



Introduction, Overview and Aims

Our aims are :

- To enhance the development and education of children under statutory school age in a parent-involving, community based group.
- To provide a safe, secure and stimulating environment.
- To work within a framework which ensures equality of opportunity for all children and families.

We offer your child :

- A specially tailored curriculum leading to approved learning outcomes.
- Individual care and attention made possible by a high ratio of adults to children.
- Fun and friendship with children and other adults.
- Opportunities for you and your family to be directly involved in the activities of the group and in your child's progress.

Our Pre-School meets at the following times during term time :

Monday	9.15am to 12.15pm
Tuesday	9.15am to 12.15pm
Wednesday	9.15am to 12.15pm
Thursday	9.15am to 12.15pm
Friday	9.15am to 12.15pm

Our Pre-School offers education and care for children below school age and over the age of 2 years 6 months.

All our policies are designed to offer the best possible experience for the children and families in the group. See Page 79 for full details of policy making and review procedures.

Management and Administration

Decision Making

The pre-school is run by an elected committee, which ensures that major decision making is in the hands of parents who use the group. The Committee is responsible for reviewing both policy and practice, and for the employment and appraisal of members of staff. Our Annual General Meeting, at which the Committee for the following year is elected, is held in the summer term and parents will be informed in good time so they are able to attend.

Fees

Fees are payable half termly in advance and are non refundable. Alternative arrangements for fee payment can be made, as necessary, after discussion with the Treasurer. Fees continue to be payable if a child is absent without notice or for a short time. Each child's attendance at the group is conditional upon continued payment of any due fees and/or Government Nursery Funding. Please refer to the fees policy for full details.

Adult Resources

We are proud of the high ratio of adults to children in our group. This ensures individual attention to the needs and development of each child.

Staff

The regular staff in the group are:

Jo Runeckles	Supervisor
Jill Dyke	Deputy Supervisor
Pam Constable	Assistant Supervisor
Alison Canning	Assistant Supervisor
Wendy Gilyead	Administrator

In addition we have a list of Committee members and other parents who are prepared to help out in an emergency if staff members are sick or indisposed.

Record Keeping

We implement an excellent record keeping system in which observations of the children in the group and at home are used as a basis for drawing up a curriculum for each child.

All records kept, both written and on computer, are covered by the Data Protection Act. All records are confidential but are available for parents to see on request.

Training

We ensure that we are constantly in touch with new thinking in the field of child education. We receive information, advice and details of publications, from many appropriate sources.

In addition, on-going training is available through the Pre-school Learning Alliance and Norfolk Early Years Support Network courses. Other local courses also provide a source of support for staff, committee and parents. Details are made available to all.

Special Needs

The number of adults present in the pre-school enables us to provide individual attention for each child. Each child is able to progress at his/her own rate in all areas of development, and this is true for children with and without disabilities or learning difficulties. We are experienced at working in close liaison with professionals across the range of special needs. If you would like to discuss the group's ability to meet your child's special needs, please talk to our SENCO whose name can be found on the Notice Board.

Our full Special Needs Policy is enclosed within this document.



Section 1

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Safeguarding Children and Child Protection

Child Protection Policy and Procedures

We intend to create an environment in which children are safe from abuse and in which any suspicion of abuse is promptly and appropriately responded to. In order to achieve this we will:

Exclude known abusers

It will be made clear to applicants for posts within the pre-school that the position is exempt from the Rehabilitation of Offenders Act 1974.

All applicants for work within the pre-school will be interviewed before an appointment is made and asked to provide at least two references. All such references will be followed up. In the case of applicants with unexplained gaps in their employment history, or who have moved rapidly from one job to another, explanations will be sought.

All appointments will be subject to a probationary period which will not be confirmed unless the pre-school is confident that the applicant can be safely entrusted with children.

All applicants are subject to a thorough check by Norfolk Social Services/CRB check.

Seek and supply training

We will notify staff of training opportunities for all involved in the group to ensure that they recognise the symptoms of possible physical abuse, neglect, emotional abuse and sexual abuse. All staff have received child protection training.

Prevent abuse by means of good practice

Adults will not be left alone for long periods with individual children or with small groups. An adult who needs to take a child aside – for example for reflection time after behaviour which needs improvement – will not leave the room.

Only paid staff or the child's own parent/carer may accompany a child to the toilet/change a nappy.

Whilst at the setting, parents/carers must not pick up, carry or cuddle anyone else's child unless they have asked the permission of that child's parent/carer, AND the staff have been made aware that permission has been granted.

Children will be encouraged to develop a sense of autonomy and independence

through adult support in making choices and in finding names for their own feelings and acceptable ways to express them. This will enable children to have self confidence and the vocabulary to resist inappropriate approaches.

The layout of the playroom will permit constant supervision of all children.

Be aware that abuse can take various forms;

- Sexual
- Physical
- Emotional

And its possible effects on behaviour/demeanour.

Respond appropriately to suspicion of abuse

Significant changes in a child's behaviour/appearance will be investigated.

Parents will normally be the first point of reference, though suspicions will also be referred as appropriate to the Social Services Department, after consultation with the named Child Protection worker.

All such suspicions and investigations will be kept confidential, shared only with those who need to know. The people most commonly involved will be the member of staff, the Supervisor and the Committee Chair.

Keep records

Whenever worrying changes are observed in a child's behaviour, physical condition or appearance, a specific and confidential record will be set up, quite separate from the usual on going record of the child's progress and development. This record will include, in addition to the name, address and age of the child: timed and dated observations, describing objectively the child's behaviour/appearance, without comment or interpretation; where possible, the exact words spoken by the child; the dated name and signature of the recorder.

Such records will be kept in a separate file and will not be accessible to people in the pre-school other than the pre-school Leader, Chair or other member of staff as appropriate.

Liaise with other bodies

The pre-school operates in accordance with local authority guidelines. Confidential records kept on children about whom the pre-school is anxious will be shared with the Social Services Department if the pre-school feels that adequate explanations for the changes in the child's condition have not been provided.

If a report on a child is to be made to the authorities, the child's parents will not necessarily be informed at the same time as the report is made, unless it

is felt this will place the child in immediate danger.

The group will maintain on going contact with the registering authority, including names, addresses and telephone numbers of individual social workers, to ensure that it would be easy, in an emergency, for the pre-school and the Social Services Department to work well together.

Records will also be kept of the local NSPCC contact or other contact(s) as appropriate.

The pre-school has appointed a named Child Protection Officer from the staff to whom any concerns are reported. This person is Jo Runeckles, her deputy is Jill Dyke.

Supporting Families

The pre-school will take every step in its power to build up trusting and supportive relationships between families, staff and volunteers in the group.

Where abuse at home is suspected, the pre-school will continue to welcome the child and family while investigations proceed.

Confidential records kept on a child will be shared with the parents, unless doing so would place the child at further risk.

With the proviso that the care and safety of the child must always be paramount, the pre-school will do all in its power to support and work with the child's family.

Useful Numbers	Norfolk County Children's Services
	Child Protection 0344 800 8014
	LADO 01603 223473

Signed
Print Name Chair of Committee
Date Adopted 20th June 2006
Review Date Reviewed and amended April 2012, and then annually

Confidentiality and Data Protection, and Client access to Records

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

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

- Parents will have ready access to the files and records of their own children but will not have access to information about any other child.
- Staff will not discuss individual children, other than for purposes of curriculum planning/group management, with people other than the parents/carers of that child.
- Information given by parents/carers to the pre-school Leader will not be passed on to other adults without permission.
- Issues to do with the employment of staff, whether paid or unpaid will remain confidential to the people directly involved with making personnel decisions.
- Any anxieties or evidence relating to a child's personal safety will be kept in a confidential file and will not be shared within the group except with the pre-school Leader and the Chair.
- Students on recognised courses observing in the pre-school will be advised of our confidentiality policy and required to respect it.
- All records, both written and on computer, are kept under the Data Protection Act 1998.

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

Client access to records procedures

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

- Parents can see the registration forms, any consent forms, childcare contracts and learning stories whenever they wish, they should make the supervisor and/or administrator aware.

If a child's records contains information from other agencies the following procedure should be followed :

- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the supervisor.
- The supervisor 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 supervisor prepares 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. Copies of these letters are retained on 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 supervisor goes 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 supervisor, 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.

Signed	.....
Print Name	..... Chair of Committee
Date Adopted	20 th June 2006
Review Date	Reviewed and amended April 2012, and then annually

Safety Policy and Practice

- The safety of young children is of paramount importance. In order to ensure the safety of both children and adults, the pre-school will ensure that:
- All children are supervised by adults at all times and will always be within sight of an adult.
- A book is available at each session in which to record any accident/incident.
- Regular safety monitoring will include checking the accident and incident record.
- All adults are aware of the systems in operation for children's arrivals and departures and an adult will be at the door during these periods.
- Children will leave the group only with authorised adults. Only persons over the age of 16 may collect children.
- Safety checks on premises, both outdoors and indoors are made before every session.
- Internal safety gates/barriers are used as necessary.
- Outdoor space is securely fenced.
- Equipment is checked regularly and any dangerous items repaired/discarded.
- The layout and space ratios allow children and adults to move safely and freely between activities.
- Fire doors are never obstructed.
- All dangerous materials, including medicines and cleaning materials, are stored out of reach of children, and are stored in line with COSHH regulations.
- Children do not have any access to kitchens, cookers or any cupboards storing hazardous materials including matches.
- The hot water available to children is temperature controlled to avoid the risk of injury.
- Fire drills are held at least twice a term.

- Adults do not take hot drinks out of the kitchen area.
- A register of both adults and children is completed as people arrive so that a complete record of all those present is available in any emergency during the session.
- A book is available at each session to record any visitors that enter the premises or children that may leave mid session.
- There is no smoking in the building.
- A correctly stocked first aid box is available at all times, located on the back of the door to the nursery equipment storage cupboard.
- Fire extinguishers are checked annually.
- A qualified First Aider is present at every session.
- Whenever children are on the premises at least two adults are present.
- Large equipment is erected with care and checked regularly.
- Activities such as cooking and energetic play receive close and constant supervision.
- On outings, the adult : child ratio will be as stated in the statutory welfare guidelines.
- If a small group goes out, there will be sufficient adults to maintain appropriate ratios for staff and children remaining on the premises.
- The premises are checked before locking up at the end of the session.
- Equipment offered to children is developmentally appropriate, recognising that materials suitable for an older child may pose a risk to younger/less mature children.
- Parents/carers are asked to be extra vigilant with regard to equipment/materials which may pose a risk to a younger child in their care whilst on the premises.

