



St. George's Pre-school Policies and Procedures

Elm Lane Pavillion, Elm Lane,
Catford SE6 4LB

Tel: 020 8690 4233 / 07005 802 251
www.stgeorgespreschool.org.uk



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Admissions policy

Statement of intent

It is our intention to make our setting accessible to children and families from all sections of the local community.

Aim

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

Methods

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

- We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community.
- We ensure that information about our setting is accessible, in written and spoken form and, where appropriate, in more than one language. Where necessary, we will try to provide information in Braille, or through signing or an interpreter.
- We arrange our waiting list in birth order. In addition our policy may take into account the following:
 - the vicinity of the home to the setting; and
 - siblings already attending the setting.
- We keep a place vacant, if this is financially viable, to accommodate an emergency admission.
- We describe our setting and its practices in terms that make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders.
- We describe our setting and its practices in terms of how it treats each child and their family, having regard to their needs arising from their gender, special educational needs, disabilities, social background, religion, ethnicity or from English being a newly acquired additional language.
- We describe our setting and its practices in terms of how it enables children and/or parents with disabilities to take part in the life of the setting.
- We monitor the gender and ethnic background of children joining the group to ensure that our intake is representative of social diversity.
- We make our equal opportunities policy widely known.
- We consult with families about the opening times of the setting to ensure we accommodate a broad range of family need.
- We are flexible about attendance patterns to accommodate the needs of individual children and families.

This policy was adopted at a meeting of		name of setting
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Held on (date)	
Signed on behalf of the Management Committee/Proprietor	
Role of signatory (e.g. chairperson etc.)	

Behaviour management policy

Statement of intent

Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Aim

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

Methods

We have a named person who has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. In small settings this may be shared between co-staff.

- We have a named person who has overall responsibility for issues concerning behaviour.

This is **Claire Dawson**

- We require the named person to:
 - keep her/himself up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
 - access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development ; and to
 - check that all staff have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance, and certification where applicable.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - those used by members of the setting.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.
- We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

Strategies with children who engage in inconsiderate behaviour

- We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self esteem, confidence and feelings of competence.
- We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves.
- **We never use physical punishment, such as smacking or shaking. Children are never threatened with these.**
- Techniques intended to single out and humiliate individual children, such as a 'naughty chair' are never used.
- We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our setting leader and are recorded in the child's personal file. The child's parent is informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

Children under three years

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping

children to manage their feelings and talk about them to help resolve issues and promote understanding.

Rough and tumble play, hurtful behaviour and bullying

Our procedure has been updated to provide additional focus on these kinds of inconsiderate behaviours.

Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes - such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or 'aggressive'.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violently dramatic strategies - blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a

normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.

- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. 'Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? It made you feel angry, didn't it, and you hit him'.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. 'When you hit Adam, it hurt him and he didn't like that and it made him cry'.
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. 'I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one.'
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - they do not feel securely attached to someone who can interpret and meet their needs - this may be in the home and it may also be in the setting;
 - their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
 - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse; and
 - the child has a developmental condition that affects how they behave.
- Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

Bullying

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another. As such, bullying rarely occurs in children under five however if we do observe a child bullying another child or children:

- we show the children who have been bullied that we are able to listen to their concerns and act upon them;
- we intervene to stop the child who is bullying from harming the other child or children;
- we explain to the child doing the bullying why her/his behaviour is not acceptable;
- we give reassurance to the child or children who have been bullied;
- we help the child who has done the bullying to recognise the impact of their actions;
- we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- we do not label children who bully as 'bullies';
- we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;
- we recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;
- we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

Staff will always be aware that some kids of behaviour may result from a child's special educational needs, and that some children may require additional support in order to get the most from their time at pre-school.

This policy was adopted at a meeting of		name of setting
Held on (date)		
Signed on behalf of the Management Committee/Proprietor		
Role of signatory (e.g. chairperson etc.)		

Child protection statement

Our commitment to child protection

St. George's Pre-school staff team aims to promote the health, development, safety and welfare of all children in its care. We recognise that the community of children and families to whom we provide a service in Lewisham is diverse in culture, racial background, religion, social class, financial resources and ability. Whilst family 'cultural' differences will be respected, they will not be viewed as valid explanation for clear harm to a child. When concerns for a child's protection, welfare or safety arise St. George's Pre-school will consider making a referral to Children's Social Care in all instances. Our first responsibility is towards the child as laid down in the What to Do if You're Worried a Child is being Abused guidance, although we will always aim to work closely in partnership with parents.

This Child Protection Statement is supported by our setting child protection policy, which sets out in detail our procedures and practices in managing child protection.

This Statement was prepared by the St. George's Pre-school management committee on 1st March 2007. We will review this statement, along with our policy, every two years, as a reflection of our commitment to child protection.

Working in partnership with parents

St. George's Pre-school staff team will inform parents of their child protection duties from the time a parent applies for information about a place within a setting, upon a child taking up the place and then at frequent intervals during the time that a child attends the setting. A copy of this Child Protection Statement will be given to all parents for their own use (This copy can be provided in the family's community language). We will also encourage parents to talk about any concerns they might have for either their own child or other children and to request parents' assistance in reviewing the child protection policy and day-to-day practices within the setting.

When we have concerns for a child's protection, welfare or safety, our aim will always be to provide ongoing support and advice to parents. Wherever possible, parents will be contacted before a referral is made to discuss the nature of the concerns. However, if there is an immediate concern about the child's welfare or safety, or if there is a possibility that the police may need to be involved in an investigation, then we may need to contact Children's Social Care first to decide who is the best person to talk with the parents.

Concerns of a child protection nature will not be made public knowledge within the setting; they will however need to be shared with other professional services.

Key responsibilities

St. George's Pre-school staff team receive regular training in child protection and are familiar with their child protection responsibilities, including the procedure to be followed should an allegation be made against a member of staff. Staff members update their training every three years and all new members to the team (including students, agency and support staff/ volunteers) are informed of their responsibilities during the induction process. Each staff member has been issued with a copy of What to Do if You're Worried a Child is Being Abused.

Our key responsibilities are to:

- Be alert to possible signs of abuse, neglect or concern for a child's welfare.
- Be aware of the child protection procedure and to follow it when child protection concerns arise.
- Report any concerns of a child protection nature to **Unni Jakobsen**.
- Keep clear and accurate records on child protection or welfare concerns (These confidential records should include clearly signed and dated entries and be stored securely).
- Inform parents of the setting's child protection responsibilities within any leaflets describing the service we provide, at the time a parent makes an enquiry about a place, in all face-to-face contacts with parents and when the child starts attending the setting and if appropriate, at the time a child protection referral is made. It is also good practice to remind parents of this responsibility at frequent intervals.
- Provide ongoing support and advice to parents, including help in developing capacity to meet their child's needs or assistance in accessing a range of services in the area.
- Provide appropriate activities for children and their parents in helping them to gain understanding of what and who might be harmful or dangerous to children and their rights to protection.
- Establish and maintain professional relationships with children and their families.
- Adopt consistent safe work practices across a whole staff team that reflect a proactive attitude towards avoiding allegations against staff and promote high standards in child care.

Designated person for child protection

St. George's Pre-school has a designated person for child protection, who is a member of the staff team. This person is **Unni Jakobsen**.

