



**Our Pre-school** A MEMBER OF THE PRE-SCHOOL LEARNING  
ALLIANCE.

*A Great Place to  
Grow*

**The Village Pre-school, Sicklinghall**

The Village Hall, Main Street Sicklinghall, Wetherby,  
North Yorkshire, LS22 4AU.

**Our aim is:**

To enhance the development, and education of children under statutory school age, in a parent-involving, community-based group.

To provide a safe, secure and stimulating environment.

To work within a framework that ensures equality of opportunity for all children and families.

**We offer your child:**

A specially tailored Early Years Foundation Stage curriculum leading to the early learning goals

Individual care and attention made possible by a high ratio of adults to children

Fun and friendship with children and other adults

Opportunities for you and your family to be directly involved in the activities of the group and in your own child's progress.

**Our Pre-school meets at the following times:** Monday to Thursday: 9.15am - 12.15pm, and 12.15 - 3.15pm, and Friday from 9.15am to 12.15pm term time only.

Our Pre-school offers education and care for children from the age of 2 years, to school age.

Our Pre-school is registered with Ofsted and the Local Authority to offer funded places for 3 & 4 year olds, and eligible 2 year olds.

**Adult Resources**

We are proud of the high ratio of adults to children in our group. This ensures individual attention to the needs and development of each child. (Please also see our Who's Who? notice board in the entrance hall.)

<u>Name</u>	<u>Title</u>	<u>Qualifications and experience</u>
Emma Webb	Manager	BTEC National Certificate in Childhood Studies
Debbie Greenwood	Deputy Manager	NVQ Level 3 in Childcare, Learning and development.
Kate Cruddas	Play worker	NVQ LEVEL 3 in Childcare and Education

**Last reviewed: September 2017 Review Date: September 2018**

**Curriculum**

Within the group, all children are supported in developing their potential at their own pace. We offer a curriculum that enables children to progress towards the Early Learning Goals throughout the Early Years Foundation Stage and prepares them for the National Curriculum, which begins at Year 1 in primary school.

### Personal, social and emotional development

Within a nurturing environment, children are individually supported in developing confidence, autonomy and self-respect. They are encouraged to work and concentrate independently and to take part in the life of the group, sharing and co-operating with other children and adults. Through activities, conversation and practical example, they learn acceptable ways to express their own feelings and to have respect for the feelings of others. All children are given the opportunity, as appropriate, to take responsibility for themselves for the group, its members and its property.

### Communication and language. Literacy

In both small and large groups, children are encouraged to extend their vocabulary and fluency by talking and listening, and by hearing and responding to stories, songs and rhymes. Children are helped to understand that written symbols carry meaning, to be aware of the purposes of writing and, when they are ready, to use drawn and written symbols for themselves. A well-stocked book corner gives every child the opportunity and encouragement to become familiar with books, able to handle them and be aware of their uses, both for reference and as a source of stories and pictures

### Physical development

A range of equipment and opportunities, both indoors and out of doors, allows children to develop confidence and enjoyment in the use and development of their own bodily skills. A very high level of adult supervision enables children to create and meet physical challenges safely, developing increasing skill and control in moving, climbing and balancing. At the same time, children are helped to develop the fine motor skills they will need to use tools including pens and pencils, and to handle small objects with increasing control and precision. They are also encouraged to develop awareness of their own bodies and of what keeps them healthy

### Mathematics.

By means of adult-supported practical experience, children become familiar with the sorting, matching, ordering, sequencing and counting activities that form the basis for early mathematics. As they use their developing mathematical understanding to solve practical problems, children are assisted to learn and use the vocabulary of mathematics, identifying objects by shape, position, size, volume and number. Songs, games and picture books help children become aware of number sequences and, when they are ready, to use simple mathematical operations such as adding.

### Understanding of the world

A safe and stimulating environment allows children to observe and experiment with a range of natural and manufactured materials. They learn to recognise differences, patterns and similarities, and to share and record their findings. Children are assisted in exploring and understanding their environment, both within the group and in the wider community. They learn to respect other people, and expect to be respected for themselves. A range of safe and well-maintained equipment enables children to extend their technological understanding, using simple tools and techniques as appropriate to achieve their intentions and to solve problems

### Expressive Arts and Design.

Children are encouraged to use a wide range of resources to express their own ideas and feelings and to construct their individual response to experience in two and three dimensions. Art equipment, including paint, glue, crayons and pencils as well as natural and discarded resources provide for open-ended exploration of colour, shape and texture and the development of skills in painting, drawing and collage. Children join in with and respond to music and stories, and there are many opportunities for imaginative role-play, both individually and as part of a group

Last reviewed: September 2017 Review Date:

September 2018

## Our Pre-school: The Role of the Parent.

*“Children whose Mothers helped in some way at the Pre-school institution had a better vocabulary at ages 5 and 10, were better at reading and maths at 10, and were assessed by their teachers as having better communication skills when compared with children whose Mothers did not help.*

*Parental involvement was also found to be a contributory factor in the higher test scores of children who attended hall Pre-schools, which were the types of institutions in which such involvement was most often found. These findings clearly support the principle of parental involvement in Pre-school institutions.”*

*Osborne & Millbank (1987)*

As you can see from the above quote, research shows that children learn better when their parents are involved. The Pre-school Learning Alliance recognises parents as the first and most important educators of their young children. Our Pre-school aims to support parents. Parents are encouraged:

- To work in the group with the children.
- To assist with fund-raising.
- To take part in the management of the Pre-school.
- To attend training courses, workshops and conferences organised by North Yorkshire County Council
- To attend open meetings of the Pre-school Learning Alliance

### Record-keeping

We implement an excellent record keeping system in which observations of the children in the group and encourage parents and carers to do the same at home to use these as a basis for drawing up a curriculum for each child.

### Training

Our membership of the Pre-school Learning Alliance ensures that we are constantly in touch with new thinking in the field of child education and care. We receive a monthly magazine offering practical advice and up-to-date information, and have access to a range of professionally produced publications. Parents may ask to see any of these. In addition, ongoing training is available through North Yorkshire County Council Continuous Professional Development courses, which welcome both staff and Committee Members. Informal training is available through local meetings and conferences, and parents will always be informed about these.

### Policies

Our policy statements are enclosed with this prospectus, and can also be viewed in our Parent Pack, which is kept in our Parent Box.

All our policies are designed to offer the best possible experience for the children and families in the group. Our policies are reviewed on a monthly cycle, and comments and suggestions from parents are always welcome, and can be either discussed with a member of staff, the Play leader, or a member of the Committee, or dropped in our Golden suggestions box in the hall.

### Special Educational Needs

We aim to provide equality of opportunity for all members of our group, and this includes children with special educational needs. Each child is able to progress at her/his own rate in all areas of development, and this is true for children with and without disabilities or learning difficulties. We are experienced in working in close liaison with professionals across the range of Special Needs, and we operate in accordance with the government's Code of Practice on Special Educational Needs. If you would like to discuss the group's ability to meet your own child's needs, please talk to our Special Educational Needs Co-ordinator. Our full Special Educational Needs policy is enclosed with this prospectus.

### Management and Administration Decision making

The Pre-school is run by an elected Committee, which ensures that major decision making is in the hands of the parents/carers who use the group. The committee is responsible for reviewing both policy and practice, and for the employment and appraisal of members of staff. Our Annual General Meeting, at which the committee for the following year is elected, is held in the 1<sup>st</sup> Autumn half term, and parents will be informed in good time so they are able to attend. All Committee members are DBS checked before entering the post.

## Admissions Policy

We take children from 2 to school age and it is our intention to make our Pre-school genuinely accessible to children and families from all sections of the community. To accomplish this, we will:

- Ensure that the existence of the Pre-school is widely known in all local communities. We will place notices advertising the Pre-school in places where all sections of the community can see them, in more than one language if appropriate.
- Arrange our waiting list in order of date of birth, and date of application.
- Keep a place vacant, dependent on staff ratios, to accommodate emergency admissions.
- Describe the Pre-school and its practices in terms which make it clear that it welcomes both parents and carers, and people from all cultural, ethnic, religious and social groups, with and without disabilities.
- Monitor the gender and ethnic background of children joining the group to ensure that no discrimination is taking place.
- Make our equal opportunities policy widely known.
- Be flexible about attendance patterns to accommodate the needs of individual children and families.
- Consult parents/carers to ensure that the group goes on meeting the changing needs of the community.
- Ensure every child in our care has a completed registration form and permission slips before they begin Pre-school.
- With parental consent will obtain information from other settings/providers that the child has previously attended to enable us to help the child settle more easily by providing favourite activities when they start, and to provide continuity of care for the child by being up to date regarding their development and likes/dislikes.

**Last reviewed: January 2017 Next review date: January 2018**

## Complaints Procedure.

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

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

### How to complain

#### First stage

A parent/carer who is uneasy about any aspect of the group's provision should first talk over any worries and anxieties with the Pre-school leader or can make an anonymous complaint in our Suggestions Box in the entrance hall. This will be recorded in our Complaints book and we aim to resolve the matter within 28 days.

