

**Policies & Procedures**

**2019-2020**

**Contents**

[Introduction 4](#_gjdgxs)

[1. Children’s rights and entitlements 4](#_30j0zll)

[2. Safeguarding children and child protection 9](#_1fob9te)

[3. COVID- 19 Policy 15](#_3znysh7)

[4. COVID 19 Cleaning Policy 19](#_2et92p0)

[5. COVID-19 If a child or member of staff becomes ill and/or displays signs Policy 21](#_tyjcwt)

[6. Use of mobile phones/cameras and social media 22](#_3dy6vkm)

[7. Uncollected child & late collection 23](#_1t3h5sf)

[8. Missing child 25](#_4d34og8)

[9. Employment (Including suitability, contingency plans, training and development) 27](#_2s8eyo1)

[10. Student placements 29](#_17dp8vu)

[11. Induction of staff, volunteers and managers 30](#_3rdcrjn)

[12. Early Years Foundation Stage 30](#_26in1rg)

[13. Food policy 32](#_lnxbz9)

[14. Achieving positive behaviour 33](#_35nkun2)

[15. Health and safety general standards (including Managing children who are sick, infectious, or with allergies) 37](#_1ksv4uv)

[16. Outings and visits 47](#_44sinio)

[17. E-safety for children and families 48](#_2jxsxqh)

[18. Supporting children with special educational needs 50](#_z337ya)

[19. Admissions 52](#_3j2qqm3)

[20. Confidentiality 52](#_1y810tw)

[21. Making a complaint 55](#_4i7ojhp)

[22. Late payment of fees policy 57](#_2xcytpi)

[23. Refunding of pre-school fees 57](#_1ci93xb)

[24. Pre-school closure 58](#_3whwml4)

[25. Bereavement Policy 58](#_2bn6wsx)

# Introduction

Our policies and procedures are the rules required for running our setting in a way which complies with the requirements of the DfE’s *Statutory Guidance for the Early Years Foundation Stage* (EYFS) and Ofsted registration and they must be adhered to.

Our policies and procedures are compliant with the EYFS and explain to staff and parents the type of childcare we offer and what actions we take to achieve this.

The EYFS requires us to have these written policies and procedures; and to provide staff with training at induction to ensure that they fully understand, and know how to implement, the policies and procedures and to ensure that they are accessible and clearly explained to parents.

We must meet all the statutory requirements of the Early Years Foundation Stage and take all necessary steps to keep children safe and well. Each of the policies and procedures that we are required to have in place to do this are provided in this publication and organised under each of the ten Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Also included are policies or procedures that the Early Years Alliance recommends as good practice.

 All staff and the management committee will be asked to share decisions about any necessary changes to policies and procedures. Policies will be reviewed annually or when new information is discovered that changes our practice. Key policies will be discussed regularly at staff meetings to ensure staff have a good understanding of them.

# Children’s rights and entitlements

**Policy statement**

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

**What it means to promote children’s rights and entitlements to be ‘*strong, resilient and listened to’.***

To be strong means to be:

* secure in their foremost attachment relationships, where they are loved and cared for by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on;
* safe and valued as individuals in their families and in relationships beyond the family, such as day care or school; self-assured and form a positive sense of themselves – including all aspects of their identity and heritage;
* included equally and belong in early years settings and in community life;
* confident in abilities and proud of their achievements;
* progressing optimally in all aspects of their development and learning;
* part of a peer group in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world; and
* able to represent themselves and participate in aspects of preschool life that affect them, as well as aspects of key decisions that affect their lives.

To be resilient means to:

* be sure of their self-worth and dignity;
* be able to be assertive and state their needs effectively;
* be able to overcome difficulties and problems, with support as necessary;
* be positive in their outlook on life;
* be able to cope with challenge and change;
* have a sense of justice towards themselves and others;
* develop a sense of responsibility towards themselves and others; and
* be able to represent themselves and others in key decision making processes.

To be listened to means:

* adults who are close to children recognise their need and right to express and communicate their thoughts, feelings and ideas;
* adults who are close to children are able to tune in to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated;
* adults who are close to children are able to respond appropriately and, when required, act upon their understanding of what children express and communicate; and
* adults respect children’s rights and facilitate children’s participation and representation in imaginative and child centred ways in all aspects of core services.

**Valuing diversity and promoting equality**

We will ensure that our service is fully inclusive in meeting the needs of all children. We recognise that children and their families come from diverse backgrounds. All families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds. Children grow up in diverse family structures that include two parent and one parent families; some children have two parents of the same sex. Some children have close links with extended families of grandparents, aunts, uncles and cousins; while others may be more removed from close kin, or may live with other relatives or foster carers.

Some children have needs that arise from disability or impairment, or may have parents that are affected by disability or impairment. Some children come from families who experience social exclusion or severe hardship; some have to face discrimination and prejudice because of their ethnicity, the languages they speak, their religious or belief background, their gender or their impairment.

We understand that these factors affect the well-being of children and can impact on their learning and attainment. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

* provide a secure and accessible environment in which all of our children can flourish and in which all contributions are considered and valued;
* include and value the contribution of all families to our understanding of equality and diversity;
* provide positive non-stereotyping information about gender roles, diverse family structures, diverse ethnic and cultural groups and disabled people;
* improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
* challenge and eliminate discriminatory actions;
* make inclusion a thread that runs through all of the activities of the setting; and
* foster good relations between all communities.

**Admissions**

Our setting is open to all members of the community.

* We advertise our service widely.
* We reflect the diversity of our society in our publicity and promotional materials.
* We provide information in clear, concise language, whether in spoken or written form.
* We will aim to provide information in other languages if necessary.
* We base our Admissions Policy on a fair system.
* We ensure that all parents are made aware of our Valuing Diversity and Promoting Equality Policy.
* We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equalities Act (2010). These are:
* disability;
* race;
* gender reassignment;
* religion or belief;
* sex;
* sexual orientation;
* age;
* pregnancy and maternity; and
* marriage and civil partnership.
* We do not discriminate against a child with a disability or refuse a child entry to our setting for reasons relating to disability.
* We ensure, wherever possible, that we have a balanced intake of boys and girls in the setting.
* We develop an action plan to ensure that people with impairments can participate successfully in the services offered by the setting and in the curriculum offered.
* We take action against any discriminatory behaviour by staff or parents whether by:
* direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of some racial groups from using the service;
* indirect discrimination - someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
* association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or
* perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation because of their mannerisms or how they speak.
* Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on, or around, the premises and will be dealt with immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and to act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises.

**Curriculum**

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

Our environment is as accessible as possible for all visitors and service users. If access to the settings is found to treat disabled children or adults less favourably, then we make reasonable adjustments to accommodate the needs of disabled children and adults. We do this by:

* making children feel valued and good about themselves and others;
* ensuring that children have equality of access to learning;
* undertaking an access audit to establish if the setting is accessible to all children;
* making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
* making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys;
* positively reflecting the widest possible range of communities in the choice of resources;
* avoiding stereotypes or derogatory images in the selection of books or other visual materials;
* celebrating a wide range of festivals;
* creating an environment of mutual respect and tolerance;
* differentiating the curriculum to meet children’s special educational needs;
* helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
* ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
* ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
* ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

*Valuing diversity in families*

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

*Food*

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

*Meetings*

* Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.
* We positively encourage fathers to be involved in the setting, especially those fathers who do not live with the child.
* Information about meetings is communicated in a variety of ways - written, verbal and in translation – to ensure that all mothers and fathers have information about, and access to, the meetings.

# Safeguarding children and child protection

(Including managing allegations of abuse against a member of staff and use of mobile phones and cameras)

**Policy statement**

Our setting will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life. Our Safeguarding Policy is based on the three key commitments of the Early Years Alliance (EYA) Safeguarding Children Policy.

**Procedures**

We carry out the following procedures to ensure we meet the three key commitments of the EYA:

**Safeguarding Children Policy**

**KEY COMMITMENT 1**

Cold Ash Pre-school is committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of its service delivery.

*Staff and volunteers*

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

Zoe Denness

* Our designated officer (a member of the management team) who oversees this work is:

Sharon Moore

* We ensure all staff are trained to understand our safeguarding policies and procedures and that parents are made aware of them too.
* All staff have an up-to-date knowledge of safeguarding issues.
* We provide adequate and appropriate staffing resources to meet the needs of children.
* Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
* Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Disclosure and Barring Service before posts can be confirmed.
* Where applications are rejected because of obtaining information that has been disclosed, applicants have the right to know and to challenge incorrect information.
* We abide by Ofsted requirements in respect of references and Criminal Record Bureau checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
* Volunteers do not work unsupervised.
* The Administrator records information about staff qualifications, and the identity checks and vetting processes that have been completed including:
* the criminal records disclosure reference number;
* the date the disclosure was obtained; and
* details of who obtained it.
* We inform all staff that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us). Staff are asked to sign a declaration form during their induction, then annually thereafter. If a member of staff finds themselves disqualified by association, the LADO will be contacted and a waiver will be sought from Ofsted.
* We abide by the Safeguarding Vulnerable Groups Act (2006) requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern.
* We have procedures for recording the details of visitors to the setting.
* We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
* We take steps to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child.

