced and available for the children to access on a daily basis.

Children will be able to choose to use the outdoor area freely during Freeplay, and focus activities may be planned for outdoors in the later part of the morning.

Children will need to have appropriate outdoor clothing for the weather in order to enable them to fully access the activities outside.

This will include, but are not restricted to:

- Waterproof coat
- Shoes appropriate for playing out in
- Sun protection cream and a hat

We believe that access to the outdoor area is beneficial to the health and well-being of young children. As a consequence we do not want to restrict a child's choice to play and learn outdoors. If your child is not well enough to go out, we would ask that they are kept home from the pre-school.

Whenever children are using the outdoor area we will ensure it is appropriately staffed using the same ratios of adults to children as apply indoors.

Staff will make observations to inform future planning when working with children in the outdoor area.

See also: Equality and Diversity Policy  
Equipment and Resources Policy  
Health and Safety Policy  
Planning, Observation and Assessment Policy  
Safeguarding Children Policy  
Special Educational Needs (SEN) Policy  
Sun Protection Policy

This policy was adopted at a meeting of Laurel Pre-school held on (date)

Signed on behalf of the pre-school

## Parental involvement policy

### Statement of intent

We believe that children benefit most from pre-school education and care when parents and pre-schools work together in partnership.

### Aim

- To support parents as their children's first and most important educators.
- To involve parents in the life of the pre-school and their children's education.
- To support parents in their own continuing education and personal development.

### Method

In order to fulfil these aims:

- we encourage parents and carers to visit the setting before applying for a place for their child, and to make at least one visit in the term before their child starts with us;
- we encourage parents to decide how best to settle their child with us when first starting and after a period of prolonged absence, and we are led by the parents in our approach;
- we encourage parents to discuss with each other the various ways they can contribute to the running of the pre-school and the practices of the pre-school. We acknowledge that some parents may feel more comfortable discussing our practice with another parent rather than a member of staff and we ask our Committee members to keep themselves informed so that they may feel confident to discuss with other parents any issues;
- we provide each child and their family with a named keyperson, who acts as their first point of contact for any queries, concerns and discussions. We encourage our keyperson staff to take pride in their role, and to increase their own knowledge when challenged by a parent rather than passing the query onto a more senior member of staff;
- we are committed to an ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families;
- we ask parents to help their child to complete an "All About Me" worksheet to provide us with more information about their child's likes and dislikes, abilities and requirements;
- through access to written information and through regular informal communication (including verbal), we inform all parents about how the group is run and its policies. We check to ensure parents understand the information which is given to them;
- we encourage and support parents to play an active part in the governance and management of the pre-school;
- we inform all parents on a regular basis about their children's progress;
- we involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's written records;
- we provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the group;
- we inform parents about relevant conferences, workshops and training;
- we consult with parents about the times of meetings to avoid excluding anyone;
- we provide information about opportunities for being involved in the pre-school in ways which are accessible to parents with basic skills needs, or those for whom English is an additional language;
- we hold meetings in venues which are accessible and appropriate for all;
- we welcome the contributions of parents, in whatever form these may take;
- we inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure; and
- we provide opportunities for parents to learn about the pre-school curriculum and about young children's learning, in the pre-school and at home.

In compliance with National Standard 12, the following documentation is in place:

- admissions policy;
- complaints procedure;
- record of complaints; and
- activities provided for children.

### Management Committee

The pre-school is run and managed by a voluntary committee drawn almost exclusively from the parents of current children at the pre-school. All new parents are encouraged to join the committee and contribute ideas, time and skills. These invitations are provided in writing and verbally, and the Committee secretary will endeavour to arrange meetings which are open to all parents and carers, at times and venues which do not

exclude anyone. Where it is unavoidable for some parents not to be able to attend, the minutes of the meetings are made available to anyone who requests them and are also available on our website.