#### Second stage

If this does not have a satisfactory outcome, or if the problem reoccurs, the parent/carer should put the concerns or complaint in writing to the Pre-school leader, or Chair of the management Committee. The matter can then be discussed with the Committee to try to resolve the situation. A note will also be made in our Complaints book and we aim to resolve the matter within 28 days.

#### Third stage

The next stage will be to request a meeting between the Pre-school leader and the Chair of the management committee. Both parents/carers, and the leader have the option to have a friend or partner present if desired and an agreed written record of the discussion will be made in our Complaints book, we aim to resolve the matter within 28 days.

Most complaints should be resolved informally or at this initial stage.

If the matter is still resolved to the parent's/carer's satisfaction, the parent/carer should again contact the Chair. At this point, if parent and group cannot reach agreement, it might be helpful to invite an external mediator, one who is acceptable to both parties, (to listen to both sides and offer advice. A mediator has no legal powers but can help to help 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, or for example a member of the Early Years Development & Childcare Partnership will be available to act as mediator if both parties wish it.

The mediator will keep all discussions confidential. S/he will meet with the group if requested and will keep an agreed written record of any meetings that are held and of any advice s/he has given.

The involvement of a mediator represents the final stage in the complaints procedure, and we aim to resolve the matter within 28 days.

Contact details of the management committee, are displayed on our "Who's who?" notice board. Please find the master copy of the complaints form and guidance in the prospectus and policies in the parents' box in the hall.

We believe that most complaints are made constructively and can resolved at an early stage. We also believe that it is in the best interests of the Pre-school and parents that complaints should be taken seriously and dealt with fairly and in a way, that respects confidentiality.

## Confidentiality Policy

The Pre-school's work with children and families will sometimes bring us into contact with confidential information.

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

- Parents/carers will have ready access to the files and records of their own children but will not have access to information about any other child.
- Staff will not discuss individual children, other than for purposes of curriculum planning/group management, with people other than the parents/carers of that child.
- .Information given by parents/carers to the Pre-school leader will not be passed on to other adults without permission.
- Issues to do with the employment of staff, whether paid or unpaid, will remain confidential to the people directly involved with making personnel decisions.
- Any anxieties/evidence relating to a child's personal safety will be kept in a confidential file and will not be shared within the group except with the Play leader and the Child Protection Officer.
- Parental consent will be requested, and obtained before any student uses observations of children for the purpose of their studies.
- When students are observing in the Pre-school, will be advised of our confidentiality policy and required to respect it.

## Data protection, and the information we hold. (Data protection Act 1998)

The Pre-school holds information on children to support their development, to monitor their progress, to provide appropriate pastoral care and to assess how well the Setting is doing as a whole. This information includes contact details, attendance information, and characteristics such as ethnic group, special educational needs, and any relevant medical information.

From time to time, Early years settings are required to pass on some of this data to LEA, the DfES and to agencies that are prescribed by law, such as QCA, and Ofsted. In particular at age 5 an assessment is made of all children (the Early Years Foundation Stage Profile) and this information is passed on to the Local Authority and the maintained school your child will attend. Parents/carers will be informed of any instance where information is shared with these bodies.

Any information we hold about your child will be kept on file for three years after their leaving date, and then destroyed in accordance with legislation, except in the case of accident forms which will be kept for 21 years.

All the undertakings above are subject to the paramount commitment of the Pre-school, which is to the safety and wellbeing of the child. Please also see our policy on Child Protection.

## Diet - Policy and Practice

The sharing of refreshments can play an important part in the social life of the Pre-school as well as reinforcing children's understanding of the importance of healthy eating. The Pre-school will ensure that it fulfils all the requirements of the registering authority and that:

- All snacks provided are nutritious, avoiding large quantities of fat, sugar, salt, additives, preservatives and colourings.
- Before a child starts to attend the group, staff will discuss with parents the child's dietary needs, including any allergies, and make appropriate arrangements to meet them.
- An allergy list will be on display in the snack area to ensure your child does not receive something they are allergic to.
- Snacks are planned and food offered is fresh, wholesome and balanced.
- A diet encompassing food from a range of cultures ensures that children from all backgrounds encounter familiar tastes and that all children have the opportunity also to try unfamiliar foods.
- The dietary rules of religious groups and of vegetarians/ vegans are known and met in appropriate ways.
- Water is constantly available in individually labelled bottles.

**Last reviewed: January 2017 Next review date: January 2018**

# Equal Opportunities Policy

The Pre-school Learning Alliance is committed to helping Pre-schools provide equality of opportunity for all children and families and take positive action to eliminate discrimination in all areas of their work. As a member of the Alliance, The Village Pre-school in Sicklinghall works in accordance with all relevant legislation, including:

- Equality Act 2010
- Children Act 2006

We believe that the group's activities should be open to all children and families, and to all adults committed to their education and care. We aim to ensure that all who wish to work in, or volunteer to help with, our Pre-school have an equal chance to do so.

## Admissions

The Pre-school is open to every family in the community. We use the following system for accepting children from the waiting list:

- Date of Birth
- Date of Application

Families joining the Pre-school are made aware of its equal opportunities policy.

## Families

The Pre-school recognises and welcomes that many different types of family group can and do successfully love and care for children. The Pre-school aims to offer support to all families. The Pre-school offers a flexible payment system for families with differing means.

## Resources

These will be chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multiracial society.

Materials will be selected to help children to develop their self-respect and to respect other people by avoiding stereotypes and by using images and words that reflect positively the contribution of all members of society.

## Beliefs, Faiths and Festivals.

Our aim is to show respectful awareness of all the major events in the lives of the children and families in the Pre-school, and in our society, and to welcome the diversity of backgrounds from which they come.

### *To achieve this:*

We aim to acknowledge all the festivals that are celebrated in our area and/or by the families involved in the Pre-school.

Without indoctrination in any specific faith, children will be made aware of the festivals that are being celebrated by their own families or others, and will be introduced where appropriate to the stories behind the festivals.

- Before introducing a festival with which the adults in the Pre-school are not themselves familiar, appropriate advice will be sought from parents and other people who are familiar with that festival.
- Children and families who celebrate at home festivals with which the rest of the Pre-school is not familiar will be invited to share their festival with the rest of the group, if they themselves wish to do so.
- Children will become familiar with and enjoy taking part in a range of festivals, together with the stories, celebrations and special food and clothing they involve, as part of the diversity of life



## The Curriculum

All children will be respected and their individuality and potential recognised, valued and nurtured.

Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination. Management of resources within the Pre-school will ensure that all children have full access to all kinds of activities and equipment and are equally encouraged to enjoy and learn from them.

Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.

## Special Educational Needs

The Pre-school recognises that children have a wide range of needs which differ from time to time, and will consider what part it can play in meeting these needs as they arise. Planning for Pre-school meetings and events will consider the needs of people with Special Educational Needs and disabilities.

## Discriminatory Behaviour/Remarks

Any discriminatory language, behaviour or remarks by children, parents or any other adults are unacceptable in the Pre-school. Our response will aim to demonstrate support for the victim (s), to help those responsible to understand and overcome their prejudices and to make it clear that such behaviour/remarks will not be tolerated, and a record will be kept in the complaints book.

## Language

Basic information, written and spoken, will be clearly communicated in as many languages as are necessary and possible.

Bilingual/multilingual children and adults are an asset to the whole group. Parents will be encouraged to speak to children in their first language at home. Children and parents who have English as a second or additional language will be valued and their languages recognised and respected in the Pre-school.

## Food

Working in partnership with parents, children's medical, cultural and dietary needs will be met.

## Meetings

The Pre-school will make every effort to ensure that the time, place and conduct of meetings enable the majority of parents to attend so that all families have an equal opportunity to be involved in and informed about the Pre-school. (Please also our management and administration policy)

## Fees

As we are Ofsted inspected, our children qualify for the 3 & 4-year-old funding which is for 15 hours per week from the term after the child's 3<sup>rd</sup> Birthday, for example if your child is born on 31<sup>st</sup> January they will be eligible from the Summer term. The funding system will be explained to you fully when your child becomes eligible.

If your child does not yet qualify for funding, the fee is **£14** per session.

Invoices will be issued at the end of every half term via email, for the following half term, and **fees should be paid in full within 2 weeks of receipt of invoice** by cheque, cash or BACS transfer. (Cheques should be made payable to The Village Pre-school, Sicklinghall.)

Failure to pay fees on time will result in a fine of £15. If you have any issues regarding payment of fees please speak to the Play leader or our Treasurer whose contact details are on the Who's Who notice board.

If you take a holiday during term time, we would still ask for payment, as the running expenses are the same. Fees continue to be payable if a child is absent without notice or for a short time. In cases of prolonged absence, parents should consult the management/committee about fee payment.