**KEY COMMITMENT 2**

Cold Ash Pre-school is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with national guidance from *Working together to safeguard children 2018, Keeping children safe in education 2019, The Prevent Duty* and the procedures that are found on the website <http://proceduresonline.com/berks/>

*Responding to suspicions of abuse*

* We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
* When children are suffering from physical, sexual or emotional abuse, or experiencing neglect, this may be demonstrated through:
* significant changes in their behaviour;
* deterioration in their general well-being;
* their comments which may give cause for concern, or the things they say (direct or indirect disclosure);
* changes in their appearance, their behaviour, or their play;
* unexplained bruising, marks or signs of possible abuse or neglect; and
* any reason to suspect neglect or abuse outside the setting.
* We take into account factors affecting parental capacity, such as social exclusion, domestic violence, parent’s drug or alcohol abuse, mental or physical illness or parent’s learning disability.
* We are aware of other factors that affect children’s vulnerability such as, abuse of disabled children; domestic abuse (either as a victim or a witness); fabricated or induced illness; child abuse linked to beliefs in spirit possession; child abuse linked to radicalisation and exposure to extremist views; sexual exploitation of children, such as through internet abuse; and Female Genital Mutilation; that may affect, or may have affected, children and young people using our provision.
* We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with.
* Where we believe that a child in our care or that is known to us may be affected by any of these factors we follow the procedures below for reporting child protection concerns.
* Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the member of staff who is acting as the 'designated person'. The information is stored on the child's personal file.
* We refer concerns to the Children and Families Social Care Services, Contact Assessment and Advice Service, and co-operate fully in any subsequent investigation. NB: In some cases this may mean the police or another agency identified by Berkshire West Safeguarding Children’s Partnership.
* We take care not to influence the outcome either through the way we speak to children or by asking questions of children.
* We take account of the need to protect young people aged 16-19 as defined by the Children Act 2004. This may include students or school children on work placement, young employees or young parents. Where abuse is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account, but the setting may override the young person’s refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.

*Recording suspicions of abuse and disclosures*

* Where a child makes comments to a member of staff that give cause for concern (disclosure), or a member of staff observes signs or signals that give cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect; that member of staff:
* listens to the child, offers reassurance and gives assurance that she or he will take action;
* does not question the child;
* makes a written record that forms an objective record of the observation or disclosure that includes: the date and time of the observation or the disclosure; the exact words spoken by the child as far as possible; the name of the person to whom the concern was reported, with the date and time; and the names of any other person present at the time.
* These records are signed and dated and kept in the child's personal file, which is kept securely and confidentially.
* The member of staff acting as the 'designated person' is informed of the issue at the earliest opportunity.
* Where the Local Safeguarding Children Board stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by the Local Safeguarding Children Board.

*Making a referral to the local authority children's social care team*

* The Early Years Alliance’s publication Safeguarding Children contains procedures for making a referral to the local children's social care team, as well as a template form for recording concerns and making a referral. This is based on information found on the website http://proceduresonline.com/berks/

*Informing parents*

* Parents are normally the first point of contact. We discuss concerns with parents to gain their view of events, unless we feel this may put the child in greater danger.
* We inform parents when we make a record of concerns in their child’s file and that we also make a note of any discussion we have with them regarding a concern.
* If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the guidance of the Local Safeguarding Children Board does not allow this, for example, where it is believed that the child may be placed in greater danger.
* This will usually be the case where the parent is the likely abuser. In these cases the social workers will inform parents.

*Liaison with other agencies*

* We work within Berkshire West Safeguarding Children’s Partnership’s guidelines.
* We have procedures for contacting the local authority regarding child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and children's social care to work well together.
* We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the well-being of children or where an allegation of abuse is made against a member of staff (whether the allegations relate to harm or abuse committed on our premises or elsewhere). Notifications to Ofsted are made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.
* Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept, their helpline phone number is 08088005000.

*Allegations against staff and whistleblowing*

* If any parent or member of staff is concerned about and/or would like to complain about the behaviour or actions of members of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting (which may include an allegation of abuse) they should contact our Designated Safeguarding Lead, Zoe Denness (either face-to-face at the setting or at leader@coldashpreschool.org.uk) or our designated safeguarding officer, Sharon Moore (either face-to-face at the setting, 07712 501070 or at chair@coldashpreschool.org.uk) as soon as possible after the alleged incident or cause for concern. Alternatively, if any parent is concerned about a child then West Berkshire Child Protection can be contacted directly on 01635503090. The NSPCC’s helpline (also referred to above) is 08088005000.
* We respond to any inappropriate behaviour displayed by members of staff or any other person working with the children, which includes:
* inappropriate sexual comments;
* excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images.
* We follow the guidance of Berkshire West Safeguarding Children’s Partnership when responding to any complaint that a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, has abused a child.
* We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.
* We refer any such complaint immediately to the Local Authority Designated Officer (LADO) to investigate:

Fiona Goussard 01635 519093 child.child@westberks.gcsx.gov.uk

CAAS 01635 503190

* We also report any such alleged incident to Ofsted, as well as what measures we have taken. We are aware that it is an offence not to do this.
* We co-operate entirely with any investigation carried out by children’s social care in conjunction with the police.
* Where the management team and children’s social care agree it is appropriate in the circumstances, the chair/director/owner will suspend the member of staff on full pay, or the volunteer, for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff, as well as children and families throughout the process.

*Disciplinary action*

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

**KEY COMMITMENT 3**

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

*Training*

* We seek out training opportunities for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals.
* We ensure that designated persons receive training in accordance with that recommended by the Berkshire West Safeguarding Children’s Partnership.
* We ensure that all staff know the procedures for reporting and recording any concerns they may have about the provision.
* Our induction training ensures staff know and understand their role in relation to safeguarding. This includes informing them that use of personal mobile phones and cameras is prohibited at preschool.

*Planning*

* The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being visible or audible to others. For children’s toileting needs an open-door policy is in place.

*Curriculum*

* We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and so that they develop an understanding of why and how to keep safe.
* We create within the setting a culture of value and respect for individuals and promote the fundamental British values of democracy, the rule of law, individual liberty and having mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. We create a culture of having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
* We ensure that this is carried out in a way that is developmentally appropriate for the children.

*Confidentiality*

* All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of Berkshire West Safeguarding Children’s Partnership.

*Support to families*

* We believe in building trusting and supportive relationships with families, staff and volunteers in the group.
* We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, information sharing, monitoring of the child, and liaising at all times with the local children’s social care team.
* We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
* We follow the Child Protection Plan as set by the child’s social care worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.
* Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure and only if appropriate under the guidance of the Berkshire West Safeguarding Children’s Partnership.

**Looked after children**

Early years settings are committed to providing quality provision based on equality of opportunity for all children and their families. All staff in our provision are committed to doing all they can to enable ‘looked after’ children in their care to achieve and reach their full potential. In order to support 'looked after' children at our pre-school, we would always ensure that we work closely with carers and any professional involved to meet the individual needs of the child.

**Younger Siblings**

Parents are made aware that they are welcome to bring pre-school children’s siblings with them when they do parent help but the sibling must be with and in the responsibility of the parent at all times. Staff are not responsible for the care or welfare of siblings. Siblings are not allowed in the kitchen, cupboard or any other areas that are out of bounds to pre-school children.

# COVID- 19 Policy

This is a working document and by no means a comprehensive list and is subject to change at any time.

**September return to work**

The pre-school will be running on slightly reduced hours to allow for the setting to be cleaned. Our temporary hours will be as follows: Mon- 9.15-2.30, Tues- 9.15- 2.30, Wed- 9.15- 1.15, Thurs- 9.15- 2.30 and Fri- 9.15- 1.15. The pre-school will be operating as one bubble, this will allow children to return to their normal days. Parents will not be able to access the pre-school premises unless agreed with the manager or deputy.

NB: Please ensure your child/children have their coats on and their snack and water bottle are in their bags so they do not have too much to carry.

**Can my child attend two settings?**

If your child normally attends two settings, e.g. pre-school and a nursery, we are advising at this time that you will need to make a choice between Cold Ash Pre-school and your other setting. Guidelines request that we reduce the amount of mixing across different groups of children at this time and we ask parents to honour this request. If your child is looked after by a childminder eg: wrap around care, the situation is slightly different due to the reduction in numbers of children involved. Please speak to Clare Wormald or Zoe Denness if this is the case and we will advise on the procedure we require you to adhere to. Please note this is under constant review and parents will be contacted as soon as the situation changes. **If it is found that children are attending two settings, we will ask for that child to be removed from pre-school until such a time that the guidelines change or normality resumes. (If you would like to defer your child’s start date as a result of this measure, please contact Clare Wormald or Zoe Denness)**

**Daily Procedure and changes to usual routines**

Staff are to wash their hands on arrival.

Staff to set up hall/outdoor space on arrival in the morning. The session will run out in the garden, unless the weather does not allow this.

All soft toys, dressing up clothes and rugs will not be in use at this time but all other resources are available.

Coats, bags, lunch boxes and change of shoes will be hung up in the garden as children arrive

Water play, the mud kitchen and sand pit are still restricted however, we will provide access to the water, sand and mud but on a smaller scale for the time being. This will be renewed every day.