See also: Admissions Policy  
Behaviour Management Policy  
Complaints Policy  
Confidentiality Policy  
Contact and Collection of Children Policy  
Equality and Diversity Policy  
Food and Drink Policy  
Personal and Intimate Care Policy  
Planning, Observation and Assessment Policy  
Safeguarding Children Policy  
Settling In and Transition Policy  
Special Educational Needs (SEN) Policy

This policy was adopted at a meeting of Laurel Pre-school held on (date)

Signed on behalf of the pre-school

## Personal and Intimate Care Policy

### Statement of intent

The pre-school believes that the intimate care of children cannot be separated from other aspects of their learning and development. We do not discriminate against children who have not reached a stage where they can manage their own personal hygiene and as such welcome all children to participate in the pre-school, and provide appropriate support for each on an individual basis.

### Aim

- To safeguard the rights and promote the welfare of children and young people.
- To provide guidance and reassurance to staff whose contracts include intimate care.
- To assure parents and carers that staff are knowledgeable about personal care and that their individual concerns are taken into account.
- To remove barriers to learning and participation, protect from discrimination, and ensure inclusion for all children and young people as pupils and students

'Intimate Care' can be defined as care tasks of an intimate nature, associated with bodily functions, bodily products and personal hygiene, which demand direct or indirect contact with, or exposure of, the sexual parts of the body. Help may also be required with changing colostomy or ileostomy bags, managing catheters, stomas or other appliances. In some cases, it may be necessary to administer rectal medication on an emergency basis.

'Personal Care' generally carries more positive perceptions than intimate care. Although it may often involve touching another person, the nature of this touching is more socially acceptable, as it is less intimate and usually has the function of helping with personal presentation and hence is regarded as social functioning. These tasks do not invade conventional personal, private or social space to the same extent as intimate care and are certainly more valued as they can lead to positive social outcomes for people.

Children and young people may require help with eating, drinking, washing, dressing and toileting.

### Method

We work with parents and children to establish a preferred procedure for supporting the children in our care with their personal and intimate care. Where these procedures may require specialist training we seek out training for the staff who will be involved in a child's care, ensuring that the child's keyperson and at least one other member of staff accesses this training.

Where possible the child's keyperson is responsible for undertaking the care of an individual child. When this is not possible a staff member who is known to the child will take on that responsibility.

Children are always asked by the member of staff caring for them, for permission to assist them, and children who want to perform their own care are encouraged to do so with adult support when appropriate.

Children will be cared for with dignity and respect for their privacy. Either of the toilet areas can be used, as can the store cupboard, depending on the level of privacy and space required in the individual case.

See also: Confidentiality Policy  
Equality and Diversity Policy  
Health and Safety Policy  
Hygiene Policy  
Parental Involvement Policy  
Safeguarding Children Policy  
Special Educational Needs (SEN) Policy

This policy was adopted at a meeting of Laurel Pre-school held on (date)

Signed on behalf of the pre-school

## Planning, Observations and Assessment Policy

### Statement of intent

Quality observations are at the centre of the Early Years Foundation Stage, and enable staff to:

- Celebrate each child's achievements
- Share information with parents
- Plan for a child's interests
- Plan for a child's next steps of development
- Ensure every child accesses a broad range of activities

### Aim

To use quality observations of children in the pre-school to inform and determine the direction of future planning. To ensure children are offered appropriate opportunities for development.

### Method

- Staff will make observations of the children whenever appropriate.
- "Post-it" note style observations will be made from spontaneous child-initiated activities.
- Every day, two Freeplay activities will be formally observed, with staff noting a child's abilities and achievements if they choose to participate in the activity.
- A focus, adult-directed activity will be offered every session to the children in appropriate groups. This will be formally observed.
- All observations will be referenced to the six areas of learning and the Early Learning Goals (ELG) stipulated in the Early Years Foundation Stage (EYFS).
- Observations will be used by a child's Keyperson to inform future planning and each child's PlayPlans.
- PlayPlans will be referenced to the EYFS and ELGs.
- Children's achievements will be recorded on personal record sheets, observation record sheets, Individual Assessment Tool (IAT) documentation and in End of Year Reports.
- Observations, PlayPlans and other parts of the records described in this policy will be kept by the child's Keyperson. Keypersons may take the records home overnight but must ensure that they are available on a daily basis for parents/carers. In the event of a long term absence arrangements must be made for the records to be returned to the pre-school and a back-up staff member will maintain the records until the Keyperson returns.