The key responsibilities for the designated person are to:

- Be a key point for liaison across child protection agencies.
- Develop a strategy for staff team training, professional development and support.
- Steps taken when a child protection concern arises

St. George's Pre-school recognises that a concern for a child's protection, welfare or safety can arise at any time during the day and can come to staff member's notice through:

- a child's behaviour, including signs of discomfort or distress
- physical signs of harm or neglect
- what a child or parent might say
- information received from another party

Having identified the concern for the child, it will be necessary to assess the level of seriousness and consider the most appropriate course of action. Such decisions should be made in consultation with **Unni Jakobsen** the designated person for child protection and/or the registered/nominated person. Details of the concerns for the child and/or their siblings and parents should be noted as soon as possible after the observation was made. These written records should be signed (with printed name in brackets), dated and stored securely.

Allegations made against a member of staff or volunteer

St. George's Pre-school will always consider an allegation made against a staff member or volunteer as a child protection matter in the first instance. A referral will be made to Children's Social Care as necessary and St. George's Pre-school will co-operate fully in the investigation process. The setting's staff disciplinary procedure will only be initiated in agreement with Children's Social Care. Ofsted will be informed of all allegations made against staff members (including agency staff, students and volunteers) by designated person for child protection. Allegations made against staff should not be made public knowledge within the setting. It is recognised, however, that those who need to know that a suspension has been made, if appropriate, will not need to know the nature of the suspension. This should be kept confidential. The Protection of Children Act List will be informed should any paid staff member, student or volunteer be dismissed on the grounds of misconduct.

Staffing checks

The St. George's Pre-school will always ensure professional references and Criminal Records Bureau checks are made prior to any paid staff member or volunteer starting work. We will also put robust systems in place to update Criminal Records Bureau checks every three years.

This statement was adopted at a meeting of		name of setting
Held on (date)		
Signed on behalf of the Management Committee/Proprietor		
Role of signatory (e.g. chairperson etc.)		

Child protection policy

Statement of intent

Our setting will work with children, parents and the community to ensure the safety of children and to give them the very best start in life.

The key commitments of the Pre-school Learning Alliance policy for safeguarding children.

1. The Alliance is committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of its service delivery.
2. The Alliance is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you are worried a child is being abused' (DoH 2004).
3. The Alliance is committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering young children, through its early childhood curriculum, promoting their right to be strong, resilient and listened to.

See also our Child Protection statement

Aims

Our aims are to carry out this policy by:

- promoting children's right to be strong, resilient and listened to by creating an environment in our setting that encourages children to develop a positive self image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background;
- promoting children's right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence;
- promoting children's right to be strong, resilient and listened to by enabling children to have the self confidence and the vocabulary to resist inappropriate approaches;
- helping children to establish and sustain satisfying relationships within their families, with peers, and with other adults; and
- working with parents to build their understanding of and commitment to the principles of safeguarding all our children.

The legal framework for this work includes:

Primary legislation

The Children Act 1989 - s 47

The Protection of Children Act 1999

Data Protection Act 1998

The Children Act 2004 (Every Child Matters)

The Children (NI) Order

The Children (Scotland) Order

Guidance

Good Practice Guidelines For Child Protection (2007)

What to Do if You are Worried a Child is Being Abused (2004)

The Framework for the Assessment of children in Need and Their Families (2000)

Working Together to Safeguard Children (revised 1999)

The Common Assessment Framework 2005

Secondary Legislation

Sexual Offences Act (2003)

Criminal Justice and Court Services Act (2000)

Human Rights Act (1999)

Race Relations (Amendment) Act (2000)

Race Relations (Amendment) Act (1976) Regulations

Rehabilitation of Offenders Act 1974

Liaison with other bodies

- We work within the Area Safeguarding Children Committee guidelines.
- We have a copy of 'What to do if you a worried a child is being abused' for parents and staff and all staff are familiar with what to do if they have concerns.
- We have procedures for contacting the local authority on child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and social services to work well together.
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the wellbeing of children.
- Details of the local National Society for the Prevention of Cruelty to Children (NSPCC) contacts are also kept.
- If a referral is to be made to the local authority social services department, we act within the Area Safeguarding Children and Child Protection guidance in deciding whether we must inform the child's parents at the same time.

Methods

Key Commitment 1

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

STAFFING AND VOLUNTEERING

- Our designated person (a member of staff) who co-ordinates child protection issues is

Unni Jakobsen

- Our designated officer (a committee member) who oversees this work is

Seeta Seetharaman

- We provide adequate and appropriate staffing resources to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Criminal Records Bureau before posts can be confirmed.
- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We abide by Ofsted requirements in respect of references and Criminal Record Bureau checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Volunteers do not work unsupervised.
- We abide by the Protection of Children Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have lead to dismissal for reasons of child protection concern.
- We have procedures for recording the details of visitors to the setting.
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.

Key Commitment 2

The Alliance is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you are worried a child is being abused' (DoH 2004.)

RESPONDING TO SUSPICIONS OF ABUSE

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual as well as neglect.
- When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour, or their play.
- Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the setting leader or manager who is acting as the 'designated person'. The information is stored on the child's personal file.
- Staff in the setting take care not to influence the outcome either through the way they speak to children or by asking questions of children.

ALLEGATIONS AGAINST STAFF

- We ensure that all parents know how to complain about staff or volunteer action within the setting, which may include an allegation of abuse.
- We follow the guidance of the Area Safeguarding Children Committee when responding to any complaint that a member of staff or volunteer has abused a child.
- We respond to any disclosure by children or staff that abuse by a member of staff may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint immediately to the local authority's social service department to investigate.
- We co-operate entirely with any investigation carried out by social services in conjunction with the police.
- Our policy is to suspend the member of staff on full pay for the duration of the investigation; this is not an indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process.

Disciplinary action

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

Key Commitment 3

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

Method

Training

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

Planning

- No child is left alone with staff or volunteers in a one to one situation without being visible to others. The layout of the rooms allows for constant supervision. If children are in small groups away from the main group or have 1:1 support, they are in sight of other members of staff.

- *Only permanent members of staff whom the pre-school management deem suitable and who have passed their probationary period are allowed to accompany children to the toilet or change their nappies or clothes.*

Curriculum

- We introduce key elements of child protection into our programme to promote the personal, social and emotional development of all children, so that they may grow to be 'strong, resilient and listened to' and so that they develop understanding of why and how to keep safe.
- We create within the setting a culture of value and respect for the individual, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.

Disclosures

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

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

The member of staff does not question the child

Recording suspicions of abuse and disclosures

Staff make a record of:

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

These records are signed and dated and kept in the child's personal file.

The Pre-school Learning Alliance's publication 'Child Protection Record' contains detailed procedures for this as well as a template form for recording concerns and making a referral.

All members of staff know the procedures for recording and reporting.

Informing parents

- Parents are normally the first point of contact.
- If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the local Area Safeguarding Children Committee does not allow this.
- This will usually be the case where the parent is the likely abuser. In these cases the investigating officers will inform parents.

Confidentiality

- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Area Safeguarding Children Committee.

Support to families

- The setting believes in building trusting and supportive relationships with families, staff and volunteers in the group.
- The setting makes clear to parents its role and responsibilities in relation to Child Protection, such as for the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the local social services department.
- The setting continues to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the social services department in relation to the setting's designated role and tasks in supporting the child and the family, subsequent to any investigation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the procedure and only if appropriate under the guidance of the Area Safeguarding Children Committee.

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Role of signatory (e.g. chairperson etc.)		

Complaints procedure

Statement of intent

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

Aim

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

Methods

To achieve this, we operate the following complaints procedure. All settings are required to keep a 'summary log' of all complaints that reach stage 2 or beyond. This is to be made available to parents as well as to Ofsted inspectors.