The setting will be cleaned at the end of the day using warm soapy water and/or anti-bacterial spray, disinfectant, dilute bleach etc. (See cleaning policy). The resources and toys will be cleaned on a rota basis throughout the week.

Snack time and lunch time will continue as normal, ensuring all equipment and surfaces are cleaned afterwards.

**On the gate (side gate to garden)**

Parents/carers to respect social distancing whilst waiting for pre-school to open.

A member of staff will supervise the entry and exit of all children at this gate. If a child won't leave their parent/carer, they need to wait until all other children have been dropped off and then a staff member will support with this.

Parents/carers do not access the site. Children are to be handed over at the gate.  Unless agreed with the Leader or deputy.

Only one parent/carer to drop off and pick up, other children or family members should stay at home or in the car.

One parent/carer at the gate at a time, other children being dropped off should remain 2 metres away.

Depending on attendance, drop off and pick up may need to be staggered.

Children are to wash their hands at the wash station in the garden.

Children must only attend one setting outside of the home environment. Excluding childminders wrap around care.

**Implementing Safety Precautions**

All Children and Staff will be one bubble and will be mindful of mixing with other groups out of setting.

Staff to avoid getting down to eye-level with children as much as possible, there will be times eg: when a child is upset or injured, where this cannot be avoided.

In close proximity, staff should remain above or behind children (if you think about trajectory this maintains a reasonable distance between a child’s mouth possibly ejecting Covid-19 and our mouths/noses inhaling it.  If we stand behind children, the likelihood is even less.

If anyone begins to show symptoms during a session they must be removed from the other children with one member of staff (PPE to be worn) and is to be collected as soon as possible (see sick child or adult policy).

Anyone who develops symptoms: cough, temperature or loss or change to sense of taste or smell **MUST** follow the 10 day isolation period with family members isolating for 14 days.

Children and staff  **MUST NOT** attend pre-school if they or any other family member is isolating due to showing symptoms of COVID-19.

Please arrange a test if you or your child develops symptoms and inform the pre-school. If the test is positive, please follow [guidance for households with possible or confirmed coronavirus (COVID-19) infection](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance), and engage with the NHS Test and Trace process.

We will also be promoting the “Catch it, Bin it, Kill it” approach to ensure good respiratory hygiene, children will wash their hands after using and disposing of tissues.

**Staff**

Staff to arrive in uniform for the session/day.

Staff can if they wish, change out of their uniform at the end of session/day and bag up clothes to be washed prior to the next session. This may seem extreme, but it will minimise the risk of any transmission of Covid back to your home environments.

The kitchen will not be in use and if anything is required that is in the kitchen only 1 member of staff will be allowed access.

Bring your own full lidded coffee/tea cups or water, lunch and cutlery to session. No-one is to leave the premises during working hours.

PPE – Disposable gloves, disposable aprons and masks (personal choice) to be used for cleaning, managing children’s personal care, preparing lunches etc. They do not need to worn during the session as they can create a false sense of security, skin is your glove (Covid 19 cannot be absorbed through the skin or any cuts) regular handwashing in warm running water with soap is the best protection.

**WASH YOUR HANDS AND WRISTS**  as soon as possible after any interaction with children or surfaces.

Hand sanitizers to be available (for staff only) at various points around pre-school.

The use of face-masks is not mandatory and it is your choice whether to wear one or not.  Face masks only protect children from YOUR germs, not the other way round.

Cleaning schedule to be implemented with a focus on cleaning high-touch surfaces such as taps, toilet seats, door handles, chairs, tables, gate, keypad etc.  Toilets to be cleaned after each use (adults and child). Cleaning of all toys/equipment will be carried out on a rota basis. The setting will be cleaned every day.

**Mental Health and Wellbeing**

During this time some children may experience feelings such as anxiety, stress or low mood, listed below are some online resources available to help you and your child with mental health:

* [MindEd](https://www.minded.org.uk/), a free educational resource from Health Education England on children and young people’s mental health
* [Rise Above](https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview), which aims to build resilience and support good mental health in young people aged 10 to 16
* [Every Mind Matters](https://www.nhs.uk/oneyou/every-mind-matters/), which includes an online tool and email journey to support everyone to feel more confident in taking action to look after their mental health and wellbeing
* [Bereavement UK](https://www.childbereavementuk.org/) and the [Childhood Bereavement Network](http://www.childhoodbereavementnetwork.org.uk/covid-19.aspx), provide information and resources to support bereaved pupils, schools and staff

**Other things/thoughts:**

Children who are upset or hurt will need a cuddle but you will need to think carefully how you comfort a child without putting yourself at risk. You need to avoid trying to pick children up or being at their level - goes against everything we would do naturally I know.  Let them squeeze your leg, rub their back, offer comforting words, just try to remain above them. This is why I recommend changing clothes when you leave at the end of the day.

Parents/carers need to advise us in advance of any chances in family circumstances during lockdown that may affect the child.

Please bear in mind the need to be flexible with our plan because the government and local authority guidelines could change, so keep a close on eye on emails regarding changes that could happen overnight. Please let us know if you change your email address and/or phone number.

Please note that as the hall reopens to the wider community, we have been informed that should a person display symptoms and test positive to Covid-19, the hall will be shut down temporarily to allow for safety measures to be carried out.

If a local lockdown is required, we will inform parents via email or telephone and the pre-school will remain shut until the government considers it safe to do so.

# COVID 19 Cleaning Policy

Government guidelines have been set with regards to the cleaning of settings during the COVID 19 pandemic. As a setting we will be adhering to these guidelines as much as is practically possible to ensure the safety of the children and staff in our setting and to help reduce the risk of infection to a minimum.

**During a session:**

Staff will regularly clean high use areas with warm soapy water eg: door handles, light switches, toilets, wash-basins, gate handles, pens, paintbrushes, scissors etc.

The water will then be disposed of down the drain and the cloth put for a wash or disposed of in a lidded bin, which will be bagged at the end of the session and put into the green bin at the back of the building.

Staff are required to use PPE during cleaning (disposable gloves and apron).

**NB:** All surfaces need to be cleaned with warm, soapy water and left to dry, not wiped with a dry cloth as this can spread the virus. Splashing and spraying whilst cleaning should be avoided where possible.

**At the end of each session the following cleaning procedure is required:**

Staff will wash with warm soapy water and disinfect, all high use areas, and the hall at the end of a session. Equipment and resources will be washed on a rotation basis throughout the week.

Staff are required to use PPE during cleaning (disposable gloves and apron).

**Cleaning of setting after a child/staff member is suspected/confirmed to have COVID 19:**

All areas should be shut off and any doors or windows opened to allow the air to circulate.

Wait 24 Hours or as long as practically possible before beginning the cleaning process.

Staff are required to wear full PPE for cleaning at this time (covering the eyes, nose and mouth, in addition to disposable gloves and apron).

Staff will clean and disinfect all areas, equipment and resources used by the child/staff member.

If it has been more than 7 days since the person with suspected/confirmed COVID 19 used the setting, additional cleaning and disinfecting is not necessary.

Hard (Non-porous) surfaces:

* If surfaces are dirty, they should be cleaned using soap and warm water prior to disinfection.
* For disinfection, most common EPA-registered household disinfectants should be effective. Follow the manufacturer’s instructions for all cleaning and disinfection products for concentration, application method and contact time, etc.

Soft (Porous) surfaces:

* For soft (porous) surfaces such as carpeted floor, rugs, and drapes, remove visible contamination if present and clean with appropriate cleaners indicated for use on these surfaces.
* If the items can be laundered, launder items in accordance with the manufacturer’s instructions using the warmest appropriate water setting for the items and then dry items completely.
* Otherwise, use products [that are EPA-approved for use against the virus that causes COVID-19external icon](https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2) and that are suitable for porous surfaces.

**NB: Rugs, dressing up clothes/materials and other soft furnishings will not be available at this time due to not being able to clean and disinfect them appropriately.**

Electronics (Tablets, Computer, Telephone):

* Remove visible contamination if present with wipes (alcohol based) or spray (alcohol based) where possible.
* Follow the manufacturer’s instructions (if available) for all cleaning and disinfection products.
* Allow surfaces to dry thoroughly.

Linens, Clothing, and Other Items That Go in the Laundry:

* Do not shake dirty laundry (possibility of dispersing the virus through the air).
* Wash items in accordance with manufacturing instructions, if possible on the warmest setting and dry items thoroughly. (Staff will be provided with Scrub/linen bags to put work clothes in and put straight in the washing machine once home).
* Clean and disinfect any basket used to transport dirty laundry.

Personal Protective Equipment (PPE) and Hand Hygiene:

* Disposable gloves and disposable aprons should be worn when cleaning and handling rubbish. Masks/shields are not essential but can be worn. However, if fluids from the child/staff member are suspected then they should be worn to protect the cleaners eyes, mouth and nose.
* All PPE should be carefully removed, double bagged and stored for 72 hours prior to disposal. Hands and wrists should then be washed for 20 seconds.
* Hands should be washed with warm, soapy water, where this is not available an alcohol based hand sanitizer (60% or more) can be used, after removing gloves.
* Gloves should be removed after cleaning a room or area occupied by ill persons and disposed of. [Clean hands](https://www.cdc.gov/handwashing/when-how-handwashing.html) immediately after gloves are removed.
* Cleaning staff should immediately report breaches in PPE such as a tear in gloves or any other potential exposures to their supervisor.