### Parental Involvement

Parents will be asked to provide baseline information on their child's stage of development on entry to the pre-school. They can add to this information at any time by speaking to their child's Keyperson and asking to update the "All About Me" records.

We value the different languages children bring to pre-school. Staff teams identify which children are using a community language as their main spoken language. Where possible a bilingual member of staff who shares the language works alongside the children during a session. Appropriate training will be sought for staff if necessary. The purpose of this is to develop the child's community language alongside English.

Each term PlayPlans will be developed for each child for the coming term. Parents are invited to contribute to these by letter when they are being prepared. Parents will be asked to sign the PlayPlans to indicate they have seen them and had the opportunity to contribute, even if they choose not to.

Parent's comments and those of other carers (with permission to share) contained in the Homelinks Diary will be taken into consideration when preparing PlayPlans and future planning.

We acknowledge that some parents may not feel able to contribute in writing to the records of their child. For all parents, time is available for speaking with their child's Keyperson, and parents can ask for details of their conversations to be added to their child's records to inform observations and planning.

Parents are welcome to view the records of their child at any time by asking their child's Keyperson.

### Forms of Observation

Observations will be recorded in a variety of forms, using the most appropriate for the activity and observation in question. These will include:

- Written descriptions
- Tracking diagrams
- Photographs
- Audio recordings

Examples of child's work

Staff at the pre-school will take photographs or other recordings of the children attending the pre-school, to record achievement or inform planning.

Parental permission will be sought, in writing, if such recordings are to be used for any other purposes than recording achievement or informing planning.

See also: Confidentiality Policy  
Equality and Diversity Policy  
Equipment and Resources Policy  
Outdoor Learning Policy  
Parental Involvement Policy  
Settling In and Transition Policy  
Special Educational Needs (SEN) Policy

This policy was adopted at a meeting of Laurel Pre-school held on (date)

Signed on behalf of the pre-school

## Safeguarding children policy

### Statement of intent

Our pre-school wants to work with children, parents and the community to ensure the safety of children and to give them the very best start in life.

### Aims

Our aims are to:

- create an environment in our pre-school which encourages children to develop a positive self image, regardless of race, language, religion, culture or home background;
- help children to establish and sustain satisfying relationships within their families, with peers, and with other adults;
- encourage children to develop a sense of autonomy and independence;
- enable children to have the self confidence and the vocabulary to resist inappropriate approaches; and
- work with parents to build their understanding of and commitment to the welfare of all our children.

### Liaison with other bodies

- We work within the Area Child Protection Committee guidelines.
- We have a copy of Area Child Protection Guidelines available for staff and parents to see.
- We notify the registration authority (OFSTED) of any incident or accident and any changes in our arrangements which affect the well-being of children.
- We have procedures for contacting the local authority on 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 pre-school and social services to work well together.
- Records of the local NSPCC contacts are also kept.
- If a report is to be made to the authorities, we act within the Area Child Protection guidance in deciding whether we must inform the child's parents at the same time.