Making a complaint

Stage 1

- Any parent who has a concern about an aspect of the setting's provision talks over, first of all, his/her worries and anxieties with the setting leader.
- Most complaints should be resolved amicably and informally at this stage.

Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to Stage 2 of the procedure by putting the concerns or complaint in writing to the setting leader and the owner or chair of the management committee.
- For parents who are not comfortable with making written complaints, there is a template form for recording complaints in the above-mentioned publication; the form may be completed with the person in charge and signed by the parent.
- The setting stores written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, the setting leader may wish to store all information relating to the investigation in a separate file designated for this complaint.
- When the investigation into the complaint is completed, the setting leader or manager meets with the parent to discuss the outcome.
- When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.

Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the setting leader and the owner/chair of the management committee. The parent should have a friend or partner present if required and the leader should

have the support of the chairperson of the management committee, or the proprietor/senior manager, present.

- An agreed written record of the discussion is made as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summative points are logged in the Complaints Summary Record.

Stage 4

- If at the Stage 3 meeting the parent and setting cannot reach agreement, an external mediator is invited to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved.
- Staff or volunteers within the Pre-school Learning Alliance are appropriate persons to be invited to act as mediators.
- The mediator keeps all discussion confidential. S/he can hold separate meetings with the setting personnel (setting leader and owner/chair of the management committee) and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

Stage 5

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

The role of the Office for Standards in Education, Early Years Directorate (Ofsted) and the Area Safeguarding Children Committee.

- Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the National Standards for Day Care are adhered to.
- The address and telephone number of our Ofsted regional centre are:

Ofsted, Alexandra House, 33 Kingsway, WC2B 6SE

0845 601 4771; www.ofsted.gov.uk/childcare

- These details are displayed on our setting's notice board.
- If a child appears to be at risk, our setting follows the procedures of the Area Safeguarding Children Committee in our local authority.

- In these cases, both the parent and setting are informed and the setting leader works with Ofsted or the Area Safeguarding Children Committee to ensure a proper investigation of the complaint, followed by appropriate action.

Records

- A record of complaints against our setting and/or the children and/or the adults working in our setting is kept, including the date, the circumstances of the complaint and how the complaint was managed.
- The outcome of all complaints is recorded in the Complaints Summary Record which is available for parents and Ofsted inspectors on request.

This policy was adopted at a meeting of		name of setting
Held on (date)		
Signed on behalf of the Management Committee/Proprietor		
Role of signatory (e.g. chairperson etc.)		

Confidentiality policy

Statement of intent

It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting.

Aim

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

Methods

We keep two kinds of records on children attending our setting:

1. Developmental records
 - These include observations of children in the setting, samples of their work, summary developmental reports and records of achievement.
 - They are usually kept in the playroom and can be accessed, and contributed to, by staff, the child and the child's parents.
2. Personal records
 - These include registration and admission forms, signed consents, and correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an ongoing record of relevant contact with parents, and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters.
 - These confidential records are stored in a lockable file or cabinet and are kept secure by the person in charge in an office or other suitably safe place.
 - Parents have access, in accordance with the access to records procedure, to the files and records of their own children but do not have access to information about any other child.
 - Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.

Other records

- Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.
- Students on Pre-school Learning Alliance or other recognised qualifications and training, when they are observing in the setting, are advised of our confidentiality policy and required to respect it.

Access to personal records

Parents may request access to any records held on their child and family following the procedure below.

- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the setting leader or manager.
- The setting leader informs the chairperson of the management committee and sends a written acknowledgement.
- The setting commits to providing access within 14 days - although this may be extended.
- The setting's leader or manager and chairperson of the management committee prepare the file for viewing.
- All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. A copy of these letters are retained on the file.
- 'Third parties' include all family members who may be referred to in the records.
- It also includes workers from any other agency, including social services, the health authority, etc. It is usual for agencies to refuse consent to disclose, preferring the individual to go directly to them.
- When all the consents/refusals to disclose have been received these are attached to the copy of the request letter.
- A photocopy of the complete file is taken.
- The setting leader and chairperson of the management committee go through the file and remove any information which a third party has refused consent to disclose. This is best done with a thick black marker, to score through every reference to the third party and information they have added to the file.
- What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- The 'clean copy' is photocopied for the parents who are then invited in to discuss the contents. The file should never be given straight over, but should be gone through by the setting leader, so that it can be explained.
- Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the setting or another (third party) agency.

All the undertakings above are subject to the paramount commitment of the setting, which is to the safety and well-being of the child. Please see also our policy on child protection .

This policy was adopted at a meeting of		name of setting
Held on (date)		
Signed on behalf of the Management Committee/Proprietor		

Role of signatory (e.g. chairperson etc.)	
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Curriculum and progress-recording policy

Statement of intent

Our setting is committed to offering a safe, stimulating and well-planned environment where children learn through play, both indoors and outdoors.

Aim

We aim to offer a broad and balanced curriculum, introducing them to a range of learning opportunities in all key areas in accordance with the national guidelines for “Birth to three matters” (for the under-threes) and Curriculum Guidance for the Foundation stage (for the 3-5 year olds)

Birth to Three: Key areas of learning

- A Strong Child – fostering self assurance and the feeling a sense of belonging
- A Skilful Communicator – listening, responding and making meaning
- A Competent Learner – making connections, being creative and imaginative
- A Healthy Child – emotional and physical well being, staying safe

Foundation Stage: Key areas of learning

- Communication, Language & Literacy - developing skills in talking and listening and in reading and writing.
- Personal, Social and Emotional Development - learning how to work, play and co-operate with others and mix in a group.
- Mathematics - understanding the basics of numeracy.
- Creative Development - developing imagination and the ability to communicate and express their ideas through activities such as music, art and role-play.
- Physical Development - developing physical control, mobility, awareness of space and their ability to handle a range of objects both indoor and outdoor
- Knowledge and understanding of the World - awareness of their environment, other people and features of the world. Festivals and celebrations from a range of cultures are marked by relevant activities within our pre-school throughout the year, as part of encouraging the children to understand and value the diverse community in which they live.

Methods

At our pre-school, learning across the full breadth of the curriculum takes place both indoors and outdoors throughout the year.

Staff plan the curriculum together on a half termly basis, and copies of the plans are always available on the noticeboard for parents and carers to see. We encourage parents

and carers to contribute ideas and suggestions to our curriculum and welcome parent/carer support of their child's learning and development.

Our keyworker system means that every child has a key staff member who makes particular links with that child and their family, This enables us to ensure that a carefully planned curriculum takes into account the needs of each individual child and staff support children in developing and learning at their own pace.

A high level of adult support (a minimum of 1 adult to 8 children at each session for 3/4 year olds; 1 adult to 4 children for under 3s) enables our pre-school to offer a curriculum which

- Gives childrens individual attention
- Gives children confidence in themselves as learners
- Develops children's natural curiosity, stimulated their interest and encourages investigation and experiementation
- Enabled children to practice existing skills and build on those skills to acquire new ones
- Allows children to progress with confidence to the Early Learning Goals at the end of their reception year in school

Staff carry out regular short observations on each child during their time at the pre-school and will also take photographs of the child in the course of their activities

Records of each child's progress are kept, which include photos and samples of their work. Any observations made by parents and carers will also be included with the child's records

Parents and carers are most welcome to read their child's folder at any time and chat to their keyworker informally at the end of the daily session. Formal meetings to discuss each child's progress with the parent are also arranged each term

Children's record are given to the parent when the child leaves the pre-school, together with a 'Summary of Achievement' report. This report is also sent to the next provision the child attend, ad the pre-school also keeps a copy.