**Additional Information:**

This document is subject to change and will be updated with additional guidance if/when this happens.

**Additional Considerations for Employers:**

* Employers should make sure that staff know the procedures to follow if they or a family member develop any symptoms and what symptoms to be aware of.
* Employers should make staff aware of the correct PPE to use for cleaning the setting.
* Employers should make staff aware on how to use and store cleaning products safely.

# COVID-19 If a child or member of staff becomes ill and/or displays signs Policy

In line with the government guidelines, set out below is the procedure that will be followed should a child/staff member displays signs of COVID 19 whilst at the setting:

Anyone becoming unwell - with a new continuous cough, high temperature or a loss or change to sense of smell or taste - within the setting will be sent home immediately and advised to follow the [COVID-19: guidance for households with possible coronavirus infection guidance](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance).

Whilst awaiting collection the child will be moved to an isolated area (or a minimum of 2 metres away from others, if this is not possible) with ventilation (open windows) and adult supervision. Staff will access the isolation box and wear full PPE (disposable gloves, apron and mask. Eye protection if there is a risk of coughing/sneezing) during this time and follow the hand washing procedure and disposal of PPE procedure after the child has been collected.

Where possible the area should be cleaned after the child has left. Any toys/resources that the child has used during the session should be removed immediately for cleaning (Follow the cleaning policy).

If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.

In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital.

The member of staff dealing with the child is not required to go home unless they develop symptoms themselves or the child tests positive.

**What happens if there is a confirmed case of coronavirus in a setting?**

When a child, young person or staff member develops symptoms compatible with coronavirus, they will be sent home and advised to self-isolate for 10 days. Their fellow household members should self-isolate for 14 days.

The leader will notify the hall and keep them up to date with any changes.

All staff will have access to a test if they display symptoms of coronavirus, and are encouraged to get tested in this situation.

If the test results are negative, they can return to setting and family members do not need to continue to self-isolate.

If the test results are positive, the setting will close, all children and staff will be sent home and advised to self-isolate for 14 days. Other family members do not need to self-isolate unless their child or staff member develops symptoms. Please follow the [guidance for households with possible or confirmed coronavirus (COVID-19) infection](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance) and engage with the NHS test and trace process.

West Berkshire will be informed if the pre-school has a suspected/confirmed case and we will follow any further advice they provide. Public Health England’s local health protection teams may conduct an investigation and provide further advice to the pre-school and other local settings.

# Use of mobile phones/cameras and social media

We take steps to ensure that there are effective procedures in place to protect children, young people, and vulnerable adults from the unacceptable use of mobile phones and cameras in the setting.

**Internal/ Staff procedures:**

* Personal mobile phones or cameras and videos belonging to members of staff are not used on the premises during working hours. New staff members are informed of this during their induction.
* At the beginning of each individual’s shift, personal mobile phones are stored in the kitchen with the rest of the staff’s personal belongings.
* In the event of an emergency, personal mobile phones may be used in the privacy of the kitchen, with permission from the manager. Personal mobile phones may also be used by staff in the kitchen during their lunch break.
* Members of staff ensure that the telephone number of the setting is known to immediate family and other people who need to contact them in an emergency.
* Members of staff will not use their personal mobile phones for taking photographs of children at any time.
* Photographs may be used by the preschool in marketing materials (website, posters, brochures, leaflets etc.). We will only use these photographs in accordance with the parents’ completed permission, found on the consent forms and eyLog consent form, both completed at registration.

**External/ Visitor procedures:**

* Parents and visitors are requested not to use their mobile phones whilst on the premises. There is an exception if a visitor’s company or organisation operates a lone working policy that requires contact with their office periodically throughout the day. Parents and visitors will be advised of a quiet space where they can use their mobile phone, where there are no children present.
* Where parents request permission to photograph or record their own children at special events, permission will first be gained from all parents for their children to be included. Parents will be informed that photos taken at these events which include other children in the frame are not to be shared on social media. Any photographs posted on social media sites must only include the parent’s child and all other children must be cropped out or blurred. If we discover any breaches of other families’ privacy on social media sites we will ask that these photos are removed.
* Photographs and recordings of children are only taken of children if there is written permission to do so (found on the individual child’s Consent Form and eyLog consent form, both completed at enrolment). For the purposes of recording children’s learning and development, photographs, videos and audio clips are taken on preschool tablets and stored on eyLog’s secure server to be shared with the child’s parents.
* Each year a professional photography company visits to take portrait photographs of the children for parents to purchase. Parents are given the choice to opt out of this if they wish, and photographs are not shared with other children’s parents.

**Social Media**

At Cold Ash Pre-school we consider it extremely important that we work in partnership with parents and keep the lines of communication open. There are several means of communication:

* email
* phone call
* a note in the diary
* an arranged meeting
* a quick moment at drop off and pick up (staff only have limited time at these times)

**Whilst we strive to build positive relationships with families we need to remain professional and respect confidentiality to safeguard everyone. To help staff abide by these codes of professional conduct they are not permitted to engage with parents on social media. We therefore request that you refrain from asking staff to join your social media accounts.**

# Uncollected child & late collection

**Policy statement**

In the event that a child is not collected by an authorised adult at the end of a session/day, we put into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child. The child will receive a high standard of care in order to cause as little distress as possible.

**Procedures**

* Parents of children starting at the setting are asked to provide specific information, which is recorded on our Enrolment Form. This includes information about additional adults that may collect their child from pre-school.
* On occasions when parents, or the persons normally authorised to collect the child, are not able to collect the child, they provide us with written details of the name, address and telephone number of the person who will be collecting their child. We agree with parents on a password, this is how we verify the identity of the person who is to collect their child.
* If a child is not collected at the end of the session/day, we follow the procedures below:
* The diary is checked for any information about changes to the normal collection routines.
* If no information is available, parents/carers are contacted at home or at work.
* If this is unsuccessful, the adults who are authorised by the parents to collect their child from the setting - and whose telephone numbers are recorded on the Registration Form - are contacted.
* All reasonable attempts are made to contact the parents or nominated carers.
* The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
* If no-one collects the child one hour after the setting has closed, or staff members can no longer supervise the child at the setting, and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.
* We contact West Berkshire Contact Assessment and Advice Service (CAAS):

 CAAS 01635 503090, out of hours 01344 786543

* The child stays at the setting in the care of two fully-vetted workers until the child is safely collected either by the parents or by a social care worker.
* Social care will aim to find the parent or relative. If they are unable to do so, the child will become looked after by the local authority.
* Under no circumstances will staff go to look for the parent, nor do they take the child home with them. A full written report of the incident is recorded in the child’s file.
* **Due to the limited time that we have to clean and vacate the hall after each session, we will monitor late collections of children and repeated late collection will incur a late collection fee of £10. Late collection is deemed '5 minutes after pick up time' and will be charged from the third and every subsequent instance.**

# Missing child

**Policy statement**

Children’s safety is our highest priority, both on and off the premises. Every attempt is made, through following the outings procedure and the exit/entrance procedure, to ensure the security of children is maintained at all times. In the unlikely event of a child going missing, our missing child procedure is followed.

**Procedures**

Child going missing on the premises

* As soon as it is noticed that a child is missing, the staff alert the Pre-school Leader or Deputy Manager in the Leader’s absence.
* The Pre-school Leader or Deputy Manager does a thorough check of the preschool building and garden area.
* If the child is not found, the Pre-school Leader or Deputy Manager calls the police and reports the child as missing and then calls the parent.
* The register is checked to make sure no other child has also gone astray.
* Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
* The Pre-school Leader or Deputy Manager talks to the staff to find out when and where the child was last seen and records this.
* The Pre-school Leader or Deputy Manager contacts the Chair of the Management Committee and reports the incident. The Chair or another member of the Management Committee comes to the preschool immediately to carry out an investigation, with the Pre-school Leader or Deputy Manager where appropriate.

**Child going missing on an outing**

This describes what to do when staff have taken a small group on an outing, leaving the Pre-school Leader and/or other staff back in the preschool. If the Pre-school Leader has accompanied children on the outing, the procedures are adjusted accordingly.

* As soon as it is noticed that a child is missing, staff on the outing ask children to come together and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity, but does not search beyond that.
* The Pre-school Leader or Deputy Manager contacts the police and reports the child as missing.
* In an indoor venue, the staff contact the venue’s security who will handle the search and contact the police if the child is not found.
* The Pre-school Leader or Deputy Manager is contacted immediately (if not on the outing) and the incident is recorded.
* The Pre-school Leader or Deputy Manager contacts the parent, who makes their way to the pre-school.
* The Pre-school Leader or Deputy Manager contacts the Chair and reports the incident. The Chair or another member of the Management Committee comes to the preschool immediately to carry out an investigation, with the management team (where appropriate).
* Staff take the remaining children back to the preschool.
* The Pre-school Leader or Deputy Manager may be advised by the police to stay at the venue until they arrive.