### Categories of concern

- Neglect. The persistent or severe neglect of a child which results in significant impairment of the child's health or development. Examples include:
  - Failure to provide adequate food, clothing or shelter (including abandonment or exclusion from home)
  - Failure to protect from physical or emotional harm.
  - Failure to meet a child's basic emotional needs.
  - Failure to ensure adequate supervision.
  - Failure to ensure access to appropriate medical care.
- Physical abuse. Deliberate or intended injury to a child. Examples include:
  - Hitting, shaking, throwing, burning, scalding, drowning, suffocating or poisoning.
  - Deliberate inducement of an illness.
- Sexual abuse. Actual or likely sexual exploitation. Examples include:
  - Use of force or enticement to take part in sexual activity, penetrative or non-penetrative.
  - Involvement in non-contact activities such as looking at or making abusive images.
  - Encouraging children to watch sexual activities
  - Encouraging children to behave in sexually inappropriate ways.
  - Any sexual activity with a child under the age of 16 years (with or without agreement).
- Emotional Abuse. Persistent or severe emotional ill treatment or rejection which adversely affects the child's emotional and behavioural development. Examples include:
  - Conveying to a child that they are worthless, unloved or inadequate.
  - Overprotection, limiting exploration and learning, preventing normal social interaction or imposing inappropriate expectations.
  - Causing a child to feel frightened or in danger by the witnessing of violence towards another person whether domestic or not.

### Methods

### Staffing and volunteering

- Our named person (a member of staff or a committee member) who coordinates child protection issues is Janet Robinson, with Jennifer Holly as deputy.
- We provide adequate and appropriate staffing resources to meet the needs of children.
- 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 checks 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 police checks for staff and volunteers, to ensure that no disqualified person or unfit person works at the pre-school or has access to the children.
- Volunteers do not work unsupervised.
- We abide by the Protection of Children 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 pre-school.
- We take security steps to ensure that we have control over who comes into the pre-school so that no unauthorised person has unsupervised access to the children.

### Disciplinary Action

- Where a member of staff or a volunteer is dismissed from the pre-school or internally disciplined because of misconduct relating to a child, we notify the Department of Health administrators so that the name may be included on the List for the Protection of Children and Vulnerable Adults.

### Training

- We seek out training opportunities for all adults involved in the pre-school to ensure that they are able to recognise the signs and symptoms of possible physical abuse, emotional abuse, sexual abuse and neglect and so that they are aware of the local authority guidelines for making referrals. We ensure that all staff know the procedures for reporting and recording their concerns in the pre-school.

### Planning

- The layout of the room allows for constant supervision. Where children need to spend time away from the rest of the group, they are never left unsupervised.

### Curriculum

- We introduce key elements of child protection into our foundation stage curriculum, so that children can develop understanding of why and how to keep safe.
- We create within the pre-school a culture of value and respect for the individual.
- We ensure that this is carried out in a way that is appropriate for the ages and stages of our children.

### Allegations against staff

- We ensure that all parents know how to complain about staff or volunteer action within the pre-school, which may include an allegation of abuse.
- We follow the guidance of the Bury Safeguarding Children Board (BSCB) whenever a complaint is made that a member of staff or volunteer has abused a child.
- We follow all the disclosure and recording procedures when an allegation is made that a member of staff or volunteer has abused a child, as if it were an allegation of abuse by any other person.

### Responding to suspicions of abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, sexual and neglect.
- When children are suffering from physical, sexual or emotional abuse, this may be demonstrated through changes in their behaviour, or in their play. Where such changes in behaviour occur, or where children's play gives cause for concern, the pre-school investigates.
- We allow investigation to be carried out with sensitivity. Staff in the pre-school take care not to influence the outcome either through the way they speak to children or ask questions of children.
- Where a child shows signs and symptoms of 'failure to thrive' or neglect, we make appropriate referrals.

### Disclosures

Where a child makes a disclosure to a member of staff, that member of staff:

- offers reassurance to the child;
- listens to the child; and
- gives reassurance that she or he will take action.

The member of staff does not question the child.

### Recording suspicions of abuse and disclosures

Staff make a record of:

- The child's name;
- The child's address;
- The age of the child;
- The date and time of the observation or the disclosure;
- An objective record of the observation or disclosure;
- The exact words spoken by the child;
- The name of the person to whom the concern was reported, with date and time; and
- The names of any other person present at the time.