This policy was adopted at a meeting of		name of setting
Held on (date)		
Signed on behalf of the Management Committee/Proprietor		
Role of signatory (e.g. chairperson etc.)		

Equality and diversity policy

Statement of intent

Our setting is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families.

Aim

We aim to:

- provide a secure environment in which all our children can flourish and in which all contributions are valued;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and
- make inclusion a thread that runs through all of the activities of the setting.

The legal framework for this policy is:

- Race Relations Act 1976;
- Race Relations Amendment Act 2000;
- Sex Discrimination Act 1986;
- Children Act 1989; and
- Special Educational Needs and Disability Act 2001.

Methods

Admissions

Our setting is open to all members of the community.

- We advertise our service widely.
- We reflect the diversity of members of our society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form.
- We provide information in as many languages as possible.
- We base our admissions policy on a fair system.
- We ensure that all parents are made aware of our equal opportunities policy.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of colour, ethnicity, religion or social background, such as being a member of a travelling community or an asylum seeker.

- We do not discriminate against a child with a disability or refuse a child entry to our setting because of any disability.
- While our setting is on the first floor without wheelchair access, we will endeavour to find ways that children or parents with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.
- We take action against any discriminatory behaviour by staff or parents. Displaying of openly racist insignia, distribution of racist material, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses of the Race Relations Act and the Sex Discrimination Act where this is necessary to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau. This ensures fairness in the selection process.
- All job descriptions include a commitment to equality and diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.

Training

- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- We review our practices to ensure that we are fully implementing our policy for equality, diversity and inclusion.

Curriculum

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

We do this by:

- making children feel valued and good about themselves;
- ensuring that children have equality of access to learning;
- recognising the different learning styles of girls and boys, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities;
- positively reflecting the widest possible range of communities in the choice of resources;

- avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- celebrating a wide range of festivals;
- creating an environment of mutual respect and tolerance;
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage parents/carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

Food

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

Meetings

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

This policy was adopted at a meeting of		name of setting
Held on (date)		

Signed on behalf of the Management Committee/Proprietor	
Role of signatory (e.g. chairperson etc.)	

Equipment and resources policy

Statement of intent

We believe that high quality early years care and education are promoted by providing children with safe, clean, attractive, developmentally appropriate resources, toys and equipment.

Aim

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

Methods

In order to achieve this aim we:

- provide play equipment and resources that are safe and - where applicable - conform to the BSEN safety standards or Toys (Safety) Regulation (1995);
- provide a sufficient quantity of equipment and resources for the number of children;
- provide resources that promote all areas of children's learning and development, which may be child or adult led;
- select books, equipment and resources that promote positive images of people of all colours, cultures and abilities, are non-discriminatory and avoid racial and gender stereotyping;
- provide play equipment and resources that promote continuity and progression, provide sufficient challenge and meet the needs and interests of all children;
- provide made, natural and recycled materials that are clean, in good condition and safe for the children to use;
- provide furniture that is suitable for children and furniture that is suitable for adults;
- store and display resources and equipment where children can independently choose and select them;
- regularly check all resources and equipment that are available at each session and ensure they are put away at the end of each session. We repair and clean, or replace, any unsafe, worn out, dirty or damaged equipment;
- keep an up-to-date and accessible inventory of resources and equipment. This will record the date on which each item was purchased and the price paid for it;
- use the inventory to:
 - review the balance of resources and equipment so that they can support a range of activities across all areas of play, learning and development;
 - record the dates and results of checking the resources and equipment;
 - record the date when any item is discarded due to being worn out, damaged or unsafe;
 - provide adequate insurance cover for the setting's resources and equipment.

- use the local library and Learn Replay Resource Library, South Lewisham Toybus, and Lewisham toy library to introduce new books and a variety of resources to support children's interests; and
- plan the provision of activities and appropriate resources so that a balance of familiar equipment and resources and new exciting challenges is offered.

This policy was adopted at a meeting of		name of setting
Held on (date)		
Signed on behalf of the Management Committee/Proprietor		
Role of signatory (e.g. chairperson etc.)		

Fire drill and emergency procedures

Fire drills are carried out at least once each half term and may be carried out on more than one occasion to ensure all children attending the pre-school have the opportunity to experience a fire drill and feel comfortable with the procedures.

We ensure that all staff and volunteers are aware of the location of the fire exits and fire safety equipment and of their role and responsibilities in the event of a fire or other emergency. Fire exits are kept clear and ready to open at all times

All fire drills are recorded in a book, with the date, number of people present and the length of time it took to evacuate the building, together with any additional relevant comments.

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

In the event of a fire or other emergency:

- Each member of staff will immediately undertake their designated role – this includes assembly of all children and adults at the designated assembly point: collection and checking of register; checking all rooms; phoning the fire brigade.
- The most important job is to get everyone out of the building safely – coats and bags etc should not be collected but everyone should leave the building IMMEDIATELY by the nearest available fire exit.
- EVERYONE SHOULD GATHER AT THE DESIGNATED ASSEMBLY POINT WHICH IS:

FENCED AREA ON FIELD

- As soon as everyone is out of the building, the register should be checked and the fire brigade called if necessary
- No one will enter the building until told it is safe to do so
- The staff will follow up this event with the children by use of stories, games and role play to ensure that children understand what has happened and why, and to ensure they are not frightened by it.

This policy was adopted at a meeting of		name of setting
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Held on (date)	
Signed on behalf of the Management Committee/Proprietor	
Role of signatory (e.g. chairperson etc.)	

Food and drink policy

Statement of intent

This setting regards snack and meal times as an important part of the setting's session/day. Eating represents a social time for children and adults and helps children to learn about healthy eating. The Pre-school Learning Alliance promotes healthy eating through the campaign 'Feeding Young Imaginations'.

Aim

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

Methods

- Before a child starts to attend the setting, we find out from parents their children's dietary needs and preferences, including any allergies.
- We record information about each child's dietary needs in her/his registration record and parents sign the record to signify that it is correct.
- We regularly consult with parents to ensure that our records of their children's dietary needs - including any allergies - are up to date. Parents sign the up-dated record to signify that it is correct.
- We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences as well as their parents' wishes.
- We plan menus in advance, involving children and parents in the planning.
- We display the menus of meals/snacks for the information of parents.
- We provide nutritious food at all meals and snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.
- We include a variety of foods from the four main food groups:
 - meat, fish and protein alternatives;
 - dairy foods;
 - grains, cereals and starch vegetables; and
 - fruit and vegetables.
- We include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts.
- Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups to which children and their parents

belong, and of vegetarians and vegans, and about food allergies. We take account of this information in the provision of food and drinks.

- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.
- We organise meal and snack times so that they are social occasions in which children and staff participate.
- We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.
- We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the session/day.
- We inform parents who provide food for their children about the storage facilities available in the setting.
- We give parents who provide food for their children information about suitable containers for food.
- In order to protect children with food allergies, we have rules about children sharing and swapping their food with one another.
- For children who drink milk, we provide whole pasteurised milk.

This policy was adopted at a meeting of		name of setting
Held on (date)		
Signed on behalf of the Management Committee/Proprietor		
Role of signatory (e.g. chairperson etc.)		