When a child goes missing on a preschool outing with their parents present, the procedure may be a little different as parents attending are usually responsible for their own child.

**The investigation**

* Staff keep calm and do not let the other children become anxious or worried.
* The Pre-school Leader or Deputy Manager together with a representative of the Management Committee, speaks with the parent(s).
* The Chair carries out a full investigation taking written statements from all the staff in the room or who were on the outing.
* The Pre-school Leader or Deputy Manager writes an incident report detailing:
* The date and time of the report.
* What staff/children were in the group/outing.
* When the child was last seen in the group/outing.
* What took place in the group or outing since the child went missing.
* The time it is estimated that the child went missing.
* A conclusion is drawn as to how the breach of security happened.
* If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Children’s social care may be involved if it seems likely that there is a child protection issue to address.
* The incident is reported under RIDDOR arrangements (see the Reporting of Accidents and Incidents policy); the local authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.
* In the event of disciplinary action needing to be taken, Ofsted is informed.
* The insurance provider is informed.

**Managing people**

* Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
* The staff will feel worried about the child; they may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.
* Staff may be the understandable target of parental anger and they may be afraid. The Pre-school Leader or Deputy Manager need to ensure that staff under investigation are not only fairly treated but receive support while feeling vulnerable.
* The parents will feel angry, and fraught. They may want to blame staff and may single out one staff member over others; they may direct their anger at the Pre-school Leader. When dealing with a distraught and angry parent, there should always be two members of the pre-school team, one of whom is the Pre-school Leader and the other should be the Chair or another representative of the management committee. No matter how understandable the parent’s anger may be, aggression or threats against staff are not tolerated, and the police should be called.
* The other children are also sensitive to what is going on around them. They too may be worried. The remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children’s questions honestly but also reassure them.
* In accordance with the severity of the final outcome, staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. The Chair will use their discretion to decide what action to take.
* Staff must not discuss any missing child incident externally without taking advice.

# Employment (Including suitability, contingency plans, training and development)

**Policy statement**

We meet the Safeguarding and Welfare Requirements of the Early Years Foundation Stage, ensuring that our staff are appropriately qualified, and we carry out checks for criminal and other records through the Disclosure and Barring Service in accordance with statutory requirements.

**Procedures**

*Vetting and staff selection*

* We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
* All staff have job descriptions, which set out their staff roles and responsibilities.
* We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, sex, age, marriage or civil partnership. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
* We use Ofsted guidance on obtaining references and enhanced criminal record checks through the Disclosure and Barring Service for staff and volunteers who will have unsupervised access to children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act (2006) for the vetting and barring scheme.
* We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number of the enhanced DBS check.
* All staff are required to sign up to the DBS update service and checks are carried out at least annually by our Administrator
* Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings (for themselves and anyone living or employed in their household) which may affect their suitability to work with children – whether received before, or at any time during, their employment with us. In cases of potential disqualification by association, we will notify the LADO and may apply to Ofsted for a waiver.

*Disqualification*

* Where we become aware of any relevant information which may lead to the disqualification of an employee, we will take appropriate action to ensure the safety of children. In the event of disqualification, that person’s employment with us will be terminated.

*Changes to staff*

* We inform Ofsted of any changes in the person responsible for our setting.

 *Training and staff development*

* Our Pre-school Leader, Deputy Leader and Senior Pre-school Assistant hold the CACHE Level 3 Diploma for the Children and Young People’s Workforce or an equivalent or higher qualification and a minimum of half of our staff hold the CACHE Level 3 Certificate for the Children and Young People’s Workforce or an equivalent or higher qualification.
* We provide regular in-service training to all staff - whether paid staff or volunteers - through the Early Years Alliance and external agencies.
* Our setting budget allocates resources to training.
* We provide induction training to all new members of staff. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures will be introduced within an induction plan.
* We support the work of our staff by holding regular supervision meetings and appraisals.
* We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

 *Staff taking medication/other substances*

* If a member of staff is taking medication which may affect their ability to care for children, we ensure that they seek further medical advice. Staff will only work directly with the children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly.
* Staff medication on the premises will be stored securely and kept out of reach of the children at all times.
* If we have reason to believe that a member of staff is under the influence of alcohol or any other substance that may affect their ability to care for children, they will not be allowed to work directly with the children and further action will be taken.

 *Managing staff absences and contingency plans for emergencies*

* As a term-time only setting, our staff take their holiday breaks when the setting is closed. Where staff may need to take time off for any reason other than sick leave or training, this is agreed with the Pre-school Leader or Management Committee with sufficient notice.
* Where staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.
* Sick leave is monitored and action is taken where necessary, in accordance with the contract of employment.
* If a member of staff is unwell and unable to work, they contact the setting before 8am on the day they are due in work and alternative staff cover is arranged.

# Student placements

**Policy statement**

Our setting recognises that qualifications and training make an important contribution to the quality of the care and education provided by early years settings. As part of our commitment to quality, we offer placements to students undertaking early years qualifications and training. We also offer placements for school pupils on work experience.

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

**Procedures**

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

#

# Induction of staff, volunteers and managers

**Policy statement**

We provide an induction for all staff, volunteers and managers in order to fully brief them about the setting, the families we serve, our policies and procedures, curriculum and daily practice.

**Procedures**

* We have a written induction plan for all new staff, which includes the following:
* Introductions to all staff and volunteers, including management committee members where appropriate.
* Familiarising with the building, health and safety, and fire and evacuation procedures.
* Ensuring our policies and procedures have been read and are carried out.
* Introduction to parents, especially parents of allocated key children where appropriate.
* Familiarising them with confidential information where applicable in relation to any key children.
* Details of the tasks and daily routines to be completed.
* The induction period lasts at least three months. The Pre-school Leader inducts new staff and volunteers. The Chairperson inducts new Leaders.
* During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.
* Successful completion of the induction forms part of the probationary period.

# Early Years Foundation Stage

Cold Ash Pre-school follows the guidelines set by the Department for Children, Schools and Families. These guidelines are outlined in the Early Years Foundation Stage (EYFS).

The EYFS uses ‘A Principled Approach’ which guides us to group our work into four distinct but complimentary themes:

* A Unique Child
* Positive Relationships
* Enabling Environments
* Learning and Development

Each theme is then broken down into four commitments describing how the principles can be put into practice.

The EYFS sets standards to enable us to reflect the rich and personalised experience that many parents give their children at home. Like parents, we aim to deliver individualised learning, development and care that enhances the development of the children and gives those children the best possible start in life. Children are encouraged to learn at their own pace and children who need extra support will receive special consideration.

 There are seven areas of learning and development:

* Personal, Social and Emotional Development
* Communication and Language
* Physical Development
* Literacy
* Mathematics
* Understanding the World
* Expressive Arts and Design

All areas are covered in our provision, although there is a greater focus on the prime areas (physical, communication and language, personal, social and emotional). All areas are delivered through our learning environment, resources, and a balance of child-initiated and adult-led activities.

Ongoing assessment is an important part of the EYFS. Assessment follows the ‘look, listen and note’ approach. We ensure that we observe children and respond appropriately. Information taken from parents and our observations will provide the basis of the individual learning priorities and motivating learning experiences for each child.

An online Learning Journey is created for each child attending the preschool which contains all the information gathered about a child’s learning and development. Every child has a key person and all staff are responsible for collecting short observations for all children which help to sum up the child’s development and learning achievements each term. Longer observations are also gathered and used to note the child’s stage of development and plan activities that move them towards their next steps of learning. Each child is moved towards their Early Learning Goals and when leaving to go to school, a transition report is written and shown to their parents and passed onto their teacher. Parents/carers are encouraged to contribute to their child’s learning journey by adding comments about their child and they can access them at any time.

*The progress check at age two*

* Where appropriate, the key person carries out the progress check at age two in accordance with any local procedures that are in place and referring to the guidance A Know How Guide: The EYFS progress check at age two.
* The progress check aims to review the child’s development and ensures that parents have a clear picture of their child’s development.
* Within the progress check, the key person will note areas where the child is progressing well and identify areas where progress is less than expected.
* The progress check will describe the actions that will be taken by the setting to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).
* The key person will plan activities to meet the child’s needs within the setting and will support parents to understand the child’s needs in order to enhance their development at home.
* If a child joins us a few weeks before turning three, we will be unable to gather sufficient information in time to produce the two-year check, which will in these instances have been carried out by the child’s health visitor or another setting. If a two-year check has already been produced by another setting when a child joins us we will not produce another. Where a two-year-old child attends multiple settings, the setting which has known the child for the longest time will produce the check.

# Food policy

**Policy statement**

Our provision regards snack and meal times as an important part of our day. Eating represents a social time for children and adults and helps children to learn about healthy choices. At snack, children eat food that is provided by their parents, and children who attend the lunch club bring their own packed lunch.

We carry out regular cooking and food preparation activities with the children as part of their learning, both indoors and outside.

**Procedures**

We follow these procedures to promote healthy eating in our setting.