Signed
 Print Name Chair of Committee
 Date Adopted 20th June 2006
 Review Date Reviewed and amended April 2012, and then annually

Door Safety Procedure

At Opening Times

A member of staff will stand by the entrance doors to meet and greet the parents and children. Children will be registered as they enter the premises, and a note of the time made.

When all the children have arrived and the parents/carers have left the inner doors will be shut and bolted to secure the nursery area. The inner doors are bolted throughout the session. The outer door to the hall will be locked, with the keys being left in the door to allow a quick exit in the event of an emergency. The locking of the outer doors stops any possibility of anyone entering the village hall without the knowledge of the staff.

Visitors

When a visitor comes, a member of staff will ask for identification before allowing the visitor to enter the setting.

All visitors must sign the visitors book.

No visitors are left alone with the children.

When Leaving the Setting

The outer doors will be unlocked to allow the parents/carers to wait in the lobby.

The inner doors are unbolted and a member of staff will stand by the entrance.

A second member of staff will stand by the second set of doors to supervise the children and the parents/carers, to ensure that the children are collected by someone authorised to do so on their registration forms. If someone who has not met the staff before is asked to collect a child they should bring suitable photo identification with them.

The member of staff at the entrance doors will register when the children leave the building, and a note of the time made.

All staff are to be particularly vigilant at opening and closing times to ensure the above security measures are met.

Signed
Print Name Chair of Committee
Date Adopted 11th November 2009
Review Date Reviewed and amended April 2012, and then annually

Emergency Procedures Policy

In any incident importance should be given to:

- Care and safety of affected child/children and/or adults
- Care and safety of all non affected children and/or adults
- Communication of clear information to all parties that need to be informed of the incident.

Fire and Evacuation

Fire drill procedures with emergency map are displayed both in the hall and the main entrance. Fire drills are practised regularly, and recorded.

Supervisor Collect register and escort children and adults out of the building to the prearranged assembly point, the playing field. Take mobile phone.

Supervisor/Assistant Check cloakroom, kitchen and toilets. Close windows and doors.

Once assembled:

Supervisor/Assistant Phone emergency services. Use Factual Information Checklist to ensure clear communication of information.

Supervisor Take register and inform children/adults of incident. Identify injuries/vulnerable children/adults. Comfort and reassure as necessary.

Supervisor/Assistant Use list of emergency numbers to contact parents, committee and staff. Priority given in communication to dealing with the injured. Phone Norfolk Early Years Support Network, if necessary.

Supervisor Record the incident when possible.

Evacuation from outside into the hall.

There may be an occasion when it is necessary for the children to be quickly taken back inside the hall when they are using the outside area as a group or part of the free-flow environment, eg when a suspicious character is noticed.

Supervisor or on duty Member of staff Blow whistle to gain the children's attention. Advise the children to quickly return to the hall. Close and secure the doors.

Once assembled Collect register and first aid kit, and emergency contact list for parents and gather the children and staff into the committee room away from the doors and windows. Take telephone and

call the emergency services, whilst another member of staff checks the register to ensure all attendees are accounted for. Reassure and comfort the children.

Supervisor/other staff members

Contact parents using the emergency contact list.

Supervisor

Release the children into the care of their parents when advised by the police that it is safe to do so.
Record details of incident and co-operate with the authorities.

Unauthorised pick-up of a child

Supervisor

If in any doubt, challenge the person for proof of authorization to pick up the child and refuse to let the child go. Phone the parent/emergency contact for clarification/confirmation. Phone the police, if necessary.

Assistant/Supervisor

Supervise, in a safe place, the affected child.

Assistant/Parent Helpers

Supervise the other children.

Supervisor

Record the incident when possible.

Child not collected

Supervisor

15 minutes after the end of the session, phone all emergency contact numbers. If necessary contact Early Years Support for advice. If still no-one available after 30 minutes call Social Services on 0844 8008014

Supervisor/Assistant

Supervise, inform affected child. Comfort as necessary.

Supervisor

Record the incident when possible.

Treasurer

If a child is not collected 10 minutes after the end of the session, parents will be invoiced £5 per additional 10 minutes from then on.

Serious accident involving a child/children

First Aider/s

Assess injuries, make the area safe. Stay with the child and accompany to hospital if parent/carer has not arrived.

Supervisor

Phone emergency services. Follow Factual Information Checklist.

Supervisor

Phone parent/s using emergency contact numbers. Give clear and specific information about the incident and the actions taken. Find registration document with parental consent.

Supervisor/Assistant Supervise, inform, explain and comfort unaffected children. Identify any vulnerable children. It is recommended that if possible the usual routine should be followed. If this is not possible all parents/carers will need to be contacted. Wording of information given out should be decided on before the calls are made.

Supervisor Record the incident and fill in the Accident Log Book. Contact the Early Years Support Network for advice if the incident is beyond the group's capability to cope alone.

Serious incident involving an adult

Deal with as above except: Phone the next of kin as the emergency contact. The adult can, if necessary, go to hospital unaccompanied. Ensure the child/adult ratio is maintained by calling in other staff or committee members to assist.

Intruder

Supervisor Approach the intruder (if it seems safe to do so) and politely explain that we are obliged to provide a secure environment with restricted access. Bear in mind the "intruder" is likely to be someone just requiring information about the Village Hall or the playgroup.

Supervisor/Assistants Keep the children safe. If a threat is perceived, especially from the balcony, shepherd everyone into the bar area. Explain as appropriate to the children and adults.

Supervisor/Assistant Phone the police if necessary. Follow Factual Information Checklist.

Supervisor Report the incident when possible.

Sudden illness of a child

First Aider Assess the child's condition.

Supervisor Place the child in a secluded area with 1:1 supervision. Keep the child comfortable and explain the action to be taken.

Supervisor Contact parents/carers using the emergency contact numbers. As necessary contact emergency services and follow procedure as for an accident. Record the incident when possible.

Should the child suffer from a particular medical condition, staff need to be aware of this from the Registration Form and may need to be trained in the correct procedures to follow (e.g. diabetes, epilepsy, severe allergic reaction, severe asthma attack).

Sudden illness of a member of staff

First Aider	Assess the adult's condition and place in a quiet area.
Supervisor	If necessary contact the emergency services and follow the procedure as for an accident. Contact the next of kin using the emergency contact number. Ensure the child/adult ratio is maintained by calling out additional staff or committee members to assist. Inform and reassure children of the situation if necessary. Record the incident when possible.

Recommendation for all incidents

1. The Chairman of the Committee is required to inform the rest of the Committee about any given incident and if necessary act as spokesman for the group.
2. A mobile phone is available at all sessions and when out on visits.
3. A full list of emergency numbers, for all children and adults, is available with the register at all sessions.
4. Should all parents need to be contacted, one supervisor to contact half and another to contact the other half.
5. All communication details to be agreed before calls made to ensure clear and consistent information is passed on regarding the nature of the incident, the actions taken so far and any further action required.
6. Ofsted will always be informed of any serious incident.

Signed
Print Name Chair of Committee
Date Adopted 10th March 2010
Review Date Reviewed and amended April 2012, and then annually

Procedure for a Lost Child

If a child goes missing, the person in charge will :-

- Instigate a thorough search of the premises and Village Hall grounds, quickly and quietly without causing any panic amongst the other children.
- If the child is not found on the premises or in the grounds, the search area will be widened.
- If the child is still not found the parents will be contacted on the emergency numbers provided in the registration file.
- If the child is still lost the police will be contacted.

After the incident the following will occur :-

- A full review of the security procedures.
- Any amendments to our procedures will be made with the approval of the staff and the full committee.
- All parties will be informed of the incident, its outcome and any changes that are to be made.

Signed
Print Name Chair of Committee
Date Adopted 11th November 2009
Review Date Reviewed and amended April 2012, and then annually

Information Sharing

We recognise that parents have a right to know that information they share will be regarded as confidential as well as be informed about the circumstances, and reasons, when we are obliged to share information.

We are obliged to share confidential information without authorisation from the person who provided it or to whom it relates if it is in the public interest. That is when:

- it is to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult; or
- not sharing it could be worse than the outcome of having shared it.

The decision should never be made as an individual, but with the back-up of the supervisor, Child Protection Officer or Chair of Committee. The three critical criteria are:

- Where there is *evidence* that the child is suffering, or is at risk of suffering, significant harm.
- Where there is *reasonable cause to believe* that a child may be suffering, or at risk of suffering, significant harm.
- To *prevent* significant harm arising to children and young people or serious harm to adults, including the prevention, detection and prosecution of serious crime.

Procedures

Our procedure is based on the 7 golden rules for information sharing as set out in *Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)*.

1. Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.
 - Our policy and procedures on information sharing provide guidance to appropriate sharing of information with external agencies.
2. Be open and honest. Explain to families how, when and why information will be shared about them and with whom. Seek consent to share information, unless it puts the child at risk or undermines a criminal investigation.

In our setting we ensure parents:

- have information about our Safeguarding Children and Child Protection policy;
- and

- have information about the circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.
3. Seek advice when there are doubts about possible significant harm to a child or others.
 - Managers contact children's social care for advice where they have doubts or are unsure.
 4. Share with consent where appropriate. Respect the wishes of children and parents not to consent to share confidential information. However, in the interests of the child, know when it is reasonable to override their wish.
 - Guidelines for consent are part of this procedure.
 5. The Supervisor is conversant with this and is able to advise staff accordingly. Consider the safety and welfare of the child when making a decision about sharing information – if there are concerns regarding 'significant harm' the child's well being and safety is paramount.

In our setting we:

- record concerns and discuss these with the setting's *designated person* for child protection matters. Record decisions made and the reasons why information will be shared and to whom; and
 - follow the procedures for reporting concerns and record keeping.
6. Information shared should be accurate and up-to-date, necessary for the purpose it is being shared for, shared only with those who need to know and shared securely.
 - Our Child Protection procedure and Record Keeping procedure set out how and where information should be recorded and what information should be shared with another agency when making a referral.
 7. Reasons for decisions to share information, or not, are recorded.
 - Provision for this is set out in our Record Keeping procedure

Consent

Parents have a right to be informed that their consent to share information will be sought in most cases, as well as the kinds of circumstances when their consent may not be sought, or their refusal to give consent may be overridden. We do this as follows:

- Our policies and procedures set out our responsibility regarding gaining consent to share information and when it may not be sought or overridden.

- We may cover this verbally when the child starts or include this registration process.
- Parents sign a form at registration to say they understand this.
- Parents are asked to give written consent to share information about any additional needs their child may have, or to pass on child development summaries, to the next provider/school.