These records are signed and dated and kept in a separate confidential file.

All members of staff know 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 parents.

### 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 Bury Safeguarding Children Board.

### Support to families

- The pre-school takes every step in its power to build up trusting and supportive relations among families, staff and volunteers in the group.
- The pre-school continues to welcome the child and the family whilst investigations are being made in relation to abuse in the home situation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child only if appropriate under the guidance of the Bury Safeguarding Children Board.
- With the proviso that the care and safety of the child is paramount, we do all in our power to support and work with the child's family.

See also: Behaviour Management Policy  
Complaints Policy  
Confidentiality Policy  
Equality and Diversity Policy  
Parental Involvement Policy  
Personal and Intimate Care Policy  
Special Educational Needs (SEN) Policy  
Staffing and Employment Policy  
Student Placement Policy  
Sun Protection Policy

This policy was adopted at a meeting of Laurel Pre-school held on (date)

Signed on behalf of the pre-school

## Settling In and Transitions Policy

### Statement of intent

We want children to feel safe, stimulated and happy in the pre-school and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well being and their role as active partners with the pre-school.

### Aim

We aim to make the pre-school a welcome place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

### Methods

- Before a child starts to attend the pre-school, we use a variety of ways to provide their parents with information. These include written information (including our prospectus and policies), displays about pre-school activities, information days and evenings and individual meetings with parents.
- During the half-term before a child is enrolled, we provide opportunities for the child and their parents to visit the pre-school and stay for part or all of the sessions. These visit sessions are free of charge.
- When a child starts to attend, we work with their parents to decide on the best way to help the child to settle into the pre-school.
- We allocate a keyperson to each child and their family, before they start to attend; the keyperson welcomes and looks after the child and their parents at the child's first session.
- The keyperson becomes the first point of contact for the child and their family during their time at the pre-school, and is involved in the child's care and play throughout the sessions. Where possible the keyperson will continue in that role throughout the child's time at pre-school.
- We use pre-start visits and the first session at which a child attends to explain and complete with their parents the child's registration records.
- We ask parents/carers to lead the settling in process for their child. If they would prefer to stay for part or all of the early sessions, we support them in this decision. When a parent/carer feels it is time for them to leave and allow their child to settle alone, we support them and their child in this. All children have different experiences and personalities when they start at the pre-school and we understand that the parent/carer knows their child best.
- Parents are welcome to telephone at any time during the session to check on their child, and their child's keyperson will be available at collection time to discuss the child's progress and involvement during the session.
- We discourage the use of dummies in the pre-school because of the effect they can have on the development of a child's speech and language skills. However we acknowledge the role these and other comforters can have in helping a child settle into a new environment. Therefore we work with parents to reduce a child's need for these by creating a safe and welcoming environment. As the child becomes settled we remove the comforters to a safe place to be returned at collection time.

### Transition

Following a successful introduction to the setting we want the child's next transition to nursery or reception class to be as successful.

- We work with parents to try to place children in groups with others who will be attending the same nursery or reception class. This helps children in their first days at the new setting.
- We actively pursue links with other settings, inviting teachers/support staff to visit the children at the pre-school in the period leading up to the transition.
- When teachers/support staff cannot visit, we offer to meet with them for a professional discussion on the children in our care.
- Before any approaches are made to external bodies, the support and consent of the parents is sought.
- During the final half term at the pre-school, activities are organised to reflect the transition process, and children are given the opportunity to express and concerns and fears they have. These are discussed within the activities and shared sensitively with parents.
- The pre-school will provide a copy of each child's records to the parents for them to keep. If they wish these can also be shared with the receiving setting. A formal report (IAT) will be forwarded to the receiving setting by the pre-school in accordance with the requirements of the local authority. Prior to sending this parents will be asked to sign their consent for sharing this information, and will have the opportunity to look at the report and discuss it with their child's keyperson.