Each child's attendance at the group is conditional upon continued payment of any necessary fees.

## Written Notice.

½ a term's written notice should be given to the Play leader regarding session changes, or if your child is leaving to attend another setting. If written notice is not received we reserve the right to charge for the full notice period.

Extra occasional sessions may be available, please speak to the Play leader. These sessions would need to be paid for on the day of attendance.

If we have to close due to unforeseen circumstances such as bad weather or staffing issues the Committee reserve the right to decide on refunds for the sessions affected.

We hope that your child's time in Pre-school will be a very happy and productive one. If you have any queries or if

if we can be of any help, please contact a member of staff, or Committee at any time.

For further information about the Pre-school Learning Alliance, to which we belong, send a large SAE for a free publications catalogue to the Pre-school Learning Alliance, 69 Kings Cross Road, London WC1X 9LL or [www.Pre-school.org.uk](http://www.Pre-school.org.uk)

## Health & Safety - Policy and Practice

Our Pre-school promotes a healthy lifestyle and a high standard of hygiene in its day-to-day work with children and adults. This is achieved in the following ways:

### Health:

#### Food

- All snacks provided will be nutritious and pay due attention to children's particular dietary requirements, including allergies.
- When cooking with children as an activity, the adults will provide healthy, wholesome food, promoting and extending the children's understanding of a healthy diet.
- Food will be stored appropriately, and checked for use by dates before use, and will be rotated using the first in last out method.
- Snacks will be prepared with regards to Health and Safety regulations.

#### Outdoor and Indoor play

- Children will have the opportunity to play outside throughout the year through free flow play (either in the Pre-school's own outside play area or on regular outings to parks or other community play spaces) weather permitting.
- Risk assessments will be carried out when necessary, and all play spaces will be checked before children are allowed access.
- Staff will closely monitor children during outdoor activities.
- Equipment will be checked regularly and any dangerous items repaired/discarded. Large equipment will be erected with care and checked regularly.
- All areas are cleaned daily with an appropriate cleaner, and toys are regularly cleaned. (Please see cleaning rotas on file on resources shelf.)

#### Accidents

- An Accident book is available daily to record any accidents/incidents which is kept in the filing cabinet in the hall.
- Any accidents should first be reported to the Play leader then recorded in the accident book.
- A signature will be obtained from the parent/carer on collection of their child.
- A qualified first aider will treat any injuries.
- No creams or lotions will be used, although plasters occasionally are.
- A head bump form will be given to parents of children with head injuries/bumps.
- In an emergency an ambulance/medical assistance will be sought before informing the parent/s/carer.

## Medication and Illness

Parents are asked to keep their children away from Play group if their child is ill, and to inform the Pre-school as soon as possible. This will allow the Pre-school to alert other parents as necessary and to make careful observations of any child who seems unwell. If a child becomes ill whilst at Pre-school we will try to contact the parents/carers, to collect the child if necessary. If we were unable to contact the parent/carer the emergency contact numbers from the child registration form would be used.

- Parents are asked not to bring into the Pre-school any child who has been vomiting or had diarrhoea until at least 48 hours has elapsed since the last attack.
- If the children of Pre-school staff are unwell, the children will not accompany their parents/carers to work in the Pre-school.
- Any Child who becomes ill whilst at Pre-school will be kept comfortable in the book corner until a parent or carer can collect them.

### If the child requires medication the following procedures will be followed:

If possible, the child's parents will administer medicine. If not, then medication must be stored in the original container and clearly labelled with the child's name, dosage and any instructions.

A medicine form will be completed giving clear details of:

The name of child receiving medication.

Times that the medication should be administered.

Date and time when medication is administered

The signature of the person who has administered each dose

Signature of the parent/carer

Signature of the Play leader.

- Parents will receive a copy of the completed form at the end of each session when medication has been administered. All medications will be kept in the kitchen that the children have no access to.
- Where local regulations require it, guidance will be sought from social services before people other than parents agree to administer medicines.
- With regard to the administration of life saving medication such as insulin/adrenalin injections or the use of a nebuliser, the position will be clarified by reference to the Pre-school's insurance company. If specialist knowledge is required, staff involved in administering medication will receive training from a qualified health professional.
- The Pre-school will ensure that the first aid equipment is kept clean, replenished and replaced as necessary. Sterile items will be kept sealed in their packages until needed.
- There will always be at least one qualified first aider on the premises to administer first aid to children and adults.
- We will report any case of a Notifiable disease, or two or more cases of an infectious disease to the Local health officer, as dictated by law. (RIDDOR 1995)

## Information sources

Parents will have the opportunity to discuss health issues with Pre-school staff and will have access to information available to the Pre-school.

The Pre-school will maintain links with health visitors and gather health information and advice from the local health authority information services and/or other health agencies.

### Hygiene:

To prevent the spread of all infection, adults in the group will ensure that the following good practices are observed:

#### Personal hygiene

- Hands are washed after using the toilet and before handling food
- Children with pierced ears are not allowed to share each other's earrings.
- Children are encouraged to blow, and wipe their noses, when necessary and to dispose of soiled tissues hygienically and wash their hands afterwards.
- Paper towels are used and disposed of appropriately.
- Hygiene rules related to bodily fluids followed with particular care and all staff and volunteers aware of how infections, including HIV infection, can be transmitted. (See cleaning and clearing)
- Cuts or open sores, whether on adults or children, will be covered with sticking plaster or other dressing.
- Any COSHH products used at the Preschool will have a safety data sheet provided in the filing cabinet.

#### Cleaning and clearing

- Any spills of blood, vomit or excrement are wiped up using paper towels and flushed away down the toilet.
- Rubber gloves, and aprons will always be used when cleaning up spills of body fluids.
- Floors and other affected surfaces will be disinfected using chlorine or iodine bleach diluted according to the manufacturer's instructions.
- Fabrics contaminated with body fluids thoroughly washed in hot water.
- Spare laundered pants and other clothing are available in case of accidents, and polythene bags are available in which to wrap soiled garments.
- All areas are cleaned daily with an appropriate cleaner, and toys are regularly cleaned. (Please see cleaning rotas on file on resources shelf.)

#### Food

The Pre-school will observe current legislation regarding food hygiene, registration and training.

Each adult will:

- Always wash hands under running water before handling food and after using the toilet.
- Not be involved with the preparation of food if suffering from any infectious/contagious illness or skin trouble.
- Never smoke in any part of the building.
- Never cough or sneeze over food.
- Use different cleaning equipment for kitchen and toilet areas.
- Prepare raw and cooked food in separate areas.
- Keep food covered and either refrigerated or piping hot.

## Safety:

The safety of young children is of paramount importance. To ensure the safety of both children and adults, the Pre-school will ensure safety in the following areas:

### Environment

- Safety checks on premises, both outdoors and indoors, will be made before every day/session.
- .Outdoor space will be securely fenced.
- .Public space used for outdoor play will be checked for litter and other dangers.
- .Equipment will be checked regularly and any dangerous items repaired/discarded. Large equipment will be erected with care and checked regularly.
- .The layout and space ratios will allow children and adults to move safely and freely between activities.
- There will be adequate systems and equipment for the detection and control of fire.
- Fire doors will never be obstructed and fire exits will be easily identifiable.
- Fires/heaters/electric points/wires and leads will be adequately guarded.
- A record will be kept of any checks by the Fire Safety Officer and of fire drills and servicing of fire safety equipment. Any recommendations by the Fire Safety Officer will be carried out.
- All dangerous materials, including medicines and cleaning materials, will be stored out of reach of children.
- Equipment offered to children will be developmentally appropriate, recognising that materials suitable for an older child may pose a risk to younger/less mature children.

.Internal safety gates/barriers will be used as necessary.

### Supervision

- All children will be supervised by adults at all times and will always be within sight of an adult.

- Children will leave the group only with authorised adults.
- Children will not have unsupervised access to kitchens, cookers or any cupboards storing hazardous materials including matches.
- On outings, the adult: child ratio will be at least one to three
- If a small group goes out, there will be sufficient adults to maintain appropriate ratios for staff and children remaining on the premises.
- Whenever children are on the premises at least two adults will be present, and staffing ratios will also be maintained according to current legislation. (Please also see our Staffing and Employment policy.)

### Adult safety

- All adults in the group, both staff and visitors will be aware of and respect the group's safety policies. Adults in the group will have access to and advice on safe lifting.
- If adults need to reach up for stored equipment, they will be provided with something safe to stand on. Heavy materials will not be stored above head height.
- Adults will not be required to be in the building alone, or to leave alone after dark.

### Management

A book will be available at each session for the reporting of any accident/incidents.

Regular safety monitoring will include checking of the accident records as a basis for risk assessment.

All adults, including parents and other carers, will be aware of the system (s) in operation for children's arrivals and departures and an adult will be at the door during these periods. Children will be "timed" in and out in our register.