We consider the following questions when we need to share:

- Is there legitimate purpose to sharing the information?
- Does the information enable the person to be identified?
- Is the information confidential?
- If the information is confidential, do you have consent to share?
- Is there a statutory duty or court order to share information?
- If consent is refused, or there are good reasons not to seek consent, is there sufficient public interest to share information?
- If the decision is to share, are you sharing the right information in the right way?
- Have you properly recorded your decision?

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 also see our Safeguarding Children and Child Protection policy.

Signed	.....
Print Name	..... Chair of Committee
Date Adopted	16 th February 2011
Review Date	Reviewed and amended April 2012 and then annually

Outings

Children benefit from being taken out of the setting to go on visits or trips to suitable venues for activities which enhance their learning experiences. Staff in our setting ensure that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures below.

- A risk assessment is carried out before an outing takes place.
- Parents are always asked to sign specific consent forms before major outings. This will be accompanied by a letter containing the full details of the trip together with drop off and collection instructions.
- As a general rule parents are asked to take their children to the venue, but if the nursery does decide to transport the children together this will be in a suitable vehicle hired from Norfolk County Services. This ensures that the vehicles are suitably insured and fitted with suitable seating and restraints. Occasionally a staff member will be asked to transport a child when the parent is unable to do so, on these occasions a separate consent form is completed which clearly states that the staff members car has suitable insurance and child seats and restraints.
- On outings, the adult : child ratio will be as stated in the statutory welfare guidelines.
- If a small group goes out, there will be sufficient adults to maintain appropriate ratios for staff and children remaining on the premises.
- A minimum of two staff should accompany children on outings and a minimum of two should remain behind with the rest of the children.
- Staff take a mobile phone on outings, and supplies of tissues, wipes, pants etc as well as a mini first aid pack, snacks 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.
- Staff take a list of children with them with contact numbers of parents/carers.

Signed
Print Name Chair of Committee
Date Adopted 16th February 2011
Review Date Reviewed and amended April 2012 and then annually

Complaints Procedure

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

We believe children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. Our intention is to work with parents and the community and we welcome suggestions on how to improve our group at any time.

Making concerns known

A parent who is uneasy about any aspect of the group's provision should first of all talk over any worries and anxieties with the pre-school Leader

If this does not have a satisfactory outcome within a couple of weeks, or if the problem recurs, the parent should put the concerns or complaint in writing and request a meeting with the pre-school Supervisor and the Chair of the Committee. An agreed written record of the discussion should be made and signed by those present.

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

If the matter is still not resolved to the parent's satisfaction, the parent should again contact the Chair.

If parent and group cannot reach agreement, it might be helpful to invite an external mediator, one who is acceptable to both parties, to listen to both sides and offer advice. A mediator has no legal powers but can help to clarify the situation. Staff or volunteers within the Pre-school Learning Alliance will be available to act as mediators if either party wishes it.

The mediator will help define the problem, review the action so far and suggest further ways in which it might be resolved.

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

The role of the registering authority

In some circumstances, it will be necessary to bring in the local authority registration and inspection unit, who have a duty to ensure laid down requirements are adhered to and with whom the Pre-School Learning Alliance works in partnership to encourage high standards. The registering authority would be involved if a child appeared to be at risk or where there seemed to be a possible breach of registration requirements. In these cases both parent and pre-school would be informed and the Fieldworker would work with the Social Services Department and / or Ofsted to ensure a proper investigation if the complaint followed by appropriate action.

The number of OFSTED is also clearly displayed on the notice board if parents wish to make a direct complaint. Tel No 0300 123 4666

We believe that most complains are made constructively and can be sorted out at an early

stage. We also believe that it is in the best interest of the pre-school and parents that complaints should be taken seriously and dealt with fairly and in a way which respects confidentiality.

Signed	.....
Print Name	..... Chair of Committee
Date Adopted	20 th June 2006
Review Date	Reviewed and amended April 2012, and then annually

Allegations Against Staff

The primary concern of the nursery is to ensure the safety of the child. It is essential that action is taken quickly and professionally whatever the circumstances.

If a volunteer or member of staff is accused of any form of child abuse, they will be interviewed immediately by the Leader/Supervisor in charge. The person accused may choose to attend the interview accompanied by a friend or colleague and to seek advice from a professional organisation. If it is the Leader/Supervisor who is accused, they will be interviewed by the Chair of the Committee.

The Leader of the Group will meet with the Management Committee Officers as soon as possible to discuss the situation and advice will be sought from the Local Authority and the Child Protection Unit.

If appropriate, the member of staff will be suspended pending the final outcome of the investigation.

Parents/Carers of the child concerned will be kept informed of all stages of the investigation, and both parents and children concerned will be reassured and supported.

Confidential records will be kept of the allegation and all subsequent proceedings.

Following the preliminary investigation, if there is evidence to substantiate allegations, disciplinary action will be taken. All staff have details of the nursery's full disciplinary procedures within their contracts of employment. If the allegations made are found to be unsubstantiated, all relevant parties will be informed and it shall be made clear that the member of staff is exonerated.

Any serious allegations against a member of staff will be reported to OFSTED and they will be kept informed of the outcome of any investigations. Tel No 0300 123 4666

Signed
Print Name Chair of Committee
Date Adopted 3rd July 2007
Review Date Reviewed and amended April 2012, and then annually

Whistle blowing

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

The nursery is committed to delivering a high quality pre-school service, promoting accountability and maintaining public confidence. This policy provides individuals in the workplace with protection from victimisation or punishment when they raise a genuine concern about misconduct or malpractice in the setting. This policy is underpinned by the Public Interest Disclosure Act 1998, which encourages people to raise concerns about misconduct or malpractice in the workplace, in order to promote good governance and accountability in the public interest. The Act covers behaviour which amount to :

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

It is not intended that this policy be a substitute for, or an alternative to the settings formal complaints procedure. It is designed to nurture a culture of openness and transparency within the setting, which makes it safe and acceptable for employees and volunteers to raise, in good faith, a concern they may have about misconduct or malpractice.

An employee or volunteer who, acting in good faith, wishes to raise such a concern should normally report the matter to the supervisor who will advise the employee or volunteer of the action that will be taken in response to the concerns raised. The supervisor will inform the administrator, who will in turn advise the Chair of the Committee.

Concerns will be investigated and resolved as quickly as possible. If an employee or volunteer feels the matter cannot be discussed with the supervisor they should contact the administrator. Alternatively if they wish to take the matter directly to the Chair of the Committee they can do so. They can also contact OFSTED on 0300 123 3155 or email whistleblowing@ofsted.gov.uk for advice on what steps to follow.

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

Signed
Print Name Chair of Committee
Date Adopted 16th February 2011
Review Date Reviewed and amended April 2012 and then annually



Section 1

Safeguarding and Promoting Children's Welfare

Equality of Opportunity

Equal Opportunities
Special Needs
Behaviour
Anti-Bullying
Looked after Children

Equal Opportunities Policy

Little Melton Pre-School works in accordance with all relevant legislation, including:

- The Equality Act 2010
- Children Act 1989, 2004
- Special Educational Needs and Disability Act 2001

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

Admissions

The pre-school is open to every family in the community.

We advertise our services. We base our admissions on a fair system so that we do not discriminate against a child or their family on the basis of their colour, ethnicity, religion, social background, or disability.

We operate a 'first come first served' system for accepting children but do try to give primary consideration is given to children living in Little Melton and Great Melton and those intending to go to Little Melton Primary School, however, every case is considered on its merits.

Employment

The pre-school will appoint the best person for each job and will treat fairly all applicants for jobs and all those appointed. Our full staffing policy contains our full commitment to this.

Commitment to implementing the group's Equal Opportunities Policy will form part of the job description for all workers.

Families

The pre-school recognises that many different types of family successfully love and care for their children.

The pre-school offers a flexible payment system for families with differing means.

Festivals

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

In order to achieve this, we aim to acknowledge all the festivals which are celebrated in our area and/or by the families involved in the pre-school.

- Without indoctrination in any specific faith, children will be made aware of the festivals which are being celebrated by their own families or others, and will be introduced where appropriate to the stories behind the festivals.
- Before introducing a festival with which the adults in the pre-school are not familiar, appropriate advice will be sought from people to whom that festival is a familiar one.
- Children and families who celebrate at home festivals with which the rest of the pre-school is not familiar will be invited to share their festivals with the rest of the group, if they wish to do so.
- Children will be encouraged to welcome a range of different festivals, together with the stories, celebrations and special food and clothing they involve, as part of the diversity of life.

The Curriculum

All children will be respected and their individuality and potential recognised, valued and nurtured. Activities and the use of play equipment will offer children opportunities to develop in an environment free from prejudice and discrimination. Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.

Resources

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

Materials will be selected to help children to develop their self-respect and to respect other people by avoiding stereotypes and derogatory pictures or messages about any group of people.

Our premises are as accessible as possible for all families, if someone raises a concern regarding this we will work closely with the families and the village hall committee to make reasonable adjustments.

Special Needs

The pre-school recognises the wide range of special needs of children and families in the community and will consider what part it can play in meeting these needs.

Planning for pre-school meetings and events will take into account the needs of people with disabilities.

Discriminatory behaviour/remarks

These are unacceptable in the pre-school.

The response will aim to be sensitive to the feelings of the victims and to help those

responsible to understand and overcome their prejudices. (Please refer to “anti bullying policy”).

Language

Information, written and spoken, will be clearly communicated in as many languages as necessary.

Bilingual/multilingual children and adults are an asset. They will be valued and their languages recognised and respected in the pre-school.

Food

Medical, cultural and dietary needs will be met.

Meetings.

The time, place and conduct of meetings will ensure that all families have any equal opportunity to be involved in the running of the pre-school.

The nursery has appointed Jill Dyke as our Equal Opportunities Officer with Jo Runeckles as Deputy.

Signed	.....
Print Name	..... Chair of Committee
Date Adopted	20 th June 2006
Review Date	Reviewed and amended April 2012, and then annually

Special Needs Policy

Our pre-school aims to have regard to the DfEE Code of Practice on the Identification of Special Educational Needs and to provide welcome and appropriate learning opportunities for all children.

- Children with special needs, like all other children, are admitted to the pre-school after consultation between parents and the pre-school Supervisor.
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We work closely with parents of children with special educational needs 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 special educational needs and their families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with special educational needs.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We have systems in place for supporting children during Early Years Action, Early Years Action Plus, Statutory Assessment and the Statementing process.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- Our system of observation and record keeping, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis.
- If it is felt that a child's needs cannot be met in the pre-school without the support of a one-to-one worker, funding will be sought to employ one.