See also: Admissions Policy  
Behaviour Management Policy  
Confidentiality Policy  
Equality and Diversity Policy

Parental Involvement Policy  
Personal and Intimate Care Policy  
Planning, Observation and Assessment Policy  
Special Educational Needs (SEN) Policy

This policy was adopted at a meeting of Laurel Pre-school held on (date)

Signed on behalf of the pre-school

## Special Educational Needs (SEN) Policy

### Statement of intent

We provide an environment in which all children are supported to reach their full potential.

### Aim

- We have regard for the Special Educational Needs Code of Practice.
- We include all children in our provision.
- We provide practitioners to help support parents and children with special educational needs (SEN).
- We identify the specific needs of children with SEN and meet those needs through a range of strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our practice and provision and, when necessary, make adjustments.

“Children have Special Educational Needs if they have a significantly greater difficulty in learning than the majority of children at the same age.” (DfES)

“A person has a disability for the purpose of this Act if he has a physical or mental impairment, which has a substantial and long-term adverse effect on his ability to carry out normal day to day activities.” (DDA)

“Inclusion is a process of identifying, understanding and breaking down the barriers to participation and belonging.” (National Children’s Forum)

### Method

- We designate members of staff to be Special Educational Needs Co-ordinator (SENCO) and give their name to parents. Currently these are Janet Robinson and Jennifer Holly, and they have received appropriate training in this area in July 2006. Paula Jones completed the training in June 2008 and will act as SENCO where appropriate. Each of the SENCOs takes responsibility for supporting specific staff in their role as keyperson to a child with SEN, and any relevant issues are discussed in regular staff meetings in order to maintain staff awareness when appropriate.
- SENCOs have time to complete documentation as and when required. Individual Learning Plans are reviewed according to need (usually every six weeks) and individual progress is assessed on an ongoing basis for all children including those with SEN by keypersons. Where the child involved has SEN, the keyperson is supported in this by the SENCO.
- We work to ensure that all children can access all areas of the pre-school.
- We ensure that the provision for children with SEN is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We ensure that our physical environment is as far as possible suitable for children with impairments. Adjustments are made to provision of resources and access to these resources to suit the children attending the pre-school at any given time.
- We work closely with parents of children with SEN to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support (Parent Partnership).
- We liaise with other professionals involved with children with SEN and their families, including transition arrangements with other settings and schools.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.

#### Graduated Response

- Initial Concern/Identification (this may come from the parent/carer/staff/other). An appropriate discussion with parent/carer, the child’s keyperson and the SENCO takes place, and may include other relevant staff members. The Area inclusion Co-ordinator may be called for support and there will be agreement on specific observations between the parties. These are documented and reviewed.
- Early Years Action  
When observations confirm concerns, parents/carers, SENCO and the Area Inclusion Co-ordinator will discuss the child’s Individual Learning Plan. Specific related observations and documentation will be drawn up and a review date will be established to evaluate progress (suggested six weeks). This process is ongoing while the child continues to make progress.
- Early Years Action Plus

If Parent/Carer, SENCO, staff, and Area INCO have continued concerns about the child's progress/lack of response despite extra and differentiated support being given, then referral to appropriate specialist service is made. If the specialist service agree to child moving onto this stage they offer support and contribute to child's ILP along with parent/carers and others involved and the child is moved to Early Years Action Plus. Observations and documentation are continued and a review date agreed. Parent/carers offered the full range of parent partnership services (See Code or Practice).

- Statutory Assessment  
Continued involvement from all above, to ensure adequate support through this process (See Code of Practice).
  