Any visitors will be asked to sign our visitors book, kept in the parent box.

A register for the term will be available in the purple plastic file, (kept on the Play leaders desk during sessions, and stored in the filing cabinet) this will detail staffing ratios in relation to the children present.

A record of staff, and helpers is also kept in the red plastic file.

Adults will not walk about with hot drinks or place hot drinks within reach of children.

### Special considerations

Some areas and activities pose particular hazards. All staff will be aware of these:

- Children playing with or near water will be continuously supervised. Any outdoor play areas that may be prone to water pooling will either be cordoned off, or emptied before children are allowed access.
- There will be safe surfaces beneath and around all climbing equipment and such activities will be appropriately supervised.
- All cooking activities involving the use of heat will be continuously supervised. Children will not be allowed in the kitchen for any other purpose.
- In shared premises, stored equipment belonging to other organisations will be checked for potential hazards, and the caretaker informed of any equipment defects, or safety issues by the Play leader.

(e.g. smoke alarm battery replacement/product requirements)

- Access to dangerous areas such as stairways will be physically restricted and closely supervised.
- Systems will be in place to ensure that children are not at risk from swinging doors.
- Systems will be in place to ensure that no child can leave the premises unattended.
- A correctly stocked first aid box will be available at all times.
- Fire extinguishers will be checked annually and staff will know how to use them.
- A register of both adults and children will be completed as people arrive and leave so that a complete record of all those present is available in any emergency.
- Fire drills will be held at least twice a term.
- There will be no smoking in any rooms on the premises.



## Lost/Uncollected Child - Policy and Procedures.

We aim to offer the best care for your child and part of providing this care is to ensure their safety and well-being at all times. Should a child be lost whilst attending Pre-school or whilst on a trip, or if they are not collected at the end of session we will follow the following procedures to ensure your child is safe and happy.

### Lost Child (on the premises)

If it is discovered that a child is missing during a session the following steps will be taken;

- Ask all the children to gather in the book corner for a story or singing session, with one member of staff and the parent helper. Take the register before you begin to confirm that a child is missing.
- The remaining staff will then check the premises, including the bathrooms, cloakroom, kitchen, and the upstairs area, and the outdoor area including the back of the building, the shed and playhouse, and the path at the entrance to Pre-school.
- If the child is not found staff should return inside and the Play leader will then dial 999 and contact the emergency services. The name, age and description of the child will be given over the phone and a photograph will be given to the attending officers.
- The play leader will then contact the parents and inform them of the situation.
- A record of the incident will be made in the Uncollected Child/Lost child incident book.

### Whilst on an outing.

Before an outing a risk assessment will be made of the place of visit and will be distributed to all staff and made available to the parents/carers who are attending the trip.

Each adult will be given a role to perform if a child becomes lost. These are Searcher Sitter and Checker.

### Roles;

**Searcher;** the role of the searcher is to help to look for the lost child. This includes checking areas where we have been/are, including toilets/cafés etc.

**Sitter:** the role of sitter is to stay with the rest of the children, to keep them calm and together.

**Checker:** the checkers role is to check with the locations staff (if there is some) to see if the child has been found, report that a child is missing, give a description of the child, their name and age and inform them they are wearing Lost Child wristband.

### Procedure if a child is lost on an outing.

- Ask all the children to gather together for a story or singing session, taking a register check before you begin. This group will have at least two members of staff in its adult ratios. (Sitters)
- One member of staff will check with the locations staff to report the disappearance and to see if the child has been found. They will give a description of the child, their age and name, and be informed the child is wearing a Lost Child Band, and give them the contact number for the group. They will then report back to the Play leader. (Checker)
- The remaining staff and parent/carer volunteers will then search the immediate area and back track to where we have been, searching for the child on the way, for at least 20 minutes ( Searchers).
- The play leader will then contact the police if the checker and searchers report back that the child has not been found.

- The child's parents will then be contacted and informed if they have not attended the trip.
- A record will be made of the incident in the Uncollected Child/Lost Child incident book on return to Pre-school

## Uncollected child- Procedures.

Only named people who are over 16 and named on a Child's Admission form will be allowed to collect a child from Pre-school, unless they have been previously agreed to by the Pre-school, are over 16 and can give the correct password to the member of staff on meet and greet duty.

Adults who arrive to collect a child who appear to be under the influence of drugs and/ or alcohol will not be allowed access to the child and a named alternative will be contacted instead.

If a child is not collected by 12.30 and the parent/carer has not contacted us to inform us of a delay the following steps will be taken:

- The child will be supervised by a member of staff during this period, given toys or games to play with and distract them, and reassured that someone will be there to collect them very soon.
- At least 2 members of staff will remain on the premises with the child.
- The date and time will be recorded in the Uncollected/Lost child incident book (kept in the filing cabinet top drawer.).
- The first named alternative on the Child's Admission form will be contacted, and the information recorded.
- If the named alternative cannot be contacted a message will be left on a answering machine asking them to contact the Pre-school as soon as possible, regarding the collection of said child.
- The second named alternative will be contacted after 5 minutes, if there is no reply from this 1<sup>st</sup> alternative, and the information recorded.
- If the second named alternative cannot be contacted a message will be left a answering machine asking them to contact the Pre-school as soon as possible, regarding the collection of said child.
- This will be repeated 3 times for each named alternative or until we are contacted by them, whichever is soonest.
- If the child has not been collected by 1pm and a parent/carer has not contacted us to offer an explanation to the delay/assurance the child will be collected by an alternative we will contact either;

NORTH YORKSHIRE SOCIAL SERVICES: [Central database 01609 774298 / 0845 034 9410](#)

CHIDRENS SOCIAL CARE CUSTOMER SERVICE CENTRE: [01609 536993](#)

for further advice and guidance.

**All information will be recorded in the Uncollected Child/ Lost child incident book.**

**A charge may be made to the parent who is either late or fails to collect their child. This will be:**

- No charge for the first 15 minutes **providing** the parent has contacted the Pre-school to advise them of the situation.
- A £14 charge if the parent/carer fails to contact the Pre-school to advise them of the situation.
- A £14 charge for every 15 minutes or part of 15 minutes thereafter.

**Last reviewed: April 2017 Next review date: April 2018**

## **Trips and outings Policy.**

Educational visits and activities are wonderful opportunities to extend a child's learning and enrich their appreciation of themselves others and the world around them. During the year the children will be given the opportunity to participate in trips off site.

As we are a small group we usually arrange for each parent to take their own child in their own transport. If this was not possible we would:

- Ask for the completion of a consent form allowing the child to be taken off site and to travel by car to a particular location with the Play leader and another member of staff, who has appropriate insurance. (see Standards File).

### **On a trip we would;**

- Take a copy of emergency contact details for both children and staff.
- Have a Designated Stay at Home contact person for parents not attending the trip who will have a copy of our itinerary for the day.
- Give each child a Lost Child Band with the contact details of the Pre-school on it.
- Have a ratio of 1:3 adults to children.
- Make regular head counts whilst on the trip, and in the event of a child being lost would follow the procedures set down in the Child Being Lost policy. (A copy of which will be given to each adult before a trip and a copy taken with us in our trips and outings book.
- Inform Ofsted of any trip or visit we make.
- Take special care when walking near roads or other unsafe areas as dictated by the risk assessment.

At other times and when ratios allow staff will take advantage of the local walks available within walking distance of Pre-school. To facilitate this activity there is a section on the Child Admissions form which asks for parents' permission to take the children on local walks. Parents /carers will be invited to attend these outings.

## Promoting Positive Behaviour - Policy and Practice

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

### *In order to achieve this:*

- All adults will provide a positive model for the children with regard to friendliness, care and courtesy and to offer strategies for handling any conflict.
- Rules governing the conduct of the group and the behaviour of the children will be discussed and agreed within the Pre-school and explained to all newcomers, both children and adults.
- All adults in the Pre-school will ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.
- Adults in the Pre-school will help the children to challenge bullying behaviour appropriately.
- Adults in the Pre-school will praise and endorse desirable behaviour such as kindness and willingness to share and being thoughtful to others, by using praise, star charts and reward certificates.
- We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.
- We will undertake training where relevant to help us to promote positive behaviour and to learn new systems of dealing with undesirable behaviour.

### *When children behave in unacceptable ways:*

- They will be given one-to-one adult support in seeing what was wrong and how to cope more appropriately. Where appropriate, this might be accomplished by a period of "thinking time" under adult supervision.
- Physical punishment, such as smacking or shaking, will be neither used nor threatened, and children will never be sent out of the room alone.
- Physical restraint, such as holding, will be used only to prevent physical injury to children or adults and/or serious damage to property. Any significant event of this sort will be recorded in our Child Incident book and the parent informed the same day.
- In cases of serious misbehaviour, such as racial or other abuse and bullying, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame.