- We will work in liaison with staff outside the group, including therapists, health visitors, psychologists, social workers, paediatricians and portage workers, to meet children's specific needs.
- If we are concerned about a child's health, welfare, progress in learning or other aspect of their well-being we will instigate the Common Assessment Framework (CAF) The CAF is a system for identifying those children at risk before their needs become a more serious concern. CAF is used across all children's services/agencies both locally and nationally to assess what support a child may need to help them achieve the five 'Every Child Matters' outcomes.
- Our staff attend whenever possible in-service training on special needs arranged by the Pre-School Learning Alliance, Early Years Network, and other professional bodies.

We have a named SENCO, this is Jill Dyke with Jo Runeckles as deputy.

Signed	.....
Print Name	..... Chair of Committee
Date Adopted	20 th June 2006
Review Date	Reviewed and amended April 2012, and then annually

Behaviour Management Policy

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

In order to achieve this:

- Rules governing the conduct of the group and behaviour of the children will be discussed and agreed within the pre-school and explained to all newcomers, both children and adults. These rules will be regularly reiterated.
- All adults in pre-school will ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.
- All adults will try to provide a positive model for the children with regard to friendliness, care and courtesy.
- Adults in the pre-school will praise and endorse desirable behaviour, such as kindness and willingness to share.
- We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.
- When children behave in unacceptable ways:
 - Physical punishment, such as smacking or shaking, will be neither used nor threatened. It will be made clear we find this unacceptable.
 - Children will never be sent out of the room by themselves.
 - Minor attention seeking behaviours will be ignored.
 - Techniques intended to single out and humiliate individual children will not be used.
 - Children who misbehave will be given one to one adult support in seeing what was wrong and working towards a better pattern.
 - Where appropriate this might be achieved by a period of one to one time with an adult, i.e., a period of quiet time to reflect on their behaviour, supervised by an adult. The time will be appropriate to the child's age and stage of development.
- In any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.
- Adults will not shout or raise their voices in a threatening way.
- Adults in the pre-school will make themselves aware of, and respect, a range of

cultural expectations regarding interactions between people.

- Any behaviour problems will be handled in a developmentally appropriate fashion, respecting the child's level of understanding and maturity.
- Recurring problems will be tackled, in partnership with the child's parents, using objective observation records to establish an understanding of the cause.
- Adults will be aware that some kinds of behaviour may arise from a child's special needs. Individual behaviour management programmes will be discussed with parents and put into place.
- Parent and carer helpers will be made aware of this policy to ensure a consistent approach.

The nursery has appointed Jo Runeckles as our Behaviour Officer and Jill Dyke as deputy.

Signed
Print Name Chair of Committee
Date Adopted 20th June 2006
Review Date Reviewed and amended April 2012, and then annually

Anti-bullying Policy

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.

Awareness raising

The staff to make children aware of individual basic rights:

- The right to be treated with respect
- The right to make mistakes and be responsible for them
- The right to refuse requests without having to feel guilty or selfish
- The right to ask for what you want (realising the other person has the right to say no)
- The right to be listened to and to be taken seriously
- The right to say "I don't understand"
- The right to ask for more information

Through individual discussion – one to one, group discussion, carpet sessions.

Responses

Strategies focusing upon children involved in bullying incidents.

The Bully

1. Set clear limits
2. Explain the procedures which will follow
3. Work on self esteem, bolstering any good behaviour
4. Don't allow excuses
5. Ensure that the bully apologises, face to face
6. Have a time out area for the bully
7. NEVER allow bullying behaviour to be reinforced
8. Do not ignore bullying
9. Inform parents

The Victim

1. Encourage them to talk
2. Eliminate obvious causes of bullying if possible
3. Inform parents

Procedures

1. Incident is documented
2. Parents informed of incident and the follow up
3. Inform other staff about incident and action taken

Strategies

1. Sorting out together
2. Meeting with parents to liaise on strategies. Discuss behaviour at home/siblings.
3. Review with parents
4. Constant monitoring

Signed
Print Name Chair of Committee
Date Adopted 20th June 2006
Review Date Reviewed and amended April 2012, and then annually

Looked after Children

Definition of 'Looked after Children' (LAC): *Children and young people become 'looked after' if they have either been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most LAC will be living in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back home with their natural parent(s).*

All staff are committed to doing all they can to enable 'looked after' children in their care to achieve and reach their full potential.

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has impact on their emotional well-being.

In our setting, we place emphasis on promoting *children's right to be strong, resilient and listened to*. Our policy and practice guidelines for looked after children are based on these two important concepts, *attachment and resilience*. The basis of this is to promote secure attachments in children's lives as the basis for resilience. These aspects of well-being underpin the child's responsiveness to learning and are the basis in developing positive dispositions for learning. For young children to get the most out of educational opportunities they need to be settled enough with their carer to be able to cope with further separation, a new environment and new expectations made upon them.

Principles

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
- We offer places for funded three and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with

a foster carer for a minimum of one month and has formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of six weeks.

- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer we will continue to offer the placement for the child.
- The designated person for looked after children is the designated child protection officer, Jo Runeckles. Every child is allocated a key person before they start and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child's needs.
- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensures appropriate information is gained and shared.
- The setting recognises the role of the local authority social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parent's or foster carer's role in relation to the setting without prior discussion and agreement with the child's social worker.
- At the start of a placement there is a professionals meeting that will determine the objectives of the placement and draw up a care plan that incorporates and the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.
- The care plan needs to consider such issues for the child as:
 - the child's emotional needs and how they are to be met;
 - how any emotional issues and problems that affect behaviour are to be managed;
 - the child's sense of self, culture, language/s and identity – how this is to be supported;
 - the child's need for sociability and friendship;
 - the child's interests and abilities and possible learning journey pathway; and
 - how any special needs will be supported.
- In addition the care plan will also consider:
 - how information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored;
 - what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be the setting, when, where and what form the contact will take will be discussed and agreed;

- what written reporting is required;
- wherever possible, and where the plan is for the child's return home, the birth parent(s) should be involved in planning; and
- with the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, such as outings, fun-days etc alongside the foster carer.
- The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a relationship with his or her key person sufficient to act as a 'secure base' to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.
- In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
- Further observations about communication, interests and abilities will be noted to form a picture of the whole child in relation to the Early Years Foundation Stage 6 areas of learning.
- Concerns about the child will be noted in the child's file and discussed with the foster carer.
- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social care worker according to the setting's safeguarding children procedure.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- Transition to school will be handled sensitively and the designated person and or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.

Signed
 Print Name Chair of Committee
 Date Adopted 16th February 2011
 Review Date Reviewed and amended April 2012, and then annually



Section 1

Safeguarding and Promoting Children's Welfare

Health and Hygiene

Health and Hygiene
Nappies/Toilet Training
Outdoor Play
Diet

Health & Hygiene – Policy and Practice

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

Health

Food

- All snacks are provided by the staff and will pay due attention to children's particular dietary requirements.
- When cooking with children as an activity, the adults will provide healthy, wholesome food, promoting and extending the children's understanding of a healthy diet.

Outdoor Play

- Children will have the opportunity to play in the fresh air throughout the year in the pre-school's outdoor play area.

Illness

- Parents are asked to keep their children at home if they have any infection, and to inform the pre-school as to the nature of the infection so that the pre-school can alert other parents, and make careful observations of any child who seems unwell.
- Parents are asked not to bring into the pre-school any child who has been vomiting or had diarrhoea until at least 48 hours has elapsed since the last attack.
- Staff and Management Committee refer to the information poster on the board regarding incubation and quarantine times for other illnesses.
- If the children of the pre-school staff are unwell, the children will not accompany their parents/carers to work in the pre-school.
- Cuts or open sores, whether on children or adults, will be covered with sticking plaster or other dressings.
- Parents are asked not to bring into the preschool any other children, siblings or otherwise, that are not well enough to be at school.
- Parents are asked not to enter the preschool if they have been vomiting or had diarrhoea themselves until at least 48 hours has elapsed since the last attack.

Children with allergies

- When parents complete the registration form they are asked if their child suffers from any known allergies.
- Full details are taken concerning the allergen, the nature of the child's reaction and what can be done to prevent contact with the allergen, and what should be done if an allergic reaction takes place.
- As a general rule no nuts or nut products are used in the nursery. Please also see out Diet Policy regarding food provide by the parents for their own children, ie in lunch boxes.

If a child is on prescribed medication the following procedures will be followed:

- If possible, the child's parents will administer the medicine. If not, then the medicine must be clearly labelled with the child's name, dosage and any other instructions, and in the original container. Where local regulations require it, guidance will be sought from Social Services before persons other than the parents agree to administer the medicines.
- Written information will be obtained from the parent, giving clear instructions about the dosage, administration of the medication and permission for a member of staff to follow the instructions. Specialist training will be given for some medicines.
- All medication will be kept in a safe place.
- A medication book will be available to log in; name of child receiving medication; times the medication should be administered; date and time when the medication is administered; the signature of the person who has administered each dose.
- With regard to the administration of life saving medication such as insulin/adrenaline injections or the use of nebulisers, the position should be clarified with the pre-school's insurance company.
- The pre-school will ensure that the first aid equipment is kept clean, replenished and replace as necessary. Sterile items will be kept sealed in their packages until needed.
- Staff will not be permitted to administer non-prescribed medication, unless circumstances are exceptional (Supervisor's discretion).

Information sources

- Parents will have the opportunity to discuss health issues with pre-school staff and will have access to information available to the pre-school.
- The pre-school will maintain links with health visitors and gather health information and advice from local health authority information services and/or other health agencies.

Hygiene

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

Personal hygiene

- Hands washed after using the toilet and before snack and lunchtime.
- Children with pierced ears are not allowed to try on or to share each other's earrings.
- A large box of tissues are available and children encouraged to blow and wipe their noses when necessary. Soiled tissues disposed of hygienically.
- Children encouraged to shield their mouths when coughing.
- Paper towels used and disposed of appropriately.
- Hygiene rules relating to bodily fluids followed with particular care and all staff and volunteers aware of how infections, including HIV, can be transmitted.

Cleaning and Clearing

- Any spills of blood, vomit or excrement wiped up and flushed away down the toilet. Plastic/rubber gloves always used when cleaning up spills of bodily fluids. Floors and other affected surfaces disinfected using bleach diluted according to manufacturer's instructions. Fabrics contaminated with body fluids thoroughly washed in hot water.
- Spare laundered pants and other clothing available in case of accidents and polythene bags available in which to wrap soiled garments.
- All surfaces cleaned each session with an appropriate cleaner.