* We make suggestions to parents about healthy options that they can put in their child's lunch box when they attend the lunch club.
* We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences, as well as their parents' wishes. We display this information on the wall near the kitchen hatch so it is available to all staff.
* In order to ensure children have fresh drinking water constantly available, we ask parents to bring in a labelled water bottle for their child. We inform the children about where this is stored so they can access it at any time of the day. In addition to this, cups of water are supplied for children who do not have a water bottle.
* In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.
* We provide whole pasteurised milk and more water for children to choose at snack time.

**Food hygiene** (Including the procedure for reporting food poisoning)

**Procedures**

* All staff involved in the preparation and handling of food during group food activities, have received training in food hygiene. Any adult who has not been trained in food hygiene is not permitted to carry these activities out.
* The person responsible for daily risk assessments, carries out daily opening and closing checks on the kitchen to ensure standards are met consistently.
* If food is stored on the premises, this is done at the correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould.
* Packed lunches are stored in a cool place; un-refrigerated food is served to children within 4 hours of preparation at home.
* There are separate facilities in the kitchen for hand-washing and for washing up.
* Waste food is disposed of daily.
* Cleaning materials and other dangerous materials are stored out of children's reach.
* Children do not have unsupervised access to the kitchen.
* Children are taught the importance of good food hygiene through hand washing before eating and before food preparation activities.

# Achieving positive behaviour

**Policy statement**

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

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within our programme for promoting personal, social and emotional development.

**Procedures**

All members of staff are responsible for supporting personal, social and emotional development, including issues concerning behaviour.

The Pre-school team keeps up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support. This is discussed and shared at staff meetings.

* We recognise that codes for interacting with other people vary between cultures and require staff to be aware of, and respect, those used by members of the setting.
* We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
* We familiarise new staff and volunteers with the setting's Achieving Positive Behaviour Policy and its guidelines for behaviour.
* We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
* We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

*Strategies with children who engage in inconsiderate behaviour*

* We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children to find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings, so that they can learn a more appropriate response.
* We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
* We acknowledge considerate behaviour such as kindness and willingness to share.
* We support each child in developing self-esteem, confidence and feelings of competence.
* We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
* We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
* When children behave in inconsiderate ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately.
* We never send children out of the room by themselves, nor do we use a ‘naughty chair’ or a ‘time out’ strategy that excludes children from the group.
* We never use physical or corporal punishment, such as smacking or shaking. Children are never threatened with these.
* We do not use techniques intended to single out and humiliate individual children.
* We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Pre-school Leader and are recorded in the child’s personal file.
* The child’s parent(s) is/are informed on the same day.
* In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
* We only raise our voices if we need to stop misbehaviour urgently for fear of injury or damage before we can physically get to the scene. We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

*Children under three years*

* When children under three years old behave in inconsiderate ways we recognise that the strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
* We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
* Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
* If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or a frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of ‘separation anxiety’.
* We focus on ensuring a child’s attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

*Rough and tumble play and fantasy aggression*

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

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

*Hurtful behaviour*

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

* We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
* We will help them manage these feelings, as they have neither the biological means nor the cognitive means to do this for themselves.
* We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
* Therefore we help this process by offering support, calming the child who is angry, as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
* We do not engage in punitive responses to a young child’s rage as that will have the opposite effect.
* Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
* We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. “Adam took your car, didn’t he, and you were enjoying playing with it. You didn’t like it when he took it, did you? Did it make you feel angry? Is that why you hit him?” Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
* We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others’ feelings. “When you hit Adam, it hurt him and he didn’t like that and it made him cry.”
* We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. “I can see you are feeling better now and Adam isn’t crying any more. Let’s see if we can be friends and find another car, so you can both play with one.”
* We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
* We support social skills through modelling behaviour and through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
* We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
* When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
* they do not feel securely attached to someone who can interpret and meet their needs - this may be in the home and it may also be in the setting;
* their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
* the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
* the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
* the child has a developmental condition that affects how they behave.
* Where this does not work, we use the Special Educational Needs Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

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

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another.

If a child bullies another child or children:

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

# Health and safety general standards (including Managing children who are sick, infectious, or with allergies)

**Policy statement**

Our 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, staff and volunteers 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 senior members of staff are responsible for health and safety. They are Zoe Denness, Lucy Brocklesby and Carol Terry.

*Insurance cover*

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is available from our Administrator.

Clare Wormald 07780 664454

**Procedures**

*Awareness raising*

* Our induction training for staff and volunteers includes a clear explanation of health and safety issues, so that all adults are able to adhere to our policy and procedures as they understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
* Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.
* Health and safety issues are explained to the parents of new children, so that they understand the part played by these issues in the daily life of the setting.
* As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at staff meetings.
* We operate a no-smoking policy.
* Children are made aware of health and safety issues through discussions, planned activities and routines.

**Safety of adults**

* Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
* When adults need to reach up to store equipment, they are provided with safe equipment to do so.
* All warning signs are clear and in appropriate languages.
* Adults do not remain in the building on their own.
* 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.

Control of Substances hazardous to health

* 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.
* We keep the chemicals used in the setting to the minimum in order to ensure health and hygiene is maintained. We do not use
	+ Bleach;
	+ anti-bacterial soap/hand wash, unless specifically advised during an infection outbreak such as Pandemic Flu; or anti-bacterial cleaning agents, except in the toilets and food preparation/ consumption areas.
* All members of staff are vigilant and use chemicals safely.

*Windows*

* Low level windows are made from materials that prevent accidental breakage or are made safe.

*Doors*

* We take precautions to prevent children's fingers from being trapped in doors; they are either hooked or propped open or held open by adults.

Floors

* All floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged.

*Electrical/gas equipment*

* All electrical/gas 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 used with care to minimise risk of injury and the children are taught not to touch them.
* There are sufficient sockets to prevent overloading.
* We switch electrical devices off from the plug after use.
* Lighting and ventilation is adequate in all areas including storage areas.

*Storage*

* All resources and materials which are used by the children are stored safely.
* All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

*Outdoor area*

* Our outdoor area is securely fenced.
* Our outdoor area is checked for safety and cleared of rubbish before it is used.
* Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
* Where water can form a pool on equipment over a weekends or holidays, it is emptied before children start playing outside.
* Our outdoor sand pit is covered when not in use and is checked before children use it.
* All outdoor activities are supervised at all times.

*Hygiene*

* We seek information from Public Health England to ensure that we keep up-to-date with the latest recommendations.
* Our daily routines encourage the children to learn about personal hygiene.
* The Acland Hall management is responsible for cleaning and maintaining the hall, however we tidy after each session and leave the kitchen and toilet areas clean. Children do not have unsupervised access to the kitchen.
* We regularly clean resources and equipment, dressing-up clothes and furnishings.
* The toilet area has a high standard of hygiene, including hand washing and drying facilities. Nappies are disposed of in the external bin.
* We implement good hygiene practices by:
* cleaning tables between activities;
* cleaning and checking toilets regularly;
* wearing protective clothing - such as aprons and disposable gloves - as appropriate;
* providing sets of clean clothes as required;
* providing tissues, wipes and paper towels;

*Activities and resources*

* 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.
* Children are taught to handle and store tools safely.
* Children who are sleeping are checked regularly.
* Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.
* 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 manager and the management team.

**Jewellery and accessories**

* Our staff do not wear jewellery or fashion accessories, such as belts or high heels that may pose a danger to themselves or children.
* Parents must ensure that any jewellery worn by children poses no danger, particularly earrings which may get pulled, bracelets which can get caught when climbing or necklaces that may pose a risk of strangulation.

**Sun protection**

We ask parents to protect their child from the sun by applying a long-lasting, high factor sun cream prior to their child's attendance. Our garden in summer is very shaded and we use the following procedures to ensure children are kept safe:

* We check that children have sun hats and sun-cream on before going outside.
* We ensure they have a minimum of SPF 15 sun-cream (supplied by parents).
* We make sure children are covered up with appropriate clothing whilst in the sun.
* On very hot days, we avoid heat during the hottest part of the day.
* We reapply sun-cream if necessary e.g. after water play.

**Recording and reporting of accidents and incidents**

(Including the procedure for reporting accidents and incidents to the HSE under RIDDOR requirements)

We follow the guidelines of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) for the reporting of accidents and incidents. Child protection matters or behavioural incidents between children are not regarded as incidents and there are separate procedures for this.

**Procedures**

*Our accident file:*

* is kept in a safe and secure place;
* is accessible to staff and volunteers, who all know how to complete it; and
* is reviewed at least half termly to identify any potential or actual hazards.

*Reporting accidents and incidents*

Ofsted is notified as soon as possible, but at least within 14 days, of any instances which involve:

* food poisoning affecting two or more children looked after on our premises;
* a serious accident or injury to, or serious illness of, a child in our care and the action we take in response; and
* the death of a child in our care.

Local child protection agencies are informed of any serious accident or injury to a child, or the death of any child, while in our care and we act on any advice given by those agencies.

Any food poisoning affecting two or more children or adults on our premises is reported to the local Environmental Health Department.