Health and safety policy

Statement of intent

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

Aim

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

Methods

The member of staff responsible for health and safety is: Michele Nicholson

She is competent to carry out these responsibilities. She has undertaken health and safety training and regularly updates his/her knowledge and understanding. We display the necessary health and safety poster in :

Risk assessment

Our risk assessment process includes:

- checking for hazards and risks indoors and outside, and in our activities and procedures. Our assessment covers adults and children;
- deciding which areas need attention; and
- developing an action plan that specifies the action required, the timescales for action, the person responsible for the action and any funding required.

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

- daily before the session begins;
- weekly; and
- termly - when a full risk assessment is carried out.

Insurance cover

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed in

Awareness raising

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.

- Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.
- Health and safety issues are explained to the parents of new children so that they understand the part played by these issues in the daily life of the setting.
- As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at staff meetings.
- **We have a strict no smoking policy in our pre-school. This means that there is not smoking in the pre-school area, both indoors and outdoors, while the pre-school is in session, at any time or for any reason**
- Children are made aware of health and safety issues through discussions, planned activities and routines.

Children's safety

- We ensure all staff employed have been checked for criminal records by an enhanced disclosure from the Criminal Records Bureau.
- Adults do not normally supervise children on their own.
- All children are supervised by adults at all times.
- Whenever children are on the premises at least two adults must be present.

Security

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

Windows

- Low level windows are made from materials that prevent accidental breakage or are made safe.
- Windows are protected from accidental breakage or vandalism from people outside the building.
- Windows above the ground floor are secured so that children cannot climb through them.

Doors

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

Floors

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

Kitchen

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

Electrical/gas equipment

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

Storage

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

Outdoor area

- Our outdoor area is checked for safety and cleared of rubbish before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
- All outdoor activities are supervised at all times.

Hygiene

- We regularly seek information from the Environmental Health Department and the Health Authority to ensure that we keep up to date with the latest recommendations.

- Our daily routines encourage the children to learn about personal hygiene.
- We have a daily cleaning routine for the setting which includes play room(s), kitchen, rest area, toilets and nappy changing areas.
- We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings.
- The toilet area has a high standard of hygiene including hand washing and drying facilities and the disposal of nappies.
- We implement good hygiene practices by:
 - cleaning tables between activities;
 - checking toilets regularly;
 - wearing protective clothing - such as aprons and **disposable gloves** - as appropriate;
 - providing sets of clean clothes;
 - providing tissues and wipes; and
 - ensuring sole use of flannels and towels.

Activities

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

Food and drink

- Staff who prepare and handle food receive appropriate training and understand - and comply with - food safety and hygiene regulations.
- All food and drink is stored appropriately.
- Adults do not carry hot drinks through the play area(s) and do not place hot drinks within reach of children.
- Snack and meal times are appropriately supervised and children do not walk about with food and drinks.

- Fresh drinking water is available to the children at all times.
- We operate systems to ensure that children do not have access to food/drinks to which they are allergic.

Outings and visits

See separate Outings and visits policy

Missing child

If a child goes missing from the setting

- The person in charge will carry out a thorough search of the building and garden.
- The register is checked to make sure no other child has also gone astray.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- Person in charge talks to staff to establish what happened
- If the child is not found the parent is contacted and the missing child is reported to the police.

If a child goes missing from an outing where parents are not attending and responsible for their own child, the setting ensures that there is a procedure that is followed.

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One staff searches the immediate vicinity but does not search beyond that.
- The person in charge is informed, if s/he is not on the outing and makes his/her way to the venue to aid the search and be the point of contact for the police as well as support staff.
- Staff take the remaining children back to the setting.
- The person in charge of the setting contacts the child's parent who makes their way to the setting or outing venue as agreed with the person in charge.
- The staff contact the police using the mobile phone and report the child as missing.
- In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.
- The person in charge contacts the chairperson of the management committee who comes down to the setting as soon as possible.

The investigation

- The management committee chairperson carries out a full investigation taking written statements from all the staff present at the time, or who were on the outing.
- The key person/ staff writes an incident report detailing:
 - the date and time of the report;
 - what staff/ children were in the group/outing;

- when the child was last seen in the group/outing;
- what has taken place in the group/outing since then; and
- the time it is estimated that the child went missing.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Social Services may be involved if it seems likely that there is a child protection issue to address.
- The incident is reported under RIDDOR arrangements and is recorded in the incident book; the local authority health and safety officer may want to investigate and will decide if there is a case for prosecution.
- OFSTED is informed.
- The Insurance Department at the Pre-School Learning Alliance is informed.

Animals

- Animals visiting the setting are free from disease and safe to be with children, and do not pose a health risk.
- Our setting's pets are free from disease, safe to be with children, and do not pose a health risk.
- Children wash their hands after contact with animals.
- Outdoor footwear worn to visit farms are cleaned of mud and debris and should not be worn indoors.

Fire safety

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

First aid and medication

At least one member of staff with current first aid training is on the premises or on an outing at any one time. The first aid qualification includes first aid training for infants and young children.

Our first aid kit:

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

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

Parents sign a consent form at registration allowing staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital.

Our accident book:

- is kept safely and accessibly;
- all staff and volunteers know where it is kept and how to complete it; and
- is reviewed at least half termly to identify any potential or actual hazards.

Ofsted is notified of any injury requiring treatment by a general practitioner or hospital doctor, or the death of a child or adult.

When there is any injury requiring general practitioner or hospital treatment to a child, parent, volunteer or visitor or where there is a death of a child or adult on the premises, we make a report to the Health and Safety Executive using the format for the Reporting of Injuries, Diseases and Dangerous Occurrences.

Dealing with incidents

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

- any accident to a member of staff requiring treatment by a general practitioner or hospital; and
- any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident but could have done, such as a gas leak.
- Any dangerous occurrence is recorded in our Incident Book. See below.

Information for reporting the incident to Health and Safety Officer is detailed in the Pre-school Learning Alliance's publication, Accident Record.

Our Incident Book

- We keep an incident book for recording incidents including those that are reportable to the Health and Safety Executive as above.
- These incidents include:
 - break in, burglary, theft of personal or the setting's property;
 - fire, flood, gas leak or electrical failure;

- attack on member of staff or parent on the premises or near by;
 - any racist incident involving a staff or family on the centre's premises;
 - death of a child, and
 - a terrorist attack, or threat of one.
- In the incident book we record the date and time of the incident, nature of the event, who was affected, what was done about it - or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, should also be recorded.
 - In the unlikely even of a terrorist attack we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our standard Fire Safety Policy will be followed and staff will take charge of their key children. The incident is recorded when the threat is averted.
 - In the unlikely even of a child dying on the premises, for example, through cot death in the case of a baby, or any other means involving an older child, the emergency services are called, and the advice of these services are followed.
 - The incident book is not for recording issues of concern involving a child. This is recorded in the child's own file.

Administration of medication

If a child is on prescribed medication, this can be administered by the pre-school staff, under the following conditions:

- It must be in-date and prescribed for the current condition.
- It must be clearly labelled with the child's name, dosage and any instructions.
- Children taking prescribed medication must be well enough to attend the setting.
- Children's prescribed drugs are stored in their original containers, are clearly labelled and are inaccessible to the children.
- Parents give prior written permission for the administration of medication. This states the name of the child, name/s of parent(s), date the medication starts, the name of the medication and prescribing doctor, the dose and times, or how and when the medication is to be administered.
- All staff will read the instructions and sign to say that they understand them
- The administration is recorded accurately each time it is given and is signed by staff. Parents sign the record book to acknowledge the administration of a medicine.
- If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.