Food

Each adult will:

- Always wash hands under running water before handling food and after using the toilet.
- Not be involved with food activities if suffering from any infectious/contagious illness or skin complaint.
- Never smoke in the building.
- Never cough or sneeze over food.
- Use different cleaning cloths for kitchen and toilet areas.
- Ensure waste is disposed of properly and out of reach of children. Wash hands after

handling waste.

- Wash fresh fruit and vegetables thoroughly before use in a cooking activity.
- Tea towels will be kept clean and washed between each session.
- All utensils will be kept clean in a dust free place, i.e., a closed drawer.

Smoking

- All staff, parents and volunteers are made aware that there is no smoking in the building.
- No Smoking signs are displayed by the Village Hall.
- We ask staff who do smoke that they try to ensure they do not do so for 2 hours before coming to work and having contact with the children as recommended by NHS.

Signed
Print Name Chair of Committee
Date Adopted 13th January 2010
Review Date Reviewed and amended April 2012, and then annually

Nappies/Toilet Training Policy

- Children are welcome at our pre-school whatever stage of toilet training they may be at.
- Staff will do their best to keep toilet training consistent with what happens at home for the child, i.e., regular reminders if necessary, use of child's own potty if preferred etc.
- Any accidents are dealt with in the manner detailed within our Hygiene Policy. Children who have had an accident are reassured, comforted and supported.
- Children who are still in nappies, or who have recently started using the toilet are asked to bring a spare set of clothes and clean underwear/fresh nappies and wipes within a named bag.
- Gloves and aprons are put on before changing starts.
- Soiled nappies are disposed of hygienically.
- All staff are familiar with hygiene procedures and carry these out when changing nappies.
- Children are encouraged to wash their hands after toileting.

Signed
Print Name Chair of Committee
Date Adopted 20th June 2006
Review Date Reviewed and amended April 2012, and then annually

Outdoor Play Policy

Outdoor play is vital to children's physical, intellectual and social development. As such we seek to maximise the children's opportunities for outside activities. The nursery garden area is secure with lockable gates and has been designed to be an area for safe play.

Children need to be suitably equipped to play outside whatever the weather. We ask that parents provide suitable clothing and footwear appropriate to the weather conditions.

- In summer, a named hat and suncream should be sent to pre-school in the child's book bag daily. The nursery would prefer that parents administer suncream before they leave their child with us but we will apply suncream if specifically authorised to do so by the parent.
- In winter, a named coat, named hat and named Wellingtons should be sent with the child's book bag daily. The nursery does hold stocks of Wellies and Waterproofs for use by children at the nursery should they not have their own to hand.

Signed
Print Name Chair of Committee
Date Adopted 20th June 2006
Review Date Reviewed and amended April 2012, and then annually

Diet – Policy and Practice

The sharing of refreshments can play an important part in the social life of the pre-school as well as reinforce children's understanding of the importance of healthy eating. The pre-school will ensure that:

- Snacks are provided by the pre-school. The staff provide a varied range of nutritious snacks to encourage healthy eating, i.e., fruit, raw vegetables, cheese, crackers etc.
- Children's medical and personal dietary requirements are respected.
- The dietary rules of religious groups and also of vegetarians and vegans are known and met in appropriate ways.
- Milk provided for children is semi-skimmed and pasteurised, or soya milk if required.
- The fridge is cleaned regularly by volunteers.
- Children are expected to wash their hands at appropriate times and staff explain the reason for this to them.
- All children have access to tissues and waste bins and are encouraged to get a tissue or clear up as and when needed.
- Toys are regularly cleaned by parent volunteers.
- Water is provided for entire session.
- Parents are encouraged to provide a healthy packed lunch option when their child attends the lunch club. The nursery would prefer sweets and chocolate not to be included in the children's lunches. If a child with food allergies attends the lunch club the nursery will work together with the child's parents to ensure that possible harmful foods are not included by other parents in their child's lunches. The nursery will store all lunches in a fridge during the morning session.

Signed
Print Name Chair of Committee
Date Adopted 20th June 2006
Review Date Reviewed and amended April 2012, and then annually



Section 2

Suitable People

Employment

Staffing and Employment
Student Placements
Recruitment of Ex-Offenders

Staffing and Employment Policy

Recruitment – Statement of Intent

Little Melton Pre-School Nursery aims to ensure we recruit the most suitable people to work at the setting as this is the foundation of our commitment to the wellbeing of our pupils.

Our recruitment practices adhere to the requirements of the EYFS and current employment legislation.

We provide a high staffing ratio so that the children have sufficient individual attention, and so that we are able to provide a high level of care and education.

Our staff are appropriately qualified and are subject to enhanced CRB checks when 1st appointed and then regularly during their employment.

Recruitment Policy

We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation.

When a vacancy occurs at the nursery a meeting will be arranged so that the current Chair of Committee, the current Supervisor and Administrator can agree on a recruitment plan for that specific job which adheres to current employment legislation.

The vacancy will be advertised on our website and on the notice board at the nursery. If it is deemed necessary further advertisement of the position will be agreed.

The vacancy will be advertised for a minimum of 7 days, with options to extend if required.

The nursery welcomes applications from all sections of the community, applicants are considered on the basis of their suitability for the post regardless of their marital status, age, gender, culture, religious belief, ethnic origin, disability or sexual orientation.

All applicants must complete a standard nursery job application form. All applications will be reviewed by the Chair, Supervisor and Administrator. Those shortlisted will be called for interview. All other applicants will be advised that they have been unsuccessful either by letter or telephone call. Each application will be assessed using the information contained in the form and in particular the employment history, and qualifications.

All interviews will be minuted and annotated with the panels decision. The interview panel will consist of the Chair of Committee, the Supervisor and the Administrator. Other panellists may be invited to attend if this is deemed appropriate, eg an officer of the committee with a particular area of expertise, or other senior member of staff.

The successful applicant will be advised by telephone, this will be confirmed in writing. They will be advised that an enhanced CRB check and references will be taken prior to the commencement of their employment. The successful candidate should also provide suitable identification, this will usually be taken when completing the CRB documentation. The selection panel can decide to commence employment prior to these documents being received

if they all agree, and on the understanding that any adverse information received may result in the new employee being asked to leave. The nursery would ideally require 2 references, but the panel can accept 1 if this is from a person who has been recently involved with the candidates previous employment. Each case will be individually judged on its merits.

New Employees

New employees will receive a contract of employment as soon as possible and by no later than 2 weeks after their appointment. Contracts are issued in the standard format for the nursery and are accompanied by a job description.

New employees will be subject to a probation period of 3 months. The supervisor will advise the new employee that they have successfully passed this probation period. If an employee does not pass the probation period they will be advised by the Supervisor and the Chair of the Committee, and advised of any further extension to the probation period or dismissed.

All new employees will receive a full induction from the current supervisor within the first week of employment. This induction will include our policy and procedures.

In order to maintain accurate staff records the new member of staff will be asked to provide details of emergency contacts, a note of these details will be kept at the setting. Staff members will also be asked to provide details of their bank account to allow the efficient payment of their wages.

Staffing

Members of staff are expected to conduct themselves in a professional, courteous and helpful manner at all times. They are expected to display knowledge and understanding of the EYFS, and to exhibit a commitment to treating all children and their families as individuals with equal concern and respect.

Whilst working in the setting it is expected that staff will wear their uniform polo shirts and fleeces so that they are easily identifiable.

All staff are expected to adhere to the nursery's policies and procedures.

At least half of our staff hold an NVQ level 3 or equivalent qualification.

At least 1 of our staff in any session will hold a current First Aid Certificate.

Staff are expected to undertake training and development courses according to the nursery's requirements. These will usually be organised by the Supervisor. Regular in-house training is available to all staff. Nursery budgeting allows for training costs when required.

Smoking, drinking and the use of drugs (unless prescribed or over the counter remedies) on the nursery premises is strictly forbidden.

Staff meetings are held on a regular basis and all staff are expected to attend. These meetings will include planning and scheduling of the curriculum as well as being an open forum for

discussion. The progression of the children's development, their achievements and any difficulties will also be discussed.

Staff are expected to telephone the supervisor as early as possible on a day when they will be absent due to ill health. If the supervisor is poorly they must telephone the deputy supervisor and/or the chair of the committee.

New contracts of employment or amendments to employment contracts are issued when required and will cover instances of a change in working hours or pay rates.

Each year staff will sign a declaration to confirm that there has been no significant change in their status, eg a criminal conviction or serious health problem.

CRB checks are undertaken every 5 years on existing members of staff.

The nursery operates a Key Person system and it is expected that each Key Person will maintain their child's records and act as the main point of contact for the families.

The following staffing ratios are used :-

Children aged 3 or under 1 adult : 4 children

Children aged over 3 1 adult : 8 children

The nursery has dedicated members of staff to undertake the SENCO role, Child Protection role and Health and Safety Officer.

The nursery will seek advice from any number of authority bodies from time to time when it is felt necessary. These will include, Ofsted, Norfolk County Council Children's Services, Pre-School Learning Alliance, Charity Commission and others as deemed appropriate.

Annual appraisals are undertaken for each member of staff. The Supervisor will appraise the deputy and assistant supervisors, the Chair of the Committee will appraise the Supervisor and Administrator.

Staff pay and performance is reviewed by the trustees of the nursery.

Volunteers

The nursery believes that the placement of students, volunteers and work experience candidates is a valuable opportunity to build strong links with the wider community and provides the chance to experience new possibilities.

The needs of the children are paramount and the placement of these individuals will only be undertaken if it is felt that it will be a rewarding experience for all concerned. The Supervisor will take the final decision on these placements.

No student, volunteer or work experience placement will be left alone with the children at any time.

If the placement is to be for a period over 2 weeks a CRB check will be undertaken.

These placements cannot be counted in the nursery's staffing ratios.

Temporary Workers – New for this policy

It may be necessary to use temporary staff. This will usually be in order to cover an unexpected staff absence.

Temporary workers will be subject to the same checks as permanent members of staff and in particular an enhanced CRB check will be required. A reference will also be requested.

The employment of these workers will be at the discretion of the Supervisor but should be agreed by the Chair of the Committee.

In order for these workers to be paid they must provide accurate details for the payroll accountants, these details must include their NI number, PAYE status and date of birth. Suitable identification must also be provided. Advice will be sought from the accounts and/or other appropriate source if the nursery requires further confirmation of their suitability to work in the UK or at the setting.

A suitable contract will be sourced and completed for each temporary worker.