- We provide a broad and balanced curriculum for all children with SEN.
- We provide a differentiated curriculum to meet individual needs and abilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing for all children, recording these on individual educational plans (ILPs) for children with SEN.
- We ensure that children with SEN are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review for all children, and specific paperwork for children with SEN.
- We provide resources (human and financial) to implement our SEN policy.
- We ensure the privacy of all children including those with SEN when intimate care is being provided.
- We provide in-service training for practitioners and volunteers.
- We raise awareness of any specialism the setting may need to employ.
- We ensure the effectiveness of our SEN provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agencies views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

See also: Admissions Policy  
Confidentiality Policy  
Equality and Diversity Policy  
Equipment and Resources Policy  
Food and Drink Policy  
Outdoor Learning Policy  
Parental Involvement Policy  
Personal and Intimate Care Policy  
Planning, Observation and Assessment Policy  
Safeguarding Children Policy  
Settling In and Transition Policy

This policy was adopted at a meeting of Laurel Pre-school held on (date)

Signed on behalf of the pre-school

## Staffing and employment policy

### Statement of intent

We provide a high staffing ratio to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and are checked for criminal records through the Criminal Records Bureau in accordance with OFSTED's requirements. The pre-school values its staff and volunteers and recognises that they are one of the most valuable assets of the setting.

### Aim

To ensure that children and their parents are offered high quality pre-school care and education.

### Method

- To meet this aim we use the following ratios of adult to child:
  - children aged two years of age: 1 adult : 4 children
  - children aged three - seven years of age: 1 adult : 8 children
- A minimum of two staff/adults are on duty at any one time.
- We use a keyperson system to ensure that each child and each family has a particular member of staff for discussion and consultation.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties which may arise from time to time.
- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All staff have job descriptions which set out their roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, giving due regard to marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. Applicants will not be placed at a disadvantage by us imposing conditions or requirements which are not justifiable.
- Our pre-school leader and deputy hold the CACHE level 3 Diploma in Pre-school Practice or an equivalent qualification and a minimum of half of all our staff hold the CACHE level 2 Certificate in Pre-school Practice or an equivalent qualification.
- We provide regular in-service training to all staff - whether paid staff or volunteers - through the Pre-school Learning Alliance and the local authority. Training requirements are reviewed annually in a staff appraisal and as required.
- Our pre-school budget allocates resources to training.
- We provide staff induction training in the first week of employment. This induction includes our Health and Safety Policy and Procedures and Child Protection Policy and Procedures. Other policies and procedures will be introduced within an induction plan.
- We require staff to abide by our policies at all times, and particular attention is drawn to the Confidentiality Policy.
- We support the work of our staff by holding regular supervision meetings and appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice. This requires all applicants to complete an application form, be interviewed by no fewer than two members of the senior staff and/or management committee, provide references, explain any employment gaps and complete a satisfactory Enhanced Criminal Records Bureau check. Following successful completion of this process, successful applicants are invited to join the staff team on a three month probationary period.
- We use OFSTED guidance on obtaining references and criminal record checks through the Criminal Records Bureau for staff and volunteers who will have substantial access to children.

### Protection of staff

We expect all children and parents involved in our setting to respect the rights of our staff not to suffer abuse, either verbal or physical. Anyone who does not respect this basic right may be subject to exclusion from the building, the setting, or in extreme cases, to prosecution.

See also: Complaints Policy  
Confidentiality Policy  
Emergency Closure Policy  
Equality and Diversity Policy  
Fire Safety Policy  
Health and Safety Policy  
Hygiene Policy  
Safeguarding Children Policy

Student Placement Policy  
Sun Protection Policy

This policy was adopted at a meeting of Laurel Pre-school held on (date)

Signed on behalf of the pre-school

## Student placement policy

### Statement of intent

This pre-school recognises that qualifications and training make an important contribution to the quality of the care and education provided by pre-school settings. As part of our commitment to quality, we offer placements to students undertaking early years' qualifications and training, including those studying for the CACHE level 2 Certificate in Pre-school Practice and CACHE level 3 Diploma in Pre-school Practice.