- In any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.
- Adults will not shout, or raise their voices in a threatening way.
- Adults in the Pre-school will make themselves aware of, and respect, a range of cultural expectations regarding interactions between people.
- Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity.
- The whole Pre-school, using objective observations to establish an understanding of the cause, will tackle recurring problems and adults will be aware that some kinds of behaviour may arise from a child's special needs.

**Last reviewed: January 2017 Next review date: January 2018**

## Safeguarding Policies and Procedures

*The Village Pre-school recognises that all children have a right to protection from abuse, and takes seriously its responsibility to protect and safeguard the welfare of children and young children. We aim:*

- To provide a safe, respectful and supportive environment for children in which they feel confident to approach adults and secure in the knowledge that they will be listened to
- To ensure that children feel able to express their views and preferences, that they have the courage and confidence to tell any adult if they are unhappy
- To ensure that children know that they can speak about their worries or concerns with anyone of their choice, whom they trust, both within and outside the setting
- To ensure that adults talk and listen to children where they have concerns about their safety and wellbeing
- To safeguard children who are suffering or are likely to suffer significant harm
- To ensure the children in your care are kept safe both at home and within the setting
- To raise awareness of all staff of their responsibility to identify and act on any suspected case of abuse, neglect or radicalisation and the procedures to follow
- To raise the awareness of parents about the procedures that the setting will follow if abuse, neglect or radicalisation is suspected

*The welfare, protection and safety of every child in our care is of paramount importance and we take our responsibility to safeguard children seriously. We are committed to following the North Yorkshire Safeguarding Children Board guidance and procedures. Everyone working at our setting recognises their responsibilities towards the children in our care. We have procedures in place to follow if we suspect abuse, neglect or radicalisation and we are able to put the procedures into practice. We will refer to the Children and Families Service when appropriate, and work with other agencies involved, such as the police. We will attend and provide information/reports for strategy meetings, child protection conferences and core groups. We will contribute where appropriate to any child protection plan. We will always take a considered and sensitive approach in order that we can support our children and families.*

## Responsibilities and Role of the Designated Person.

The Designated Lead Person is **Emma Webb**. The Designated Person for the Committee is **Jules Clegg**.

The Designated Person's role will include:

- decision making with regard to risk;
- making referrals to CSC and police;
- talking to parents about concerns;
- liaison with other agencies and services;
- undertaking single agency and contributing to multi agency assessments;
- attendance and decision making at multi-agency child protection meetings and contributing to arrangements to safeguard children as part of a Child In Need or Child Protection plan,
- providing support advice and guidance to all staff and ensuring they aware of the Safeguarding Policy.
- Keeping and storing child protection records.
- Seeking advice and support for staff from relevant agencies when appropriate.

The designated person will report to the committee through an annual report, and an annual review of relevant policies and procedures will be made. The audit will also include a scrutiny of the completed welfare checklists for child protection, and suitable people, the training records and the single central record.

The designated person will have attended Safer Recruitment refreshed every two years, and the level 2 Safeguarding, refreshed every two years. and be present on the interview panel of new staff and/volunteers or students undertaking training in our setting.

## Responsibilities of the staff team

All staff will follow the NYSCB guidance and procedures which are consistent with “Working Together to Safeguard Children.” It is **not** the responsibility of the staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of children must be recorded and discussed with the DLP prior to any discussion with parents.

Staff should immediately report:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm e.g. significant changes in behaviour worrying drawings or play
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse, neglect or radicalisation.
- any significant changes in a child’s presentation, including non-attendance
- any hint or disclosure of abuse, neglect or radicalisation received from the child, or from any other person, including disclosures of abuse, neglect radicalisation or perpetrated by adults outside of the family or by other children or young people
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present), or working at the setting, **including:**
- *failure of staff to follow setting policies and procedures including Guidance for Safer Working Practice NYCC 2015.*
- *inappropriate conduct e.g. inappropriate sexual comments and behaviours;*
- *excessive one-to-one attention beyond the requirements of their usual role and responsibilities; taking and/or sharing child abuse images*
- *any concerns that a child is presenting signs of radicalisation of self or family members, e.g. changes in their behaviour, through play or drawings*



## Training, Support and Supervision

The EYFS states that “Providers must train all staff to understand their safeguarding policy and procedures, and ensure that all staff have up to date knowledge of safeguarding issues” (Statutory Framework for the EYFS, 2014, point 3.6).

- The DLP has attended and completed at Level 1 and 2, and 3 NYSCB training (Comprehensive Child Protection Pathway) in Safeguarding and updates this every two years.
- All staff have completed on line Basic Awareness Training at induction. In order to gain the necessary skills to respond to concerns the Local Authority recommends that all staff also attend a taught course, which we aim to access every 3 years, and Staff will update their safeguarding children knowledge every 2 years through the NYSCB. A central record is kept of staff training in the Staff Info book, and also in their supervision and monitoring books.
- At induction staff will receive a copy of the safeguarding policies and procedures, to be kept in their supervision and monitoring books. They will be informed of who our LADO is, where their contact number is, and what to do if they suspect a child is being abused. A record of completion will be signed and placed on the individual’s personal file.
- Through in-house training and **all** staff meetings we will for ensure the staff team are able to recognise and respond to safeguarding issues, and will include learning from relevant Serious Case Reviews.
- Opportunities will be provided for staff to review and reflect on any safeguarding or child protection concerns they may have, including any concerning practice of colleagues at their termly monitoring meetings, and weekly planning meetings.
- Staff will be made aware of NSPPC information on grooming and entrapment: <http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/grooming/>
- Staff will be given Channel/Prevent General Awareness training every two years.
- Staff who deal with possible abuse, neglect or radicalisation will often find the situation very upsetting and stressful. We will offer guidance and emotional support available, from the DLP and safeguarding lead on the committee, and if needed seek help from both from external agencies.
- *It is the right of any individual to make direct referrals to the child protection agencies. We would hope that an individual would use this procedure. However, if you feel that the organisation has not responded appropriately to your concerns, it is open to you to contact the child protection agencies direct.*

## Record keeping and information sharing

To keep children safe and provide appropriate care, we require accurate and up to date information about the children in our setting. We ask each parent to fill in registration papers that give us relevant information regarding each child, including asking permission to contact other settings, people or professionals who may be working with the child and/or family in a support capacity to help us provide continuity of care and the best support possible.

All staff will complete a written record of any concern, even where it is not appropriate to make an immediate referral and these will be passed to the DLP. The DLP is responsible for collating and reviewing these records. See recording form at Appendix A.

These records should be objective and include:

- Statements, facts and observable things (what was seen/heard)
- Diagram indicating the position, size and colour of any injuries (not photograph)
- Words that the child uses, these should not be translated into 'proper' words
- Non-verbal behaviours
- Key contacts/meetings with parents/carers and other agencies/ professionals. These should be dated and timed and include a summary of discussions, decisions made, reasons for these and any agreed actions

In most circumstances we will aim to work in partnership with parents and they will be informed of any concerns we have and any intention we have, to involve other agencies such as Children and Families Service. **However, if we feel that sharing these concerns with parents might place a child at risk of harm, then we would not inform parents beforehand.**

If there is any concern that a child may be suffering or is at risk of suffering significant harm, their safety and welfare must be the overriding consideration.

- All child protection documents will be stored in a file that is separate from the child's main file. They will be locked away and only accessible to the DLP, unless the concerns relate to that person, in which case the Committee member for Safeguarding would take the lead.
- Information regarding child protection concerns will be shared with other staff on a need to know basis only – considering which staff these concerns would need to be shared with, and how much information to share. This would usually only be information that staff would require to ensure the safety and welfare of the child.
- These records will be copied and transferred to any school or setting the child moves to, clearly marked "Child Protection, Confidential, for the attention of the *Designated Lead Practitioner for Child Protection*" (Early Years) or *Designated Senior Person* (schools).
- Records regarding child protection concerns will be shared with other agencies including Ofsted, as appropriate to safeguard children. We will keep these records until the child's 25<sup>th</sup> birthday.

Records will ordinarily be shared with parents on request unless covered by an exemption in The Data Protection Act. The main exemptions when information may be withheld relate to:

- information which might cause serious harm to the physical or mental health of the pupil or another individual;
- cases where the disclosure would reveal a child is at risk of abuse

Following NYCC Guidance issued April 2016, we may take the decision maintain and monitor records in relation to:

all children who are known to Children and Families Service, who are Looked After, who have been part of a CAF, or about whom welfare concerns have otherwise been raised, has additional needs; is subject to assessment and intervention,

in the form of a child welfare file.

## Procedure

If abuse, neglect or radicalisation is suspected then the DLP should be informed. If the DLP is not present in the setting, the deputy DLP (Debbie Greenwood) or the Designated Person for the Committee Jules Clegg should be informed instead.