All medicines are kept in a lockable cupboard out of reach of children and unauthorised adults

An Adminstering Medication logbook will be kept to log:

- The name of the child receiving medication
- Times that medicine is administered

- Dosage amount and any other instructions
- Name and signature of the person who has given the dosage
- Parent's signature to show awareness of the dosage given each day

If life saving medication such as insulin, adrenaline injections or nebulisers has to be given, the pre-school will follow the above procedures, but will also ensure that further advice is sought from the PSLA Insurance department.

Sickness

Our policy for the exclusion of ill or infectious children is discussed with parents. This includes procedures for contacting parents - or other authorised adults - if a child becomes ill while in the setting.

- We do not provide care for children who are unwell, have a temperature, or sickness and diarrhoea, or who have an infectious disease. Staff will also ask the parent or carer to take the child home again if, in the opinion of the staff, the child is not well enough to attend pre-school on that day.
- Parents are asked to inform the pre-school of the nature of any infection, so that the pre-school can ensure that other parents can be alerted, and the staff can be aware in order to identify the possible symptoms in the other children
- Children with headlice are not excluded, but must be treated to remedy the condition.
- Parents are notified if there is a case of headlice in the setting.
- HIV (Human Immunodeficiency Virus) may affect children or families attending the setting. Staff may or may not be informed about it.
- Children or families are not excluded because of HIV.
- Good hygiene practice concerning the clearing of any spilled bodily fluids is carried out at all times.
- Staff will not be allowed to come to work at the pre-school if they have an infectious disease and may be sent home again, if in the opinion of the Supervisor, they are not well enough to work.
- Ofsted is notified of any infectious diseases that a qualified medical person considers notifiable.
- If a child is on prescribed medication that needs to be administered during the pre-school session, the parent must discuss this fully with the staff beforehand (please see our Administration of Medication policy)

Safety of adults

- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- When adults need to reach up to store equipment or to change light bulbs they are provided with safe equipment to do so.
- All warning signs are clear and in appropriate languages.

- Adults do not remain in the building on their own or leave on their own after dark.
- The sickness of staff and their involvement in accidents is recorded. The records are reviewed termly to identify any issues that need to be addressed.

Records

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

Adults

- names and addresses of all staff on the premises, including temporary staff who work with the children or who have substantial access to them;
- names and addresses of the owners or of all members of the management committee;
- all records relating to the staff's employment with the setting, including application forms, references, results of checks undertaken etc.

Children

- names, addresses and telephone numbers of parents and adults authorised to collect children from setting;
- the names, addresses and telephone numbers of emergency contacts in case of children's illness or accident;
- the allergies, dietary requirements and illnesses of individual children;
- the times of attendance of children, staff, volunteers and visitors;
- accidents and medicine administration records;
- consents for outings, administration of medication, emergency treatment; and
- incidents.

In addition, the following procedures and documentation in relation to health and safety are in place:

National Standard 6: Safety

- Risk assessment.
- Record of visitors.
- Fire safety procedures.
- Fire safety records and certificates.
- Operational procedures for outings.
- Vehicle records including insurance.
- List of named drivers.

National Standard 7: Health

- Administration of medication.
- Prior parental consent to administer medicine.
- Record of the administration of medicines.

- Prior parental consent for emergency treatment.
- Accident record.
- Sick children.
- No smoking.

This policy was adopted at a meeting of		name of setting
Held on (date)		
Signed on behalf of the Management Committee/Proprietor		
Role of signatory (e.g. chairperson etc.)		

Lost child procedure

If a child should be lost while in the care of the pre-school, the following procedures will apply:

- The child will immediately be searched for within the pre-school and surrounding area, while ensuring the safety and wellbeing of the other children in the pre-school.
- If the child is found, the child will be checked for harm, reassured, an entry put into the Incident book, and parents informed at the end of the session and asked to sign the book.
- If the child cannot be found, the parent will be informed immediately and the police contacted.
- If the parent cannot be contacted, then staff will contact the numbers on the emergency list on the registration form.
- If staff cannot contact the numbers on the emergency list, the social services will be informed
- A full incident report will be completed on the incident no matter what the outcome.
- Lewisham PSLA will be informed by phone immediately, and will be sent a copy of the incident report. Copies of this report will also be sent to OFSTED and the Lewisham Early Years Service.

The Lewisham PSLA Branch Manager will carry out a full investigation of the incident, no matter what its outcome, in partnership with pre-school staff. The report written as an outcome of this investigation will be sent to OFSTED and to the Early Years Service.

Recommendations from this investigation will be accepted by the pre-school, and any changes made as appropriate.

This policy was adopted at a meeting of		name of setting
Held on (date)		
Signed on behalf of the Management Committee/Proprietor		
Role of signatory (e.g. chairperson etc.)		

Non-collection of children policy

Statement of intent

In the event that a child is not collected by an authorised adult at the end of a session/day, the setting puts into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child.

Aim

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

Methods

- Parents of children starting at the setting are asked to provide specific information which is recorded on our Registration Form, including:
 - home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative;
 - place of work, address and telephone number (if applicable);
 - mobile telephone number (if applicable);
 - names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent;
 - information about any person who does not have legal access to the child; and
 - who has parental responsibility for the child.
- On occasions when parents are aware that they will not be at home or in their usual place of work, they record how they can be contacted in our Collection Book.
- On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they record the name, address and telephone number of the person who will be collecting their child in our Collection Book. We agree with parents how to verify the identity of the person who is to collect their child.
- Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up procedures. We provide parents with our contact telephone number. We also inform parents that - in the event that their children are not collected from setting by an authorised adult and the staff can no longer supervise the child on our premises - we apply our child protection procedures as set out in our child protection policy.
- If a child is not collected at the end of the session/day, we follow the following procedures:
 - The Collection Book is checked for any information about changes to the normal collection routines.
 - If no information is available, parents/carers are contacted at home or at work.

- If this is unsuccessful, the adults who are authorised by the parents to collect their child from the setting - and whose telephone numbers are recorded on the Registration Form - are contacted.
- All reasonable attempts are made to contact the parents or nominated carers.
- The child does not leave the premises with anyone other than those named on the Registration Form and in the Collection Book.
- If no-one collects the child after one hour and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.
- We contact our local authority social services department (telephone number 020 314 6272/ 6106 or Emergency Social Worker on 020 8690 9980)
- The child stays at setting in the care of two fully-vetted workers until the child is safely collected either by the parents or by a duty social worker;
- Social services will aim to find the parent or relative if they are unable to do so, the child will be admitted into the care of the local authority.
- Under no circumstances are staff to go to look for the parent, nor do they take the child home with them.
- A full written report of the incident is recorded in the child's file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.
- Ofsted may be informed (telephone number 0845 601 4771).
- Our local Pre-school Learning Alliance office/Pre-school Development Worker (telephone number 020 8695 5955) may also be informed.
- Staff will ask parents to check and amend the contact numbers regularly to ensure that numbers are kept up to date.
- If a child is repeatedly late at being collected, then a fine is charged to the parent, and a reminder letter given. If lateness continues to happen, the child's place at pre-school may be jeopardised. **We are not insured to have children remain on the premises past our allotted session times.**

This policy was adopted at a meeting of		name of setting
Held on (date)		
Signed on behalf of the Management Committee/Proprietor		
Role of signatory (e.g. chairperson etc.)		