### Aim

We aim to provide for students on placement with us, experiences which contribute to the successful completion of their studies and which provide examples of quality practice in early years care and education.

### Method

- We require long term students to meet the 'suitable person' requirements of OFSTED and as such require them to undergo a similar interview process to our staff. References will also be sought.
- We require schools placing students under the age of 17 years with the pre-school to vouch for their good character.
- We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.
- Students who are placed in our pre-school on a short term basis are not counted in our staffing ratios. Students who are placed for longer periods - for example, a year - may be counted in our staffing ratios provided we consider them to be competent.
- We take out employers' liability insurance and public liability insurance which covers both trainees and voluntary helpers.
- We require students to keep to our confidentiality policy.
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.
- We provide students, at the first session of their placement, with a short induction on how our pre-school is managed, how our sessions are organised and our policies and procedures.
- We communicate a positive message to students about the value of qualifications and training.
- We make the needs of the children paramount by not admitting students in numbers which hinder the essential work of the pre-school.
- We ensure that students placed with us are engaged in bona fide early years' training which provides the necessary background understanding of children's development and activities.

See also: Complaints Policy  
Confidentiality Policy  
Equality and Diversity Policy  
Fire Safety Policy  
Health and Safety Policy  
Hygiene Policy  
Safeguarding Children Policy  
Staffing and Employment Policy

This policy was adopted at a meeting of Laurel Pre-school held on (date)

Signed on behalf of the pre-school

## Sun Protection Policy

### Statement of intent

The pre-school takes very seriously the health and safety of the children in its care. We acknowledge the advice given given by Cancer Research UK and in particular its SunSmart campaign.

### Aim

To protect the children of the pre-school when playing out in the sun.

To help educate the children in safe behaviour in the sun.

### Method

- Ensuring that all children are adequately clothed in appropriate sunwear.
- This should consist of short-sleeved t-shirt, and a floppy, wide-brimmed hat or legionnaire style cap.
- Ensuring that all children have had sunscreen applied before playing out.
- In accordance with Cancer Research UK guidance we recommend the use of only factor 15 and above sunscreen.
- Where children are not adequately protected we will take steps to adapt our activities in order to protect them.
- We will keep a supply of factor 15 or above sunscreen on the premises, to be used in an emergency by parents who have forgotten to apply it before arrival at the pre-school.
- Ensuring that any outdoor play is, where possible, outside of the hottest times of the day.
- When appropriate we will provide a shaded area to protect the children whilst they play.
- Ensuring that the children can access the indoor play area at all times so that they can choose to continue their play indoors.
- Ensuring that there is an adequate supply of fresh drinking water available and that the children know how to access it if they feel thirsty or hot, and that cool drinks are available regularly during hot weather.
- Ensuring that safe sun behaviour is modeled by the staff of the pre-school, providing a positive role-model to all the children.

See also: Health and Safety Policy  
Outdoor Learning Policy  
Safeguarding Children Policy

This policy was adopted at a meeting of Laurel Pre-school held on (date)

Signed on behalf of the pre-school

## Appendix 1

<u>Record</u>	<u>Length of time to be stored</u>
Minutes of meetings and AGM	6 years
Bank statements	6 years
Bank reconciliations	6 years
Insurance certificates	40 years
Licensing agreement/lease	6 years
Staff personnel records	7 years
Individual wage slips	2 years
Time sheets	3 years
Accident reports (staff)	21 years
Staff attendance records	21 years
NI and tax returns	7 years
Unsuccessful job application forms	4 months
Unsuccessful job interview records	4 months
Accident reports (children)	21 years 3 months
Medical records	30 years
Parent contact details	2 years
Details about child	2 years
Outing permission	2 years
Permission to administer medicine	21 years 3 months
Emergency treatment permission	21 years 3 months
Collection authority	21 years
Incident reports	21 years
Registers	21 years
Visitors record	2 years
Student, Committee member and Volunteers personal details	2 years