**Where staff are concerned that the DLP or other responsible person may not be taking concerns sufficiently seriously or not taking appropriate action they will contact either their local Area Prevention Manager, Children and Families Service or the police directly. They will also inform Ofsted. Where their concern is about a person working with children, they will contact the LADO directly.**

Following any information raising concern, the DLP will consider:

- Any urgent medical needs of the child
- Whether to make an enquiry to the Central Database **01609 536462** to establish if the child is or has been subject of a Child Protection Plan
- Seeking advice from the Area Prevention Manager, (see contacts)
- Discussing the matter with other agencies involved with the family
- Consulting with appropriate persons e.g. Health Visitor, Children and Families Service
- The child 's wishes and any fears or concerns s/he may have

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to Children and Families Service because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately (including when the child is already an open case to CFS e.g. a looked after child)

### **OR**

- not to make a referral at this stage
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care will be accompanied by a standard referral form. In cases where the setting disagrees with decisions by others then they must follow the NYSCB procedures (Resolution of Professional Disagreements) in order to ensure that children are safeguarded.

In the event of a child making a disclosure, staff should not investigate but should, wherever possible, elicit enough information to pass on to the DLP in order that s/he can make an informed decision of what to do next.

### **Staff will:**

- listen to and take seriously any disclosure or information that a child may be at risk of harm
- try to ensure that the person disclosing does not have to speak to another member of staff
- clarify the information
- try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- try not to show signs of shock, horror or surprise
- not express feelings or judgements regarding any person alleged to have harmed the child

- explain sensitively to the child that they have a responsibility to refer the information to the DLP
- reassure and support the child as far as possible
- explain that only those who 'need to know' will be told
- explain what will happen next

## Allegations against staff

*Any allegation or concern regarding a member of staff should be reported to the designated person immediately, unless that person is subject of the allegation then it should be reported to the Deputy Designated Person, who will then follow the procedures set below regarding reporting and recording the abuse, using common sense and judgement, and contact the Chair of the committee to share their concerns.*

*Staff, volunteers, and other individuals about whom there are concerns will be treated fairly and honestly, and will be provided with support.*

*The Local Authority Designated Officer (LADO) will be informed within 1 day*

**The Local Authority Designated Officer (LADO) should be contacted directly, including by staff at the setting, if they feel that a concern is not being dealt with adequately or they do not feel that they can raise their concerns with setting management. Similarly, any staff member may contact Ofsted directly.**

*The accused person will be advised of the allegation as soon as possible after consulting the LADO.*

*If a child protection Strategy Discussion/Meeting is needed, or it is clear that Police or Children's Social Care may need to be involved the accused person will not be informed until it has been agreed what information can be disclosed to the person.*

*If it becomes clear that enquiries by Children's Social Care or the Police are not necessary there will be a discussion between the LADO and the employer about the next steps to take. Appropriate action will then be taken within 3 days.*

*If further investigations are needed they will be in line with North Yorkshire Safeguarding Children's Board procedures and conducted in conjunction with support from the LADO.*

*The registered provider must inform Ofsted of any allegations as soon as is reasonably practicable, but at the latest within 14 days of an allegation being made. A registered provider, who without reasonable excuse, fails to comply with this requirement, commits an offence.*

In the case of an allegation against a member of staff, we will apply the same principles as in the rest of this policy, i.e., we will always follow the NYSCB procedures and make reference to the NYCC documents; "Definitions and Thresholds for Managing Allegations Against Staff", "Guidance for Staff Facing an Allegation", and "Managing the Aftermath of Unfounded and Unsubstantiated Allegations". Detailed records will be made to include decisions, actions taken, and reasons for these.

We will make reference to our Disciplinary policy and procedures, during any allegations against staff.

## Actions to be taken

- The person who has received an allegation or witnessed an event should immediately inform the DLP unless the allegation is about the DLP, then it should be reported to the Deputy DLP or the Committee Safeguarding Lead who will record the details of the allegation,
- The DLP will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs. In some cases, this may result in moving the member of staff involved to another area of the setting, or onto a different duty. It is important to consider how we will protect and support the staff member at this point as well as the children.

- The DLP will contact the Local Authority Designated Officer (LADO) to inform them of the allegation and to seek advice on how to move forward with the investigation, including discussion of whether the member of staff should be suspended on full pay whilst any investigation is undertaken. We will work together with other agencies and follow the NYSCB procedures.
- All providers must inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). The providers must also notify Ofsted of the action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made. Failure to do so without reasonable excuse is a criminal offence.
- As with all child protection matters, the situation will be dealt with confidentially and information only shared on a need to know basis
- Consideration will be given throughout to the support and information needs of children, parents and staff where applicable

### Important contact numbers

<b>Designated Lead Practitioner</b>	Emma Webb	Thevillageplaygroup1@yahoo.co.uk
<b>Deputy Designated Lead Practitioner</b>	Debbie Greenwood	
<b>Designated Lead Practitioner for Committee</b>	Jules Clegg	07719 463328
<b>Area Prevention Manager</b>	Rachel Copping	01609 533 466
<b>Local Authority Designated Officer's (LADO)</b>	Susan Crawford	(Harrogate, Craven, Selby) 01609 532152 / 07813 005161
<b>Local Authority Designated Officer's (LADO) - for allegations against staff:</b>	Rosemary Cannell	(Harrogate, Craven, Selby) 01609 534974 / 07715 540723
<b>Ofsted</b>		0300 123 1231 / 0300 1234 666
<b>North Yorkshire CHILDREN AND FAMILIES SERVICE</b>		Tel: 01609 780780 Fax: 01609 532009 <a href="mailto:Children&amp;families@northyorks.gov.uk">Children&amp;families@northyorks.gov.uk</a>
<b>Emergency Duty Team</b>		01609 780780
<b>Central Database</b>	<b>01609</b>	01609 536462
<b>North Yorkshire Police</b>		101

Links to other policies: Admissions Policy. Confidentiality . Equal Opportunities Policy. Health & Safety Special Educational Needs Policy and Practice. Suitable People; Staffing and Employment. SunSmart Sun Protection Policy, Toileting and Intimate Care Policy. Toileting policy and Procedures. Taking, storing and using images of children, (including mobile phone, tablet, video and camera use)

## Selecting Play Equipment and Toys

The toys and equipment in Pre-school provide opportunities for children, with adult help, to develop new skills and concepts during their play and exploration. We will ensure that the equipment we provide:

- Is appropriate for the ages and stages of the children
- Offers challenges to developing physical, social, personal and intellectual skills
- Features positive images of people, both male and female, from a range of ethnic and cultural groups, with and without disabilities
- Includes a range of raw materials that can be used in a variety of ways and encourages an open-ended approach to creativity and problem solving.
- Will enable children, with adult support, to develop individual potential and move towards the Early Learning Goals set out in the curriculum.
- Conforms to all relevant safety regulations and is sound and well made

## Parental Involvement (Working with Parents as Partners.)

Parents are the first educators of their young children. The aim of the group is to support parents in their essential role. We will:

- Involve parents in shared record keeping about their own child, both formally and informally, ensuring that parents have access to all written records on their own children.
- Ensure that parents are given information on a regular basis about their child's progress and have an opportunity to discuss it with staff.
- Ensure that all parents have opportunities to contribute from their own skills, knowledge and interests to the activities of the group.
- Ensure that all new parents are aware of and can contribute to the group's systems and policies.
- Encourage parents on an individual basis to play an active part in the management of the group.
- Ensure that all parents are fully informed about meetings, conferences, workshops and training.
- Consult with families about the times of meetings to avoid excluding anyone.
- Hold meetings in venues that are accessible and appropriate for all.
- Welcome the contributions of parents, whatever forms these may take.
- Make known to all parents the systems for registering queries, complaints or suggestions.
- Provide opportunities for parents to learn about the Pre-school curriculum and about young children's learning, in Pre-school and at home.

**Last reviewed: March 2017 Next review date: March 2018**

## **Special Educational Needs Policy and Practice.**

### Aim of this policy

To provide an inclusive environment in which all children, including those with special educational needs or disabilities, are supported to reach their full potential.

### Policy

The setting has regard for The SEND Code of Practice 2014 for the Early Years (DfE).

The settings designated Special Educational Needs Co-ordinator (SENCO) for The Village Pre-School is Emma Webb. The setting has developed a local offer which outlines how the setting supports the needs of all children and their families; this can be found on the settings website, and in the parent box in the hall.

The Village Pre-School ensures that our provision is inclusive to all children with special educational needs and or disabilities (SEND) and practitioners help support parents and children SEND. We identify the specific needs of children with special educational needs and meet those needs through a range of strategies, working in partnership with parents and other agencies to meet individual children's needs. We monitor and review our policy, practice and provision and, if necessary, make reasonable adjustments to our practice and provision to suit the child and families' needs. We ensure that the provision for children with SEND is the responsibility of all members of the setting.

We provide parents with information on sources of independent advice and support for example, speech and language drop in sessions at local children's centres. We liaise with other professionals involved with children with special educational needs and their families, including transition arrangements to other settings and schools. Child or young person views to be considered. We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.