Outdoor play policy

Statement of intent

We recognize that outdoor play is essential for the learning and development of young children.

Aim

We believe that the outdoor and indoor areas should be viewed as one learning environment.

Methods

At St Georges pre-school, we are fortunate to have access to a safe fenced balcony area which allows free movement of children from indoors to outdoors. The balcony area mirrors and complements the indoor playspace, and gives added opportunities for work on a different or larger scale. It also gives the children an opportunity to study the changing weather, look at how plants grow and be aware of the differences between the outdoor and indoor environments.

In addition we are fortunate to have access to an area of hardstanding and a safely fenced grassed area for further exploration of the natural world, as well as providing opportunities for physical play.

This policy was adopted at a meeting of		name of setting
Held on (date)		
Signed on behalf of the Management Committee/Proprietor		
Role of signatory (e.g. chairperson etc.)		

Outings and visits policy

Statement of intent

We believe that using the community as a resource for pre-school children can make a valuable contribution to the pre-school's programme.

Aim

Children are given opportunities to visit community venues will provide them with important and enriching learning experiences. People who work in the community can also come in to the setting to talk to children.

Methods

Standard 14 (Documentation) of The National Standards for Day Care sets the basic framework for the procedures that need to be developed and adhered to in any setting that is planning to take children on outings to local resources. Our procedures for outings include the following:

- We ask parents sign a general consent form on registration for short outings as part of the daily activities of the setting, such as trips to the local shops, park or to post a letter.
- For longer day trips, parents sign consent forms which are specific to that event.
- A minimum of two staff from the setting accompany children on outings and a minimum of two should remain behind with the rest of the children. Our adult to child ratio is high, **normally one adult to two children**. Parents are welcome to accompany their own children on day trips and to help staff meet the necessary ratios.
- Named children are assigned to individual staff to ensure each child is individually supervised and to ensure no child gets lost and that there is no unauthorised access to children.
- Children should have a sticker label for their coat with the name of the setting and telephone number – but never the name of the child.
- In order to ensure the children's safety on all outing, staff carry out a risk assessment prior to the visit, identifying any potential hazards. Most venues will have their own risk assessments and can make these available
- Outings are recorded in an outings record book stating. This will record the date and time of outing, venue, method of transport, any risk assessment, time of return, the names of children going on the outing along with the names of staff caring for them.
- Staff will take supplies of tissues, wipes, spare clothes etc as well as a mini first aid pack (including any prescribed medication), a snack and water. The amount of equipment will vary and be consistent with the venue and the number of children as well as how long they will be out for.
- Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover..

- All staff on the trip should be aware of emergency procedures and carry at least one fully charged mobile telephone with emergency contact details for the children.
- Venues and locations will be chosen so that all children and families including those with disabilities can be included
- Parents/carers may sometimes be asked to contribute a small amount towards the cost of some trips. However, no child will be excluded because of financial difficulties – parents should talk to the Supervisor in confidence about this.

If a child goes missing from an outing where parents are not attending and responsible for their own child, the setting ensures that there is a procedure that is followed.

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One staff searches the immediate vicinity but does not search beyond that.
- The person in charge is informed, if s/he is not on the outing and makes his/her way to the venue to aid the search and be the point of contact for the police as well as support staff.
- Staff take the remaining children back to the setting.
- The person in charge of the setting contacts the child's parent who makes their way to the setting or outing venue as agreed with the person in charge.
- The staff contact the police using the mobile phone and report the child as missing.
- In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.
- The person in charge contacts the chairperson of the management committee who comes down to the setting as soon as possible.

This policy was adopted at a meeting of		name of setting
Held on (date)		
Signed on behalf of the Management Committee/Proprietor		
Role of signatory (e.g. chairperson etc.)		

Parental involvement policy

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

Our aim

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the setting. We also aim to support parents in their own continuing education and personal development.

Method

In order to fulfil these aims we:

- are committed to ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families;
- inform all parents about how the setting is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them;
- encourage and support parents to play an active part in the governance and management of the setting;
- inform all parents on a regular basis about their children's progress;
- involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's written developmental records;
- provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting;
- inform parents about relevant conferences, workshops and training;
- consult with parents about the times of meetings to avoid excluding anyone;
- provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language;
- hold meetings in venues that are accessible and appropriate for all;
- welcome the contributions of parents, in whatever form these may take;
- inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure; and
- provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home.

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

- admissions policy;
- complaints procedure;

- record of complaints; and
- activities provided for children (recorded in the Daily Planner).

This policy was adopted at a meeting of		name of setting
Held on (date)		
Signed on behalf of the Management Committee/Proprietor		
Role of signatory (e.g. chairperson etc.)		

Payment of fees and subsidised places procedure

- Fees must be paid half termly or weekly in advance. The current fee is listed in the prospectus or on the parents' noticeboard.
- If fees are not paid in full and on time this may jeopardise your child's place at the pre-school, as we need to collect all the fees to allow us to pay our rent and our staff, as well as buy equipment and resources for the children.
- All four year olds and most 3 year olds are eligible for a grant from the DfES for early education. Parents are asked to complete a form to claim this grant and provide a copy of their child's birth certificate and proof of address.
- At our pre-school we also have access to the Pre-school Learning Alliance Subsidy Scheme for those children not eligible to claim the DfES grant, and whose parent receives income support or other benefits. This subsidy will reduce your fee by half.
- There are criteria attached to this subsidy grant and families must fit one of these criteria:
 - Twins or multiple births
 - Children with special needs
 - Families with special needs
 - Travellers' children
 - Children with a particular identified social or developmental need (this must be supported by a letter from your health visitor or other professional)

-again, parents will be asked to complete an application form

Please note: Application for subsidy does not guarantee it will be successful and parents will be asked to pay the full fee until the subsidy is agreed by the Pre-school Learning Alliance. If subsidy is agreed, a full rebate will be given.

- Some children are also eligible for a free place if not claiming the DfES grant – those who are refugees or asylum seekers; those on the child protection register; those living in homeless units. Please talk to the Supervisor in confidence for further details

If you have problems with paying the fees or wish to discuss this Policy further, you are welcome to speak to the Supervisor at any time in complete confidence. We will do our best to help you if we possibly can

This policy was adopted at a meeting of		name of setting
Held on (date)		
Signed on behalf of the Management Committee/Proprietor		
Role of signatory (e.g. chairperson etc.)		

Settling-in policy

Statement of intent

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

Aim

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

Methods

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within the setting, information days and evenings and individual meetings with parents.
- During the weeks before a child starts, we provide opportunities for the child and his/her parents to visit the setting. This ensures that the child's first day is not in completely unfamiliar surroundings
- We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We use pre-start visits and the first session at which a child attends to explain and complete with his/her parents the child's registration records.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- We have an expectation that the parent, carer or close relative, will stay for some of the session during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- We judge a child to be settled when they have formed a relationship with their key person; for example the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We reassure parents and carers whose children seem to be taking a long time to settle into pre-school that this is perfectly normal and that they will be supported for as long as it takes to settle their child.

- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from setting.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it very distressing to be left.
- Within the first four to six weeks of starting we discuss and work with the child's parents to create their child's record of achievement.
- We welcome parents and carers into the pre-school session at any time – parents are encouraged to help out in the session and to take part their child's learning both in the pre-school and at home.
- Ensure that the pre-school/home partnership is valued and sustained throughout the child's stay at our pre-school.

This policy was adopted at a meeting of		name of setting
Held on (date)		
Signed on behalf of the Management Committee/Proprietor		
Role of signatory (e.g. chairperson etc.)		