We meet our legal requirements in respect of the safety of our employees and the public by complying with RIDDOR (the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations). We report to the Health and Safety Executive:

* any work-related accident leading to an injury to a child or adult, for which they are taken to hospital;
* any work-related injury to a member of staff, which results in them being unable to work for seven consecutive days;
* when a member of staff suffers from a reportable work-related disease or illness;
* any death, of a child or adult, that occurs in connection with activities relating to our work; and
* any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident, but could have done; such as a gas leak.

Information for reporting incidents to the Health and Safety Executive is provided in the Early Years Alliance's Accident Record publication. Any dangerous occurrence is recorded in our incident book (see below).

*Our incident book*

* We have ready access to telephone numbers for emergency services, including the local police. As hirers of our premises we ensure we have access to the person responsible and that there is a shared procedure for dealing with emergencies.
* We keep an incident book for recording major incidents, including those that that are reportable to the Health and Safety Executive as above.
* These incidents include:
	+ a break in, burglary, or theft of personal or the setting's property;
	+ an intruder gaining unauthorised access to the premises;
	+ a fire, flood, gas leak or electrical failure;
	+ an attack on member of staff or parent on the premises or nearby;
	+ any racist incident involving staff or family on the setting's premises;
	+ a notifiable disease or illness, or an outbreak of food poisoning affecting two or more children looked after on the premises;
	+ the death of a child or adult, and
	+ a terrorist attack, or threat of one.
* In the incident book we record the date and time of the incident, nature of the event, who was affected, what was done about it or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, is also recorded.
* In the unlikely event of a terrorist attack, we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our standard Fire Safety and Emergency Evacuation Policy will be followed and staff will take charge of their key children. The incident is recorded when the threat is averted.
* In the unlikely event of a child dying on the premises the emergency services are called, and the advice of these services are followed.
* The incident book is not for recording issues of concern involving a child. This is recorded in the child's own file.

**Managing children who are sick, infectious, or with allergies** (Including reporting notifiable diseases)

We provide care for healthy children through preventing cross infection of viruses and bacterial infections and promote health through identifying allergies and preventing contact with the allergenic substance.

**Procedures for children who are sick or infectious**

* If children appear unwell during the day – have a temperature, rash, sickness, diarrhoea or pains, particularly in the head or stomach – a member of staff calls the parents and asks them to collect the child, or send a known carer to collect the child on their behalf.
* If a child has a temperature, they are kept cool, by removing top clothing and sponging their heads with cool water, but kept away from draughts.
* The child's temperature is taken using an ear thermometer, which is kept in the first aid box.
* In extreme cases of emergency, the child should be taken to the nearest hospital and the parent informed.
* Parents are asked to take their child to the doctor before returning them to the setting; the setting can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
* Where children have been prescribed antibiotics, parents are asked to keep them at home for at least 48 hours after the first dose (or longer depending on the condition- see DfE’s Guidance on Infection Control in Schools and other Childcare Settings, 2016) before returning them to the setting.
* After vomiting or diarrhoea, parents must not return the sick child until 48 hours after the last episode.
* The setting has a list of excludable diseases and current exclusion times. The full list is obtainable from www.hpa.org.uk/webc/HPAwebFile/HPAweb\_C/1194947358374 and includes common childhood illnesses such as measles.

*Reporting of ‘notifiable diseases’*

* If a child or adult is diagnosed as suffering from a notifiable disease under the Health Protection (Notification) Regulations 2010, the GP will report this to the Health Protection Agency.
* When the setting becomes aware, or is formally informed of the notifiable disease, the Pre-school Leader informs Ofsted and acts on any advice given by the Health Protection Agency.

*Procedures for children with allergies*

* When parents start their children at the setting they are asked if their child suffers from any known allergies. This is recorded on the Enrolment Form.
* If a child has an allergy, information is made available to staff to ensure they are aware of the allergy, how the child reacts and what to do if a reaction occurs. Allergy cases are treated individually and control measures are put into place by all staff.
* The information is kept in the child’s personal file and a copy is displayed where staff can see it.
* Parents train staff in how to administer special medication in the event of an allergic reaction.
* Generally, no nuts or nut products are used within the setting.
* Parents are made aware so that no nut or nut products are accidentally brought in.

*Insurance requirements for children with allergies and disabilities*

* The insurance will automatically include children with any disability or allergy, but certain procedures must be strictly adhered to as set out below. For children suffering life threatening conditions, or requiring invasive treatments; written confirmation from your insurance provider must be obtained to extend the insurance.

**Administering medicines**

While it is not our policy to care for sick children, who should be at home until they are well enough to return to the setting, we will agree to administer medication as part of maintaining their health and well-being or when they are recovering from an illness.

In many cases, it is possible for children’s GPs to prescribe medicine that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where it would be detrimental to the child’s health if not given in the setting. If a child has not had a medication before, it is advised that the parent keeps the child at home for the first 48 hours to ensure there are no adverse effects, as well as to give time for the medication to take effect.

These procedures are written in line with guidance in *Managing Medicines in Schools and Early Years Settings;* the manager is responsible for ensuring all staff understand and follow these procedures.

Any member of staff who has been trained appropriately can administer medication to children.

**Procedures**

* Children's prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children.
* Parents give prior written permission for the administration of medication. The staff receiving the medication must ask the parent to sign the medication form which prompts them to give necessary information.
* The administration of medicine is recorded accurately in our medication record file each time it is given and is signed by the staff members who administer and witness the administration. Parents are shown the record at the end of the day and asked to sign the record book to acknowledge the administration of the medicine.
* All medication is stored safely in a locked cupboard or refrigerated as required. Where the cupboard or refrigerator is not used solely for storing medicines, they are kept in a marked plastic box.
* Staff are responsible for ensuring medicine is handed back at the end of the day to the parent.
* If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.
* A health care plan for the child is drawn up with the parent; outlining the nominated person’s role and what information must be shared with other staff who care for the child.
* The health care plan should include the measures to be taken in an emergency.
* The health care plan is reviewed every six months, or more frequently if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted etc.

*Managing medicines on trips and outings*

* If children are going on outings, staff accompanying the children must include the nominated person for the child with a risk assessment, or another member of staff who is fully informed about the child’s needs and/or medication.
* Medication for a child is taken in a sealed plastic box clearly labelled with the child’s name and the name of the medication. Inside the box is a copy of the consent form and administration record to note when it has been given, including all the details that need to be recorded in the medication record as stated above.
* On returning to the setting the medication form is returned to the medicine file and the parent signs it.
* If a child on medication has to be taken to hospital, the child’s medication is taken in a sealed plastic box clearly labelled with the child’s name and the name of the medication. Inside the box is a copy of the consent form signed by the parent.
* As a precaution, children should not eat when travelling in vehicles.
* This procedure is read alongside the outings procedure.

**Nappy Changing**

We provide nappy changing facilities and exercise good hygiene practices in order to accommodate children who are not yet toilet trained. New staff are introduced to the procedures during their induction.

**Lockdown Procedure**

We maintain the highest possible security of our premises to ensure that each child is safely cared for during their time with us. However, there may be some situations where it is necessary to protect the children, staff and visitors by following the lockdown procedure.

* The pre-school Leader or Deputy leader will take responsibility for leading staff and children during lockdown.
* They will communicate with staff that there is an 'emergency situation, lockdown'.
* The children, staff and visitors will be gathered in the hall, keeping away from doors and windows.
* All doors and windows will be locked and the curtains will be closed.
* The emergency services will be contacted for help and the management committee will be informed. The management committee will be responsible for contacting parents.

**Security**

* Systems are in place for the safe arrival and departure of children.
* Children's arrivals and departures are recorded, including any late arrivals or early departures.
* The arrival and departure times of volunteers and visitors are recorded.
* Our systems prevent unauthorised access to our premises.
* Our systems prevent children from leaving our premises unnoticed.
* We keep front doors locked shut at all times.
* The personal possessions of staff and volunteers are securely stored during sessions.

**Garden Safety**

As a village hall setting, we are unable to offer free flow access to our outside area. We there for use the following procedure to ensure the safety or children moving between the hall and garden.

* A safety check of the garden is conducted before the children are allowed out.
* The ‘garden storage box’, contains a whistle, keys, a tablet, tissues, a first aid kit and wipes that is accessible whenever there are children playing in the garden.
* Children going outside collect their name card and wait at the door which leads to the corridor to the garden.
* We check that all children going outside have their name card, then a member of staff leads the children out to the garden. As the children enter the garden we ensure they stick their name card on the garden board before going to play.
* If a child wishes to return to the hall for any reason during the garden session, they are asked to collect their name card from the garden board before being escorted back inside by a member of staff. Once inside the children must replace their name card on the welcome board and collect it again before returning to the garden.
* When it is time for all children to go inside a member of staff asks the children to collect their name cards from the board and wait at the gate. The children are counted, all name cards are checked and the children are escorted back to the hall.
* When they get back to the hall, children replace their name cards on the welcome board or hand them to a member of staff.
* The last member of staff to leave the garden does a final thorough check to ensure that all children have left the garden.

**Risk assessment**

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

This policy is based on the Early Years Alliance risk assessment processes, which follow five steps as follows:

* Identification of a risk: Where is it and what is it?
* Who is at risk: Childcare staff, children, parents etc.
* Assessment as to whether the level of a risk is high, medium, low. This takes into account both 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.