Signed	.....
Print Name	..... Chair of Committee
Date Adopted	20 th June 2006
Review Date	Reviewed and amended April 2012, and then annually

Student Placement Policy

We recognise that the quality and variety of work which goes on in a pre-school makes it an ideal place for students on placement from school and college childcare courses, as well as those on the Diploma in Pre-School Practice or Tutor Fieldworker courses.

Students are welcomed into the pre-school on the following conditions:

- The needs of the children are paramount. Students will not be admitted in numbers which hinder the essential work of the pre-school.
- Students must be confirmed by their tutor as being engaged in a bona fide childcare course which provides necessary background understanding of children's development and activities.
- Students required to conduct child studies will obtain written permission from the parents of the child to be studied.
- Any information gained by the students about the children, families or other adults in the pre-school must remain confidential.
- Unless satisfactorily approved by Social Services, students will not have unrestricted access to the children.

Signed	.....
Print Name	..... Chair of Committee
Date Adopted	20 th June 2006
Review Date	Reviewed and amended April 2012, and then annually

Recruitment of Ex-Offenders

Policy Statement

As an organisation using the Criminal Records Bureau (CRB) Disclosure service to assess applicants' suitability for positions of trust, Little Melton Pre-School Nursery complies fully with the CRB Code of Practice and undertakes to treat all applicants for positions fairly. It undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of a conviction or other information revealed.

Little Melton Pre-School Nursery is committed to the fair treatment of its staff, potential staff or users of its service, regardless of race, gender, physical/mental disability or offending background.

We have a written policy on the recruitment of ex-offenders, which is made available to all Disclosure applicants at the outset of the recruitment process.

We actively promote equality of opportunity for all with the right mix of talent, skills, and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications and experience.

A Disclosure is only requested after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a Disclosure is required, all application forms, job adverts and recruitment briefs will contain a statement that a Disclosure will be requested in the event of the individual being offered the position.

Where a Disclosure is to form part of the recruitment process, we encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. We request that this information is sent under separate, confidential cover, to a designated person with Little Melton Pre-School Nursery and we guarantee that this information will only be seen by those who need to see it as part of the recruitment process.

Unless the nature of the position allows Little Melton Pre-School Nursery to ask questions about your entire criminal record, we only ask about unspent convictions as defined in the Rehabilitation of Offenders Act 1974.

We ensure that all those in Little Melton Pre-School Nursery who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act.

At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position sought could lead to withdrawal of an offer of employment.

We make every subject of a CRB Disclosure aware of the existence of the CRB Code of Practice and make a copy available on request.

We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.

Having a criminal record will not necessarily bar you from working with us. This will depend on the nature of the position and the circumstance and background of your offences.

Signed	.....
Print Name	..... Chair of Committee
Date Adopted	11 th March 2009
Review Date	Reviewed and amended April 2012, and then annually



Section 3

Suitable Premises, Environment and Equipment

Health and Safety

Health and Safety

Risk Assessments

Emergency Procedures (please see section1)

Food Hygiene (please see section section1)

Selecting Toys

Jewellery

Influenza

Health and Safety

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.

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.

Our member of staff responsible for health and safety is Pam Constable, she has been trained and is competent to carry out her duties.

- We have public liability insurance and employers liability insurance, the certificate for the public liability insurance is displayed on the parents information board.
- 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 procedures as they understand their shared responsibility for health and safety. 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 operate a no smoking policy.
- Children are made aware of health and safety issues through discussions, planned activities and routines.
- Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- 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.
- We keep a record of all substances that may be hazardous to health - such as cleaning chemicals, or gardening chemicals if used. This states what the risks are and what to do if they have contact with eyes or skin or are ingested. It also states where they are stored.
- We keep all cleaning chemicals in their original containers.
- All floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged.

- All electrical equipment conforms to safety requirements and is checked regularly.
- Our boiler/electrical switch gear/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.
- There are sufficient sockets to prevent overloading.
- Our outdoor area is securely fenced.
- Our outdoor area is checked for safety and cleared of rubbish before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
- Our outdoor sand pit is covered when not in use and is cleaned regularly.
- All outdoor activities are supervised at all times.
- Our daily routines encourage the children to learn about personal hygiene.
- We implement good hygiene practices by:
 - cleaning tables between activities;
 - cleaning toilets regularly;
 - wearing protective clothing - such as aprons and disposable gloves - as appropriate;
 - providing sets of clean clothes;
 - providing tissues and wipes; 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 learn about health, safety and personal hygiene through the activities we provide and the routines we follow.
- Any faulty equipment is removed from use and is repaired. If it cannot be repaired it is discarded.

- Large pieces of equipment are discarded only with the consent of the management committee.

Signed
Print Name Chair of Committee
Date Adopted 20th June 2006
Review Date Reviewed and amended April 2012, and then annually

Risk Assessments

The nursery 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 by assessing and minimising the hazards and risks to enable the children to thrive in a healthy and safe environment.

The basis of this policy is risk assessment. Pre-school Learning Alliance risk assessment processes follow five steps as follows:

- Identification of risk: Where is it and what is it?
- Who is at risk: Childcare staff, children, parents, etc?
- Assessment as to the level of risk as high, medium, low. This is both the risk of the likelihood of it happening, as well as the possible impact if it did.
- Control measures to reduce/eliminate risk: What will you need to do, or ensure others will do, in order to reduce that risk?
- Monitoring and review: How do you know if what you have said is working, or is thorough enough? If it is not working, it will need to be amended, or maybe there is a better solution

Our risk assessment process covers adults and children and includes:

- checking for and noting hazards and risks indoors and outside, and in our premises and for activities;
- assessing the level of risk and who might be affected;
- deciding which areas need attention; and
- developing an action plan that specifies the action required, the time-scales for action, the person responsible for the action and any funding required.
- We maintain lists of health and safety issues, which are checked daily before the session begins as well as those that are checked on a weekly and termly basis when a full risk assessment is carried out.

Signed
Print Name Chair of Committee
Date Adopted 16th February 2011
Review Date Reviewed and amended April 2012 and then annually

Emergency Procedures

(please see section1)

Food Hygiene

(please see section section1)

Selecting Equipment and Toys – Policy and Practice

- The toys, books and equipment in re-school provide opportunities for children, with adult help, to develop new skills and concepts in the course of their play and exploration. The equipment we aim to provide:
- Is appropriate for the ages and stages of the children.
- Offers challenges to developing physical, social and intellectual skills.
- Features positive images of people, both male and female, from a range of ethnic and cultural groups, with and without disabilities.
- Includes a range of raw materials which can be used in a variety of ways and encourages an open-ended approach to creativity and problem solving.
- Will enable children, with adult supervision, to develop individual potential and move towards required learning outcomes.
- Conforms to all relevant safety regulations and is sound and well made.

Signed
Print Name Chair of Committee
Date Adopted 20th June 2006
Review Date Reviewed and amended April 2012, and then annually

Jewellery Policy

Jewellery should be restricted to a pair of ear stud earrings only.

Where jewellery is not removable it should be covered with surgical tape whilst your child is attending nursery to minimise the health and safety dangers to themselves and others. We ask that parents do this before the session begins. Where jewellery is found uncovered after the beginning of the session, the staff will telephone the parents and ask them to return to the nursery to cover the jewellery with the appropriate tape.

Signed
Print Name Chair of Committee
Date Adopted 14th October 2009
Review Date Reviewed and amended April 2012, and then annually

Influenza Policy

The nursery has decided to introduce a policy to specifically cover influenza. This policy covers all strains of 'flu' including Swine flu. It should also be read in conjunction with any up to date information issued by the Health Protection Agency, Department of Health and/or the Department of Education. The nursery will monitor information available concerning the possibility of a flu pandemic and advise parents of any changes to its procedures as a result.

Parents should be aware of the following procedures in place at the nursery :

If you do suspect that you or your child or any member of your immediate family may be showing any flu like symptoms we would advise you to seek medical advice before coming to the nursery. We would also ask that you telephone the nursery to advise us of the situation and to keep us informed of any further developments. You should keep your child away from nursery from the first onset of any symptoms, and keep them away until the symptoms have passed.

It would be very helpful if you could also advise the nursery if you have come into contact with anyone with flu-like symptoms.

If your child becomes ill whilst at the nursery with flu-like symptoms a member of staff will telephone you and ask you to collect your child. Whilst it is difficult to isolate a child with suspected flu in our setting every effort will be made to keep them away from the other children until they are collected.

When a case of flu is confirmed or suspected at the nursery:

If a case of Swine flu has been confirmed within the nursery a letter will be sent to all parents and a notice placed on the notice board. If a case of any other flu has been suspected at the nursery a notice will be placed on the notice board to advise parents.

The current exclusion procedure for infection control as advised by the Health Protection Agency is that children should be kept away 'until recovered'. The nursery would ask that you keep your child away until the symptoms have passed, in particular coughing and sneezing to reduce the possibility of infection. The infectious period for children is usually up to 7 days but could be longer.

If you or someone who would normally drop off or collect your child has suspected flu please could we ask that your child is dropped off with the member of staff at the door and collected from them at the end of session so that you do not enter the main nursery area.

The nursery will remain open unless it is advised to close by the local authority or government department. The normal telephone cascade system for nursery closures will apply. The decision to close the nursery will be made by the supervisor and chair of committee, under advisement of any authority body if applicable.

It is the advice of the Dept of Education and Skills that people should err on the side of caution, and that it is better that a child stays at home for a couple of days with what might

turn out to be a normal cold than that they go to nursery or school and pass on what could be a flu virus.

Hygiene

The nursery would like to reassure parents that the well being of your child remains our priority. Our current hygiene procedures are very stringent and our standards are maintained at a high level. Special hand wash is used by both staff and children and children are always encouraged to wash their hands before having a snack and after toileting.

Anti-bacterial hand wash is always used.

Tissues are always available throughout the session and children are encouraged to use tissues and bin them immediately after use.

Children are advised to cover their nose and mouth when coughing and sneezing.

Staff regularly clean and sanitise the toilets and play areas.

Flu Symptoms:

Most Significant	Other
<ul style="list-style-type: none">• Fever• Cough and/or shortness of breath• Sudden onset of symptoms	<ul style="list-style-type: none">• Aching muscles• Sore throat• Runny nose, sneezing• Loss of appetite• Headache• Malaise (lethargy, listlessness)• Chills

In young children, tiredness, poor feeding and difficulty in breathing can be early signs of flu.

The symptoms of a pandemic flu, (ie when a new flu virus emerges into the human population and spreads readily) would probably be similar but they could be more severe.