We have systems in place for supporting children during Targeted and Specialist Support Statutory Assessment. This involvement may be from Early Years Support Teachers, Occupational Therapists, Speech and Language Therapists, Physiotherapists, Educational Psychologists or Specialist Support Teachers (e.g. visual impairment, hearing impairment). We use a system of planning, implementing, monitoring, evaluating and reviewing individual Learning Provision plans (ILPPs) for children with special educational needs and ensure that children with special educational needs are appropriately involved taking into account their levels of ability and keep records of the assessment, planning, provision and review for children with special educational needs. Additional staff training is prioritised when required.

We provide resources (human and financial) to implement our special educational needs policy and with parental permission, we are able to apply for Inclusion funding from North Yorkshire County Council.

We ensure the effectiveness of our special educational needs and disabilities provision by collecting information from a range of sources e.g. Individual Learning Provision Plan reviews, team and planning meetings, parental and external agency's views, this information is collated, evaluated and reviewed as and when required.

## [Transition Of Children With Special Educational Needs Between Early Years Settings Or Between Early Years Settings And The Next Stage Of Education.](#)

At The Village Preschool, we believe that transition is a crucial time for all children – but particularly for children with identified special educational needs.

As far as is possible, we will do everything that we can to facilitate a smooth transition for our children moving to other settings. We will invite staff from the receiving setting to transition meetings and will pass information (Individual Learning Provision Plan, observations, ideas for successful strategies etc.) as well as the 'All About Me' / Learning Journey for individual children to their new setting. As far as possible we aim to contact the child in their new setting once the transition has occurred.

## [How We Evaluate The Success Of The Education That Is Provided To Children With Special Educational Needs.](#)

We review our SEN / Inclusion policy annually and evaluate the effectiveness of:

- Systems for identifying and assessing children with special educational needs
- The provision made to meet children's special educational needs
- The record-keeping for children with special educational needs
- The allocation of resources for children with special educational needs

## [Concerns And Complaints Regarding Provision For Children With Special Educational Needs](#)

Any concerns or complaints about SEN provision by parents should be addressed to the key worker, initially. If the parents are still not happy they should approach the SENCO who will assess the problem and report back within a week. If the parents/carers continue to be dissatisfied the SENCO will refer the matter to the Senior Manager to take further action as appropriate

### [Links to other policies](#)

Complaints. Safeguarding. Equal opportunities. Health and safety

Pre-School Playgroup's SENCO	Emma Webb
NY Early Years Area SENCo Officer	Clare Lennard
Early Years Consultant	John Banks John.Banks@northyorks.gov.uk
Early Years Advisory Teacher	Jane Tart Tel: 01609 533355/07969 100092 Jane.Tart@northyorks.gov.uk
Social Care Customer Relation Unit	Tel: 0845 034 9410 <a href="mailto:social.care@northyorks.gov.uk">social.care@northyorks.gov.uk</a>
NY Emergency Duty Team Out of Hours	Tel: 0845 034 9417
Health Visitors	Tel: 01756 790042 / 01756 702344
Speech & Lang Therapists	Tel: 01756 701713
Local Safeguarding Children's Board	Tel: 0845 034 9410
Ofsted – Duty Officer	Tel: 0300 123 1231

Websites: [www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)  
[www.gov.uk/children-with-special-educational-needs/overview](http://www.gov.uk/children-with-special-educational-needs/overview)  
[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)



## Starting and Settling in Pre-school policy.

Children cannot play or learn successfully if they are anxious and unhappy so it is important for parents/carers and Pre-school staff to work together to help the child to feel confident and secure in the group.

We want children to feel safe and happy in the absence of their parents, to recognise other adults as a source of authority, help and friendship and to be able to share with their parents afterwards the new learning experiences enjoyed in the Pre-school.

Our settling procedures aim to help parents and children to feel comfortable in the Pre-school, and to ensure that children can benefit from what the group offers and feel confident that their parents will return at the end of the session. This takes longer for some children than for others and parents should not feel worried if their child takes a while to settle. We also want parents to feel welcome and involved from the beginning, to accomplish this, we aim to create a partnership with parents in the following ways:

- By encouraging you as a parent/carer to visit the Pre-school with your child/ren during the week/s before an admission is planned, and organising settling sessions on the days which your child will attend for the child before they begin where possible.
- By allowing and encouraging your child to bring any comforter they find reassuring during their settling session, and allowing them free access to their comforter.
- By making clear to families from the outset that they will be welcome and supported in the Pre-school for as long as it takes to settle your child there.
- By encouraging parents, where appropriate, to separate from their children for brief periods at first, gradually building up to longer absences.
- By offering to arrange a home visit in order to gain more insight into your child's background and needs and to allow the child and family to become familiar with Pre-school adults.
- By reassuring parents whose children seem to be taking a long time settling into the Pre-school.
- By creating opportunities for the exchange of information, using among other resources a copy of the Pre-school prospectus and a shared approach to the registration form, all about me, and the On-Track material.
- By ensuring plentiful opportunities for parents to inform the Pre-school about their children's current achievements and interests, including the sharing and updating of their child's On Track profile and book.
- Introducing flexible admissions procedures, if appropriate, to meet the needs of individual families and children.
- By introducing new families into the group on a staggered basis, for example one or two new children a day for a week rather than 10 new children all at once.
- By introducing you and your child to your child's key worker during the first week of your child's attendance:

## Key worker roles and responsibilities;

When your child starts Pre-school, they are assigned a Key worker who will work with you and your child to help them settle, find out their favourite activities, make and record observations for their Pre-school Days book, and profile map, and liaise with you regarding your child, and his/her development.

Each child is given a Profile map from the On Track system to help us to record their development, and to help us to tailor a curriculum specifically for your child based on their interests and learning development at the time.

You are welcome and encouraged to add your own observations, photographs and pieces of art work to your child's book, and have access to it at any time you want. We find that this enables us to have a complete picture of how your child is developing both at home, and at Pre-school.

### **Children who are taking a long time to settle.**

Some children take longer to settle than others and this is often the case if the child is at the younger age of our admissions age, or if they have never been separated from a parent or carer.

If this is the case or you feel anxious about leaving your child, or the way they are behaving there are suggestions below and overleaf that may help;

- Talk with your child about going to Pre-school before they begin, and tell them about all the fun things that happen at Pre-school, such as playing outside with the sand and water, painting, and meeting new friends to play with. Be enthusiastic and positive.
- Ask them if they have a toy, blanket or other comforter they may wish to bring with them to Pre-school.
- Reassure your child that you will be back soon, and ask them to paint a picture or build a model to show you when you come back.
- Encourage them to form a bond with their Key worker by talking about going to see them, and asking what they are going to do with them today- a positive relationship between all of you is the best way to show your child that you trust us to look after them, and they in turn will also trust us.
- Once your child's settling in sessions have been completed try to leave them as quickly as possible. Engage them in an activity with the support of the Key worker, and then say "Good bye and see you soon" before you leave. We find that this helps them to be happy and engaged and in play gives the child the knowledge that you will be back.
- Have activities that you do together such as Jo Jingles or Tumble Tots (brochures are available in the Parents Box in the hall), or swimming, so they get used to being around other children and adults in a social environment.
- Speak to your child's Key worker or the Play leader if you have concerns about your child's behaviour, or you feel that the above suggestions are not working.

In the first few weeks of your child starting Pre-school we understand that you may be anxious or worried about how your child is doing and settling in.

Feel free to call us to see how your child is doing, but please can we ask that you do this after 10am to help us to stay within our routine and take the Register and do Good Morning time.

If we are concerned about your child before this time we will phone you to discuss what steps may need to be taken. Please be assured that although a few tears are quite usual when leaving your child for the first time (and not always just theirs!) we will never allow your child to be upset or distressed for long periods of time.

## What to wear

So your child feels free to explore and experiment with all kinds of materials, including messy ones, it is best to send children dressed in clothes and shoes that are easily washable or not too new. We do have a uniform (Jumpers and t-shirts with the Pre-school logo) for sale but this is not compulsory, but is an option to save on your child's nice clothes!

It is good for children to practise the skills that will make them independent. Simple clothing and shoes that they can handle themselves will enable them to go to the toilet when they want to and to put on and take off their outdoor clothes without being too dependent on other people's help.

## Transitions – moving to another setting or school.

Moving to another setting or to school can be a big event in a child's life and to help them to be happy, and to make the move a positive one we will:

- Promote positive links between the local schools by inviting them to our events, such as the Christmas play.
- Inviting the reception teachers to visit during the summer term before the children start their settling sessions.
- Make display boards showing the different school environments, and teachers for the children to explore ask questions and get used to
- Make social visits to the schools with the children when possible.
- Promote social activities for the local schools to enable families to familiarise themselves with the schools and their environments.
- Share the information in a child's On Track profiles with their new setting to provide an easier transition.
- Invite parents to discuss with us their child's new setting to enable us set up and have good communication links with the setting.