Special educational needs/disability policy

Statement of intent

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

Aims

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

Methods

- We have a member of staff who is a designated special educational needs co-ordinator (SENCO). He/she will work with staff and families to ensure appropriate support with the child
- We provide a statement showing how we provide for children with SEN/disabilities.
- We ensure that the provision for children with SEN/disabilities is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- While our setting is on the first floor without wheelchair access, we will endeavour to ensure that our physical environment is as far as possible suitable for children with disabilities. Where possible, we aim to provide appropriate resources, equipment for children whatever their level of need, and will adapt our room layout and session routine if necessary to allow each child to have full access to the pre-school curriculum, supported by the full staff team.
- We work closely with parents of children with SEN/disabilities to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with SEN/disabilities and their families, including transfer arrangements to other settings and schools.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.

- We provide a broad and balanced curriculum for all children with SEN/disabilities.
- We provide a differentiated curriculum to meet individual needs and abilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with SEN/disabilities.
- We ensure that children with SEN/disabilities are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review for children with SEN/disabilities.
- We provide resources (human and financial) to implement our SEN/disability policy.
- We ensure the privacy of children with SEN/disabilities when intimate care is being provided.
- We provide in-service training for practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer
- We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. IEP reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

This policy was adopted at a meeting of		name of setting
Held on (date)		
Signed on behalf of the Management Committee/Proprietor		
Role of signatory (e.g. chairperson etc.)		

Staffing and employment policy

Statement of intent

We provide a staffing ratio in line with the requirements of the National Standards for Day Care to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and we carry out checks for criminal and other records through the Criminal Records Bureau in accordance with statutory requirements.

Aims

To ensure that children below school age and their parents are offered high quality early years care and education.

Methods

- To meet this aim we use the following ratios of adult to child:
 - children aged under 3 years of age: 1 adult : 4 children; and
 - children aged three - five years of age: 1 adult : 8 children.
- A minimum of **two** staff/adults are on duty at any one time.
- We use a key person system to ensure that each child has a named member of staff with whom to form a relationship and who plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.
- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- All staff have job descriptions which set out their staff roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- Our setting leader, Unni Jakobsen and Deputy (Tues, Wed, Thurs), Michele Nicholson hold the CACHE level 3 Diploma in Pre-school Practice or an equivalent qualification and a minimum of half of our staff hold the CACHE level 2 Certificate in Pre-school Practice or an equivalent or higher qualification. Claire Dawson, Deputy (Mon, Fri) will be undergoing training to this level.
- We provide regular in-service training to all staff - whether paid staff or volunteers - through the Pre-school Learning Alliance and external agencies.
- Our setting budget allocates resources to training.

- We provide staff induction training in the first week of employment. This induction includes our Health and Safety Policy and Child Protection Policy. Other policies and procedures will be introduced within an induction plan.
- We support the work of our staff by holding regular supervision meetings and appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.
- We use Ofsted guidance on obtaining references and criminal record checks through the Criminal Records Bureau for staff and volunteers who will have substantial access to children.

This policy was adopted at a meeting of		name of setting
Held on (date)		
Signed on behalf of the Management Committee/Proprietor		
Role of signatory (e.g. chairperson etc.)		

Student placement policy

Statement of intent

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

Aim

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

Methods

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

This policy was adopted at a meeting of		name of setting
Held on (date)		
Signed on behalf of the Management Committee/Proprietor		
Role of signatory (e.g. chairperson etc.)		

Outdoor play policy

Statement of intent

We recognize that outdoor play is essential for the learning and development of young children.

Aim

We believe that the outdoor and indoor areas should be viewed as one learning environment.

Methods

At St Georges pre-school, we are fortunate to have access to a safe fenced balcony area which allows free movement of children from indoors to outdoors.

We additionally have access to a private, safely fenced area of grass. This enclosed playing field allows for further exploration of the natural world.

The outdoor areas mirror and complement the indoor play space providing opportunities for physical play working on a different or larger scale. It also gives the children an opportunity to study the changing weather, look at how plants grow and be aware of the differences between the outdoor and indoor environments.

Before the outdoor play areas are used, they are checked to be safe and secure:

1. Boundaries and gates are checked to be secure and in good repair. Gate is kept locked when not in use.
2. The safety, suitability and state of repair of the equipment is checked and the surfaces on which children play made free of any hazards
3. Children are protected from other hazards, for example extremes of weather, with appropriate clothing, sun screen etc
4. The staff and children are made aware of risks associated with the stage area, a permanent raised curb on one side of the area. Children are protected from sustaining injury through falls by soft play surface covering and enclosing the entire area.
5. The pre-school adopts adequate staffing arrangements to supervise children safely outside

This policy was adopted at a meeting of		name of setting
Held on (date)		

Signed on behalf of the Management Committee/Proprietor	
Role of signatory (e.g. chairperson etc.)	

Reserves Fund policy

Statement of intent

The Management Committee is legally responsible for ensuring the pre-school has enough reserve funds to cover an exit strategy should the pre-school face unexpected difficulties with cash flow or any other situation that would require the pre-school to close. This reserves fund should cover the staff salaries, rent, costs for running the pre-school for 3 months and the redundancy money the staff are legally entitled to.

Aim

As a charity PSLA recommends the pre-school should not have a bank balance in excess of £10 000. However the Charity Commission supports the fact that charities must keep a Reserves Fund for extreme situations. As the pre-school is now in a situation where the bank account exceeds £10 000 and we currently do not have a reserves fund we are in a position to start one. In addition the pre-school will aim to make regular savings of £50 a month into this new account in order to increase the balance. The committee will also review the Bank balance supported by the treasurer's report at the end of the financial year (March) and take a decision if an additional payment can be made aiming to save a total of £1000 a year. Ideally we should be able to have the total sum budgeted for, £23,440, over the next 10 years. The Budget should be reviewed annually in order to update the figures accordingly.

Budget of this Fund

Below are the budgeted costs for St.George's Pre-school Reserves Fund estimated in February 2008 (where assumed date of closure for the pre-school is 01 June 2008)

Staff Salaries for 3 months	3 x £3850 =	£11550
Rent	3 x £300 =	£900
Cooking	3 x £320 =	£960
PettyCash	3 x £100 =	£300
Staff redundancy money (closure date 01 June 2008)		£8500
PSLA Brach Service charge	3 x £410 =	£1230

TOTAL		£23440

Access to this Fund

The Committee decided to open a CAF Gold Savings account to act as the reserves fund. This account should only be accessed after a decision has been taken in a committee

meeting. The suggestion is to allow access to this account in the following circumstances only:

1. If the pre-school is operating with low numbers and is not able to cover the running costs with the fees collected. A decision then has to be taken to either :
 - A. Take money from the reserves fund to cover the costs temporarily. This is assuming the low numbers is only a temporary situation.
 - B. The pre-school will need to be closed and cover the cost of closure as budgeted for.
2. If there is an unexpected delay in the cash flow resulting in a low reserve in the bank account. The required sum should be transferred from the Reserves fund and paid back as soon as the cash flow problem has cleared.
3. If the pre-school faces some unexpected but mandatory works/purchases that have not been budgeted for. Examples of being repairs made to the premises, broken and essential equipment to be replaced or similar.

This policy was adopted at a meeting of		name of setting
Held on (date)		
Signed on behalf of the Management Committee/Proprietor		
Role of signatory (e.g. chairperson etc.)		