This is not an exhaustive list and patients may only exhibit one or two of these symptoms. More detailed advice should be sought from your doctor or NHS direct.

Please note these procedures may be amended if an influenza pandemic is confirmed, all parents will be advised by letter of any changes. Information will also be posted on our notice board and website.

Signed
Print Name Chair of Committee
Date Adopted 12th January 2011
Review Date Reviewed and amended April 2012, and then annually



Section4

Organisation

Administration

Admissions
New Child Welcome Procedures
Fees

Admissions Policy

It is our intention to make our pre-school genuinely accessible to children and families from all sectors of the local community. In order to accomplish this we will:

- Ensure that the existence of the pre-school is widely known in all local communities. We will place notices advertising the pre-school in places where all sections of the community can see them.
- Keep a place vacant, if this is financially viable, in order to accommodate emergency admissions.
- Describe the pre-school and its practices in terms which make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders, and people from all cultural, ethnic, religious and social groups, with and without difficulties.
- Monitor the gender and ethnic background of children joining the group to ensure that no accidental discrimination is taking place.
- Make our equal opportunities policy widely known.
- Be flexible about attendance patterns so as to accommodate the needs of individual children and families.
- Places for new children are allocated on a 'first come first served' basis.
- Requests for additional sessions for existing children will also be dealt with on a 'first come first basis'. If 2 or more children have requested the last available place on a certain day, at the same time, priority will be given to children who live in Little Melton, followed by those who have siblings at the setting, followed by all others.
- We will always advise new parents of our admissions policy so that they are aware of our allocation criteria.

Signed
Print Name Chair of Committee
Date Adopted 11th March 2009
Review Date Reviewed and amended April 2012, and then annually

New Child Welcome Procedures

New Enquiries

When a new enquiry is received at the nursery a progress chart will be started. All enquiries are followed through as per the progress chart – copy attached for reference.

Visits Prior To Start Date

All parents of children due to start at the nursery will be contacted in the half term prior to their start date to arrange a visit to allow the child and parent to become more familiar with the setting. A member of staff will spend time with the parent and child on this visit to guide them through the setting and to answer any queries. There is no time limit on these visits and they do not have to be made by prior arrangement.

Start Date

The administrator will always try to be present on the first day of any new child. If the administrator cannot be present on a first day all paperwork will be handed to the supervisor. The administrator will talk through with the parents the registration process and the childcare contract. This is also an opportunity for parents to ask any questions they may have. Parents are advised that they can stay as long, or as short, a time as they wish in order to settle their child. The nursery recognises that this is a unique experience for each child and parent, and that some children may require more parental support than others when settling in.

The other staff will also be on hand to answer any questions, and to introduce the parents to the red book communication system, the learning stories, and information about the EYFS if wanted.

After the Initial Start

If parents have any queries following their child's start they can refer these to any member of staff. If a key person has been allocated to their child they can raise queries with them. Staff are always available before and after a session, and a private room can be used if the parents wish to discuss anything of a confidential nature.

Signed
Print Name Chair of Committee
Date Adopted 16th February 2011
Review Date Reviewed and amended April 2012 and then annually

Fees Policy

This policy relates to the payment of parent paid fees for the normal sessions, and not the collection of government funding.

Fees

Fees are based on the number of sessions booked, not on attendance.

The management committee decides on the fee due per session, this is usually done annually but could be done more often if circumstances warrant an additional review, eg if the village hall rates increase dramatically. Fee rates are not amended during a half term, and a notice period of at least ½ term is given before a fee change becomes effective. All parents will be advised of the revised sessional rate through one or more of our normal communication channels, these being via the website, on notice boards, in the regular newsletters or in writing to each parent.

Invoicing

Fees for new children joining the nursery will be issued on their first day of attendance.

Fees for existing children on our register will be issued at the beginning of each half term.

All invoices are issued for the full half terms fees, and are placed in the children's trays.

Payment of Fees

All fees are payable within 7 days of receipt.

Fees continue to be due until a place has been cancelled in writing regardless of attendance.

Non-payment or Delayed Payment of Fees

If fees are not made by the 7th day a reminder will be issued to those parents asking them to ensure that fees are paid within the following 7 days. If fees have still not been paid by the 14th day a further reminder will be issued advising the parents that their child's place will be cancelled should the fees not be paid within the following 7 days. Whenever practical a member of staff, or the treasurer will try to speak to the parent concerned.

If no payment has been made, or any other arrangement made for the payment of the fees, the child's place will be cancelled and the parents advised.

The nursery does reserve the right to pursue those fees due prior to a place being cancelled because of non-payment.

The nursery does appreciate that some parents might find it hard to pay fees in one amount, and therefore, does accept payment by instalments subject to certain conditions. These conditions are :-

- All payments by instalments must be made by prior arrangement.
- All instalment arrangements should be based on a practical and manageable principle to suit the needs of the nursery and the parents.
- Any failure to maintain the instalments will result in the total remaining fees being payable in full.
- Any change to the instalments must be agreed by the nursery.

In the event of a debt occurring through non-payment of fees the management committee will decide on what further action should be taken, this may include pursuit of the debt through the county courts. The management committee reserves the right to apply administration fees to any debt to cover the additional work involved.

Signed	.....
Print Name	..... Chair of Committee
Date Adopted	12 th May 2010
Review Date	Reviewed and amended April 2012, and then annually



Section4

Organisation

Child Care Practice

Starting Pre-School
Settling In
Curriculum
Key Persons

Starting Pre-School

The first days

A child who is tense or unhappy will not be able to play or learn properly, so it is important for parents and pre-school staff to work together to help a child feel confident and secure in the group. This takes longer for some children than for others and parents should not feel worried if their child takes a while to settle. The pre-school's policy on "settling in" is within this document.

What to wear

In order to feel free to explore and experiment with all kinds of materials, including messy ones, it is best to send children dressed in clothes which are easily washable or not too new.

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

The nursery does sell polo shirts, sweatshirts and fleece which are suitable to wear at the nursery.

Children should wear suitable footwear which will minimise the risk of slips and trips, and will be appropriate for use on the large play equipment such as the climbing frame.

We hope that all children have a happy and productive time in pre-school. The Committee or staff will be happy to answer any queries.

Signed
Print Name Chair of Committee
Date Adopted 20th June 2006
Review Date Reviewed and amended April 2012, and then annually

Settling in at Pre-School – Policy and Practice

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

In order to accomplish this we will:

- Encourage parents to visit the pre-school with their children during the weeks before an admission is planned.
- Make clear to families from the outset that they will be supported in the pre-school for as long as it takes to settle their child.
- Encourage parents, where appropriate, to separate from their children for brief periods at first, gradually building up to longer absences.
- Reassure parents whose children seem to be taking a long time settling into the pre-school.
- Introduce new families into the group on a staggered basis.

Children cannot play or learn successfully if they are anxious and/or unhappy. Our settling in procedures aim to help parents to help their children feel comfortable in the pre-school, to benefit from what it has to offer, and to be confident that their parents will return at the end of the session.

Signed
Print Name Chair of Committee
Date Adopted 20th June 2006
Review Date Reviewed and amended April 2012, and then annually

Curriculum Policies

Within the group, all children are supported in developing their potential at their own pace. Our system enables us to ensure a planned curriculum tailored to the needs of each child by means of our developmentally appropriate play opportunities and a high level of individual adult input. We offer a curriculum which is carefully planned in line with the stated Government Early Years Foundation Stage Learning Goals for pre-school children and prepares children to progress with confidence to the National Curriculum at the age of five. Activities are offered on a daily basis which meet the learning outcomes in the 6 areas of the Foundation Stage curriculum.

Language and Literacy

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

Personal, social and emotional development

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

Problem Solving, reasoning and numeracy

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

Knowledge and understanding of the world

A safe and stimulating environment allows children to explore and experiment with a range of natural and manufactured materials. They learn to observe the features of objects and substances, recognising differences, similarities and patterns, and to share and record their findings. Children are assisted in exploring and understanding their environment, both within the group and also in the wider community. A range of safe and well maintained equipment enables children to extend their technological understanding, using simple tools and techniques, as appropriate, to achieve their intentions and to solve problems.

Physical development

A range of equipment and opportunities, both indoor and outdoor, allows children to develop confidence and enjoyment in physical skills. A high level of adult supervision enables children to create and meet physical challenges safely, developing increasing skill and control in moving, climbing and balancing. At the same time, children are supported in the development of the fine motor skills required to use tools, including pens and pencils, and to handle small objects with increasing control and precision.

Creative development

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

Signed
Print Name Chair of Committee
Date Adopted 20th June 2006
Review Date Reviewed and amended April 2012, and then annually

Key Person Policy

Each child will be assigned a Key Person, as stated in the statutory guidance for Early Years, after starting at the nursery. The Key Person should help the child to become familiar with the provision and to feel confident and safe within it, developing a genuine bond with the child (and the child's parents/carers) and offering a settled, close relationship.

The Key Person should meet the needs of each child in his/her care and respond sensitively to their feelings, ideas and behaviour, talking to parents/carers to make sure that the child is being cared for appropriately for each family.

(Statutory Framework for the EYFS p.37)

The key person and their responsibilities in the setting are outlined below:

What is the Key Person?

The Key Person is the named member of Staff assigned to an individual child to support his/her development and act as the key point of contact with that child's parent/carers.

This is the *named* member of staff with whom a child has more contact than other adults. The Key Person has special responsibilities for working with a small number of children. The name of the child's key person is written in the front of each child's red book.

What is the Key Person approach?

The EYFS states:

'Children learn to be strong and independent from the base of loving and secure relationships with parents and/or a key person.'

Positive Relationships, EYFS

The Key Person system helps build positive relationships with the children and between parents/carer and staff. This is achieved by:

Shared Care

- An adult who is 'tuned in' to the child and family, and actively builds positive relationships and communications.
- An adult who oversees and builds the shared record of a child's development and progress with staff, parents and other professionals.

Secure Attachment

- An adult who cares and responds sensitively to a child's feelings, ideas and behaviour.
- An adult who is primarily responsible for personal care routines, e.g. nappy changing, toileting, sleep periods, shared eating times.

- An adult who helps the child to become familiar with the setting and to feel confident and safe within it.

Independence

- A trusted and supportive adult who enables independence.
- A supportive adult during new situations and times of anxiety or illness

In addition:

Any observations/assessments made by another member of staff will be recorded and passed to the relevant key person to add to their child’s learning story.

The key person is responsible for writing in their individual key child’s red book as a record of the nursery session. This is particularly important as a means of communication if parents do not come into the setting.