**Last reviewed: September 2017 Review Date: September 2018**

## Suitable People; Staffing and Employment

A high adult: child ratio is essential in providing good quality Pre-school care. In our Pre-school:

- We have at least one member of staff to each eight children above 3, and 1: 4 for children under 3.
- We work towards an Equal Opportunities Employment policy, seeking to offer job opportunities equally to both women and men, with and without disabilities, from all religious, social, ethnic and cultural groups. Any vacancies will be advertised. The Pre-school will appoint the best person for each job and will treat fairly all applicants for jobs and all those appointed. Commitment to implementing the group's Equal Opportunities Policy will form part of the job description for all workers.
- The Children Act 2006 requires us to check the names of anyone we propose to employ. We do this by using the Disclosure and Barring Service. It will be made clear to applicants for posts within the Pre-school that the position is exempt from the provisions of the Rehabilitation of Offenders Act 1974. All convictions must be declared on the application form.
- Appointments of staff are subject to an interview including one interviewer who has attended the Safer Recruitment training, a clear DBS check, and the cross checking of 2 references. A third may be sought after seeking permission during interview of the applicant where this is deemed necessary. Referees will be asked specific questions about incidents, and the outcome if necessary to ensure "agreed" references are not used.
- In the case of applicants with unexplained gaps in their employment history, or who have moved rapidly from one job to another, explanations will be sought during interview. Photographic evidence will be asked for at interview as this provides the safest form of verification.
- All appointments, both paid and voluntary, will be subject to a probationary period of three months and will not be confirmed unless the Pre-school is confident that the applicant can be safely entrusted with children.
- We will not employ anyone who is either on a DBS barred list or Disqualified from Childcare
- Staff training meets all regulatory requirements. In addition, we aim to ensure that at least half of our staff per day hold a level 3 qualification, or are working towards qualifications appropriate for their position in the group.
- Regular in-service training is available to all staff, both paid and volunteer members, through the North Yorkshire County Council Continuous Professional Development courses. Our Pre-school's budget includes an allocation towards training costs.
- We support the work of our staff and identify their ongoing training and development needs by means of annual appraisals, and day to day observations.
- Regular staff meetings provide opportunities for staff to undertake curriculum planning and to discuss the children's progress and any difficulties.
- Staff details are confidentially kept on file in the filing cabinet.
- Induction procedures for staff include all staff members being given a copy of the Staff pack, and are assigned a mentor to help them settle into our routine and to help with any questions that may arise.
- We will make staff aware of contractual expectations for them to disclose any police action taken against them and any circumstances which could lead to consideration of disqualification. (EYFS 3.11) This question will be posed at individual staff monitoring meeting every term.

•We commit to, where appropriate, making referrals to the DBS and providing Ofsted with any relevant information indicating that any person meets the grounds for Disqualification from Childcare

## •Student Placements

We recognise that the quality and variety of work which goes on in a Pre-school makes it an ideal place for students on placement from Early Years training and qualifications. In co-operation with educational providers, we welcome students into the Pre-school on the following conditions

- The needs of the children are paramount. Students will not be admitted in numbers that hinder the essential work of the Pre-school.
- Students must be engaged in bona fide Early Years training that provides necessary background understanding of children's development and activities.
- Any information gained by the students about the children, families or other adults in the Pre-school must remain confidential.
- Parental consent will be obtained before students are allowed to use child observations as part of their studies.
- All students will have a relevant DBS disclosure performed before beginning their placement, and unless registered as fit person students will not have unrestricted access to children.

**Last reviewed: March 2017 Next review date: March 2018**

## SunSmart Sun Protection Policy

At The Village Preschool we want staff and children to enjoy the sun safely. We will work with staff and parents to achieve this through:

### EDUCATION

- We will discuss with all children the need to cover up and be safe in the sun at the start of the summer term.
- Parents and carers will be sent a letter explaining what we are doing about sun protection and how they can help at the beginning of the summer term.

### PROTECTION

#### Timetabling:

- Children will spend more time playing outside before 11am, and less time outside after lunchtime.

#### Clothing:

- We will actively encourage all children to wear a hat when playing outside.
- We will actively encourage all children to keep their shoulders covered either by a t shirt or light weight cardigan.

#### Sunscreen:

- Children will need to bring in their own clearly labelled bottle of factor 15+ sunscreen if parents/carers do not wish us to use our own supply.

- We will help to apply, and encourage children to apply sunscreen to themselves before going outside.

**Last reviewed: April 2017 Next review date: April 2018**

## **Toileting and Intimate Care Policy.**

Children who attend our Pre School and are in nappies will be changed at regular intervals throughout the session, usually at 10.30 and 2.30 but more often if needed, (for example if they have a soiled or particularly wet nappy)

The following procedures will be followed:

- Staff will check they have all they need for changing a nappy before collecting a child to be changed.  
E.g. baby wipes, nappy sacks, disposable aprons and gloves, correct nappy for child, (and any creams such as sudocrem, that the parent/carer has signed in to the medicines book that may be needed for the child)
- Staff will wear a protective disposable apron and new disposable gloves for each child they are changing.
- Staff will then collect child who needs changing, explaining that they are to have their nappy changed, and take them to the nappy changing area.
- Staff will talk to the child whilst they are changing the child's nappy and engage the child with eye to eye contact. Any child who is upset will be comforted throughout the nappy changing.
- The soiled nappy should be removed and placed into a nappy sack. The child should then be cleaned with baby wipes using the front to back wiping motion, using one wipe per "sweep" to ensure no cross infection from faeces. Soiled wipes should also be placed into the nappy sack.
- A clean nappy will then be put on and then the child encouraged to return to play.
- The nappy mat should then be sprayed with antibacterial spray, and wiped, using paper towels. These will be disposed of in the nappy sack. The nappy sack should then be doubled wrapped in the disposable apron, and placed in the bin.
- Staff will then wash their hands using soap and hot water before repeating the above steps for the next child.

Children's privacy will be respected at all times during the nappy changing process by the use of a privacy screen in front of the nappy changing area.

## **Toileting policy and Procedures.**

Children will be encouraged to manage their toileting independently when and if they are able.

- A member of staff will help where appropriate e.g. undoing buttons on trousers, helping onto the toilet, but will also respect the child's privacy by waiting outside the toilet door until the child has finished.
- Children will be encouraged to wipe themselves clean in the correct way (front to back, then disposing of the tissue in the toilet). A member of staff will help the child if needed with this.

- Children will be asked to wash their hands afterwards, using antibacterial soap and running water, drying their hands with paper towels.

- If a child has an accident this will be dealt with care and concern, and no child will be made to feel degraded or belittled because of it.

- They will be changed in the toilet by a member of staff, who will wear a disposable apron and gloves. The child will be cleaned with baby wipes, disposed of in a nappy sack, and clean dry clothes will then be put on the child.

In cases of extreme soiling the child may be given a bath to ensure they are completely clean. A member of staff will first collect the bath with warm water, a flannel, a towel, and clean clothes, put on a disposable apron and gloves, and then place the child in the bath, using the flannel to ensure they are clean. Children will not be left alone during the bath, and will be treated with dignity and respect.

The child will then be dried and clothed and encouraged to return to play.

Any soiled garments will be rinsed in hot water, and then placed in a nappy sack for the parent/carer to take home to clean, and they will be advised of the incident and any of the child's reactions.

**Last reviewed: April 2017 Next review date: April 2018**

## **Taking, storing and using images of children, (including mobile phone, tablet, video and camera use)**

We use photographs to document activities, quality improvement and/or to record children's development.

We obtain permission from parents for taking images of their children and for how these may be used, for instance within their own development records, displayed in the setting, used for publicity etc on permission slips when a child starts. Any photographs taken are immediately deleted after printing, and are not saved or stored on any devices.

We have two cameras, and a video recorder for taking images so that staff do not use their own personal equipment.

The video camera is only used to record plays that the children perform at Christmas to then share with the parents on DVD format so that we only have ever one video camera on the premises.

Our cameras and video recorder do not have internet access, and wifi access is extremely limited due to our location, this enables us to ensure images are used appropriately. Images will be printed or reproduced at the setting to ensure that photos and recordings of the children cannot be used inappropriately.

Staff are not permitted to have their mobile phones on their person during a session and have to leave them either a locked box in the kitchen.

Should a member of staff need to use the phone during a session they must first ask permission from the Play leader and take or make the call in the kitchen, returning their phone to locked box after use. Parents are also asked to not use their phones inside the learning area of the hall, and a sign is in place in the hallway to show this.

In personal emergencies staff and volunteers should be contacted via the setting telephone.

On special occasions e.g., Graduation day and Christmas we may allow parents to use their own cameras to take photographs. We will ask that parents do not share these photographs on Social Media sites if they have another person's child in them, and will take into consideration if any parent has requested their child's image not be recorded.



**Last Reviewed October 2017 next review October 2018**