Provision will be made for a ‘deputy’ key person to take over all the key person responsibilities if they are absent from the setting. If this is for a long period of time, parents/carers will be notified of the change in writing.

If parents/carers are unhappy for any reason about their designated key person, the supervisor should be informed and a new key person can be assigned to the child and family. Information regarding this will be kept confidential. If the issue is regarding the supervisor the chair of committee should be informed instead.

Signed	.....
Print Name	..... Chair of Committee
Date Adopted	23 rd April 2012
Review Date	Reviewed annually



Section4

Organisation

Partnerships

The Role of the Parents
Parental Involvement
Policy Matters
Working with other Agencies

The Role of Parents and their Involvement with the nursery

We recognise parents as the first and most important educators of their young children. Our pre-school aims to support parents. Some parents are less well represented in early years settings; these include fathers, parents who live apart from their children but who still play a part in their lives as well as working parents. In carrying out the following procedures, we will always try to ensure all parents are included.

When we refer to 'parents' we mean both mothers and fathers; these include both natural or birth parents as well as step-parents and parents who do not live with their children, but have contact with them and play a part in their lives. 'Parents' also includes same sex parents as well as foster parents.

- We consult with all parents to find out what works best for them.
- We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We 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.
- We encourage and support parents to play an active part in the governance and management of the setting.
- We inform all parents on a regular basis about their children's progress.
- We involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's written developmental records.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We inform parents about relevant conferences, workshops and training by placing notices on the parents board.
- We consult with parents about the times of meetings to avoid excluding anyone.
- We 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.
- We hold meetings in venues that are accessible and appropriate for all.
- We welcome the contributions of parents, in whatever form these may take.
- We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure.

- We 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.

Parents are welcome to:

Work in the group with the children

Assist with fund-raising

Take part in the management of the pre-school

Represent the pre-school at local and county pre-school activities

Attend training courses, workshops and conferences organised by either the Pre-school Learning Alliance or the Norfolk Early Years Support Network.

Signed
Print Name Chair of Committee
Date Adopted 20th June 2006
Review Date Reviewed and amended April 2012, and then annually

Policy Matters and Making

- Policies are written by the Committee following consultation with the staff.
- Policies are officially signed and adopted at Committee Meetings following the discussion and agreement of those Committee members and parents present.
- A full copy of all policies is kept in the setting at all times and parents are regularly encouraged to view this file.
- If parents have any concerns or enquiries regarding a particular policy, the staff or Committee will be happy to have a discussion with them to explain further the reason behind the policy. If, following this discussion, a parent still has serious issues regarding a particular policy, this will be discussed at the next scheduled Committee Meeting, and any subsequent decision reached will be informed to the parent in writing.
- All policies are read and reviewed termly by all staff and Committee members. If any amendments or new policies are required, this will be dealt with at the next scheduled Committee Meeting.

Signed
Print Name Chair of Committee
Date Adopted 20th June 2006
Review Date Reviewed and amended April 2012, and then annually

Working with Other Agencies

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

- We work in partnership or in tandem with, local and national agencies to promote the well-being of children.
- Procedures are in place for sharing of information about children and families with other agencies. These are set out in the Information Sharing policy, Safeguarding Children procedures and the Special Educational Needs procedures.
- Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, we make those individuals welcome in the setting and their professional roles are respected.
- We follow the protocols for working with agencies, for example on child protection.
- Staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child(ren) during their visit.
- Our staff do not casually share information or seek informal advice about any named child/family.
- When necessary we consult with local and national agencies who offer a wealth of advice and information that help us develop understanding of issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.

Signed
Print Name Chair of Committee
Date Adopted 16th February 2011
Review Date Reviewed and amended April 2012 and then annually



Section 5

Documentation

Records

Secure Storage, Handling, Use, Retention and Disposal of Disclosures and Disclosure Information

Children's Records

Staff Records

Setting's Records

Transfer of Records to Schools

Secure Storage, Handling, Use, Retention and Disposal of Disclosures and Disclosure Information

General Principles

As an organisation using the Criminal Records Bureau (CRB) Disclosure service to help assess the suitability of applicants for positions of trust, Little Melton Pre-School Nursery complies fully with the CRB Code of Practice regarding the correct handling, use, storage, retention and disposal of Disclosures and Disclosure information. It also complies fully with its obligations under the Data Protection Act 1998 and other relevant legislation pertaining to the safe handling, use, storage, retention and disposal of Disclosure information and has a written policy on these matters, which is available to those who wish to see it on request.

Storage and access

Disclosure information should be kept securely, in lockable, non- portable, storage containers with access strictly controlled and limited to those who are entitled to see it as part of their duties.

Handling

In accordance with Section 124 of the Police Act 1997, Disclosure information is only passed to those who are authorised to receive it in the course of their duties. We maintain a record of all those to whom Disclosures or Disclosure information has been revealed and it is a criminal offence to pass this information to anyone who is not entitled to receive it.

Usage

Disclosure information is only used for the specific purpose for which it was requested and for which the applicant's full consent has been given.

Retention

Once a recruitment (or other relevant) decision has been made, we do not keep Disclosure information for any longer than is necessary. This is generally for a period of up to six months, to allow for the consideration and resolution of any disputes or complaints. If in very exceptional circumstances, it is considered necessary to keep Disclosure information for longer than six months, we will consult the CRB about this and will give full consideration to the data protection and human rights of the individual before doing so. Throughout this time, the usual conditions regarding the safe storage and strictly controlled access will prevail.

Disposal

Once the retention period has elapsed, we will ensure that any Disclosure information is immediately destroyed by secure means, e.g. by shredding. While awaiting destruction, Disclosure information will not be kept in any insecure receptacle (e.g. waste bin or confidential waste sack). We will not keep any photocopy or other image of the Disclosure or any copy or representation of the contents of a Disclosure. However, notwithstanding the above, we may keep a record of the date of issue of a Disclosure, the name of the subject, the type of Disclosure requested, the position for which the Disclosure was requested, the position for which the Disclosure was requested, the unique reference number of the

Disclosure and the details of the recruitment decision taken.

Signed	.....
Print Name	..... Chair of Committee
Date Adopted	3 rd July 2007
Review Date	Reviewed and amended April 2012, and then annually

Children's Records

There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the Data Protection Act and the Human Rights Act.

This policy and procedure is taken in conjunction with the Confidentiality and Information Sharing policy.

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

Developmental records

- These include observations of children in the setting, photographs, and samples of their work and summary developmental reports.
- These are usually kept in the children's named trays and can be freely accessed by the parents whilst on the premises. Staff are happy to discuss these records with the parents.

Personal records

- These include registration and admission forms, signed consent forms, 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 records are primarily held at the nursery, some records are held by the administrator when required in normal working practices, ie when completing new enquiry progress charts.
- These confidential records are stored in a designated area and are kept secure by the supervisor and /or administrator.
- Parents have access, in accordance with our Client Access to Records policy, 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.

- We retain children’s records for three years after they have left the setting. These are kept in a secure place.

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 are required to respect it.

Signed	.....
Print Name	..... Chair of Committee
Date Adopted	16 th February 2011
Review Date	Reviewed and amended April 2012 and then annually

Staff Records

Staff files are maintained in accordance with current legislation and only contain relevant up to date information.

Information contained in staff files will include :-

- Contracts
- Amendments to contracts
- Annual Declarations
- Personal Details
- Copies of qualification certificates
- Application forms
- Progress charts
- Appraisals

There is also a general staff information file which will contain a single central register of staff details which will detail, amongst other information, the number of the latest CRB and the date it was taken.

A separate file is kept for the payment of wages.

Staff can see their staff file whenever they wish but are not allowed access to other staff member files, the exceptions to this are as follows :

- The supervisor has access to the staff files when required to do so in the course of their duties.
- The administrator has access to the staff files when required to do so in the course of their duties.

All information will be treated with the utmost confidentiality.

Wages information will be provided by the administrator when requested.

Staff files are held in a locked box at the nursery which is kept by the administrator during holiday times and when needed for their duties.

Proforma contracts, amendments and annual declarations are prepared and held by computer, however no personal or specific information about a staff member is held on computer file.

Signed
Print Name Chair of Committee
Date Adopted 16th February 2011
Review Date Reviewed and amended April 2012 and then annually

Setting's Records

We keep records for the purpose of maintaining our business. These include:

- Records pertaining to our registration.
- Village Hall documents and other contractual documentation pertaining to amenities, services and goods.
- Financial records pertaining to income and expenditure.
- Risk assessments.
- Employment records of staff.

Our records are regarded as confidential on the basis of sensitivity of information, such as with regard to employment records and these are maintained with regard to the framework of the Data Protection Act and the Human Rights Act.

This policy and procedure is taken in conjunction with the Confidentiality and Client Access to Records policy and Information Sharing policy.

- All records are the overall responsibility of the officers of the management committee who delegate the day to day responsibility to the administrator and/or the supervisor to ensure they are kept securely.
- All records are kept in an orderly way in files and filing is kept up-to-date.
- Financial records are kept up-to-date for audit purposes.
- Health and safety records are maintained; these include risk assessments, details of checks or inspections and guidance etc.
- Our Ofsted registration certificate is displayed.
- Our Public Liability insurance certificate is displayed.
- All our employment and staff records are kept securely and confidentially.

Signed
Print Name Chair of Committee
Date Adopted 16th February 2011
Review Date Reviewed and amended April 2012 and then annually

Transfer of Records to School

We recognise that children sometimes move to another early years setting before they go on to school although many will leave our setting to enter a nursery or reception class.

We prepare children for these transitions and involve parents and the receiving setting in this process. We prepare records about a child's development and learning in the EYFS in our setting; in order to enable smooth transitions we share appropriate information with the receiving setting or school at transfer.

Confidential records are shared where there have been child protection concerns according to the process required by our Local Safeguarding Children Board.

The procedure guides this process and determines what information we can and cannot share with a receiving school or setting.

Transfer of development records for a child moving to another early years setting or school

- We write a transition report which goes to the school when authorised to do so by the parent.
- This record refers to any additional language spoken by the child and his or her progress in both languages.
- The record also refers to any additional needs that have been identified or addressed by the setting.
- The record also refers to any special needs or disability and whether a CAF was raised in respect of special needs or disability, whether there is a Statement of Special Educational Needs and gives the name of the lead professional.
- The record contains a summary by the key person and a summary of the parent's view of the child. The learning stories can also be sent to the school if the parents wish us to do so.
- The document may be accompanied by other evidence such as photos or drawings that the child has made.

Signed
Print Name Chair of Committee
Date Adopted 16th February 2011
Review Date Reviewed and amended April 2012 and then annually