**Procedures**

* Our risk assessment process covers adults and children and includes:
* determining where it is helpful to make written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how we are managing risks if asked by parents and/or carers and inspectors;
* checking for and noting hazards and risks indoors and outside, in relation to our premises and 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 make annual written risk assessments for the hazards present indoors for staff and children and for the hazards present in the garden.
* We maintain lists of health and safety issues, which are checked daily before the session begins.

**Fire safety and emergency evacuation**

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. The person in charge and staff are familiar with the current legal requirements. Where necessary we seek the advice of a competent person, such as our Fire Officer, or Fire Safety Consultant.

**Procedures**

* The basis of fire safety is risk assessment, carried out by a ‘competent person’.
* We will ensure that we have a copy of the fire safety risk assessment that applies to the building and that we contribute to regular reviews.
* Fire doors are clearly marked, never obstructed and easily opened from the inside.
* Smoke detectors/alarms and fire fighting appliances conform to BS EN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
* Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
* clearly displayed in the premises;
* explained to new members of staff, volunteers and parents; and
* practised regularly, at least once every term.
* Records are kept of fire drills and of the servicing of fire safety equipment.

**No-Smoking**

We comply with health and safety regulations and the Safeguarding and Welfare Requirements of the Early Years Foundation Stage in making our setting a no-smoking environment - both indoors and outdoors. All staff, parents and visitors are made aware of this.

# Outings and visits

**Policy statement**

We believe that children benefit from being taken out of the pre-school to go on trips to local places and venues for activities which enhance their learning experiences. Parents are asked during their child’s registration to give consent for their child to be taken on local outings on foot that may be planned or spontaneous. Additional written consent will be taken for any outings that are not local and require transportation, and a written risk assessment will be completed prior to the outing taking place.

The pre-school has a general risk assessment that is completed and reviewed yearly that covers general outings; staff are made aware of this during an induction when starting employment and are asked to refresh their knowledge of the risk assessments yearly.

The outings risk assessment and staff training from senior members prompts them to ensure procedures are followed to keep children safe on outings.

**Procedures**

* Our adult to child ratio will be appropriate to the activity taking place; senior staff will make a decision prior to the outing to decide on an appropriate ratio.
* A register will be kept in the pre-school, stating the number of staff and children going on the outing.
* Staff will take a pre-school mobile phone (plus an emergency phone in case first phone doesn’t work) or radio on outings, as well as supplies of tissues, wipes, medicines required for individual children, a mini first aid kit and snacks and water if appropriate. (full list can be found on the outings risk assessment)
* All staff/A minimum of three staff will accompany children on outings and a minimum of two will remain behind with the rest of the children. At least one member of staff will be a senior staff member and at least one member will have first aid training.
* All children will wear a high-vis jacket which displays the pre-school’s name and phone number. In the event of a child going missing the staff will immediately call the pre-school and follow the procedures set out in the Missing Child Policy.

# E-safety for children and families

**Policy statement**

E-Safety operates under the umbrella of the Safeguarding Policy in regard to electronic communications of all types.

Computer skills are vital to accessing lifelong learning and employment and it is important for children to learn to be e-safe from an early age. Effective use of the internet is becoming an essential skill, whereas unmediated internet access poses the risk to children of being placed in embarrassing, inappropriate and dangerous situations. We have a duty to ensure that children in pre-school are not exposed to inappropriate information or materials. We commit to providing children with the safest internet environment possible, to begin to teach them to be aware of the possible risks and to support families in the promotion of safe internet access at home.

The internet is also used to support the professional work of the staff in the administration and running of the pre-school as well as in the creation and maintenance of children’s learning journeys.

**Staff/ Internal procedures:**

* Children’s internet access will be tailored for educational use and will include appropriate filtering. Staff will guide children in online activities that will support their learning.
* Staff will ensure that the appropriate filters are applied and maintained on the laptops and tablets in the setting.
* Staff will monitor the websites being used by children during the pre-school sessions and staff may look at sites with the children relating to topics that they have been discussing and learning about. If staff discover unsuitable sites have been accessed on any of the pre-school laptops or tablets it must be reported to the Leader or Deputy Leader so that the filters can be checked and reviewed.
* Staff are responsible for ensuring that material accessed by children is appropriate and for ensuring that the use of any internet material by staff or children complies with copyright law.
* Mobile phones are not permitted to be used within the pre-school hall, toilets or garden.
* The taking of photos or videos on personal mobile phones or similar small devices is not allowed anywhere in the pre-school.
* Pre-school tablets will be used by staff to take photos, video and audio clips of the children for their learning journeys and for displays within the pre-school.
* Any member of staff using laptops or tablets must adhere to the e-safety policy in all matters relating to the pre-school, whether on or off-site.
* Parents’ attention will be drawn to this policy. If any parent needs advice about using the online learning journey system or about keeping children safe on the internet at home, we would be happy to offer that.
* Any e-safety incident which occurs in relation to the pre-school must be reported to the Committee, Leader or Deputy Leader.
* Complaints about the appropriate use of the internet or other technologies will be handled through our normal complaints procedure.

**Staff/ Internal website procedures:**

* Children’s personal information will not be published on the internet.
* For the Staff page on the pre-school website, only staff members’ names and qualifications will be published.
* Children’s full names will not be used anywhere on the pre-school website.
* Photographs of staff and children will be published on our website in accordance with staff and parents’ permission. Written permission will be required from parents/carers before each child starts Cold Ash Pre-School and their wishes should be followed at all times.

**Social media procedures for all stakeholders (internal/ external/ staff/ committee & parents):**

* The Pre-School Management Committee have developed a Facebook page purely as a way for parents to contact and engage with each other, it is not used or accessed by the children.
* Staff will not discuss individuals or upload photographs of pre-school children on Facebook, Twitter or any other Social Networking site.
* We request that parents do not discuss individuals or upload photographs of preschool children onto our Facebook page. Any incidences of this will be removed by our page’s administrators, which is facilitated by the Management Committee.
* Should parents and visitors have taken any photographs of children whilst at pre-school (having gained approval), we request that these images are not shared on social media. Any photographs posted on social media sites must only include the parent’s child and all other children must be cropped out or blurred. If we discover any breaches of other families’ privacy on social media sites we will ask that these photos are removed.
* The use of mobile phones is not permitted within the pre-school hall, toilets or garden.
* The taking of photographs on mobile phones or similar small devices is not permitted anywhere in the pre-school.
* Pre-School email addresses will only be used for emails relating to pre-school and must not be used for sending or receiving personal emails. Children will not have access to email at pre-school.
* Parent’s attention will be drawn to this policy. If any Parent needs advice about using the online learning journey system or about keeping children safe at home by using the appropriate filters on computers and tablets, we would be happy to offer advice.
* When using social networking sites all staff must remember that they are in a professional position and are responsible for the care and education of children. The Leader, Committee and staff should ensure that electronic communication with parents, carers, committee and staff are in line with the policies and procedures of pre-school.

# Supporting children with special educational needs

**Policy statement**

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

* We have a regard for the Special Educational Needs and Disability Code of Practice (2015)
* We ensure our provision is inclusive to all children with SEN and English as a second language.
* We support the parents of children with SEN.
* We identify the specific needs of children with SEN and meet those needs through a range of SEN strategies.
* We work in partnership with parents and other agencies in meeting individual children’s needs.
* We monitor and review our policy, practice and provision and make adjustments if necessary.

**Procedures**

We have designated a member of staff to be the SENCO. The name of our SENCO is:

Zoe Denness Pre-School Leader.

* Our SENCO and Keyworkers will work closely with the parents of the children who have SEN to create and maintain a positive relationship. The children who have SEN will have a plan with an appropriate programme of support.
* We will inform parents at all stages of the assessment the planning.
* We will provide parents with external sources to get advice and support.
* We will liaise with professionals involved with the children with SEN.
* We will work hard to overcome any barriers of participation.
* We have systems in place for supporting children with SEN during their early year’s education and will ourselves get external advice and support as an extension of the work we do within the setting.
* We will use a SAPP (Support and Achievement Play Plan) to plan, implement, monitor and review the development of a child with SEN.
* We use a confidential system of record keeping of all the assessment, planning and reviews for children with SEN.
* We provide resources to support children with SEN.
* We provide training for practitioners.
* We will ensure the effectiveness of our SEN provision by reviewing our SAPP (Support and Achievement Plan) process and from staff and committee meetings. Also from the views of Parents and External Professionals. This information will be gathered and will be evaluated and acted upon.
* We provide a complaints procedure.

Local Authorities must publish a local offer, which is part of a new law called the Children and Families Act 2014 setting out in one place information about a provision. The local offer has two key purposes.

1)To provide clear, comprehensive, accessible and up to date information about available provisions and how to access them.

2)To make provisions more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents and different service providers.

In accordance with these requirements, our information can be found at:

<http://fis.westberks.gov.uk/kb5/westberkshire/fsd/service.page?id=Z7sqCQw1r7o&familychannel=4-2-1-2>

**Further Guidance**

* Special educational needs and disability code of practice: 0 to 25 years (2015)
* Children and Families Act 2014
* Equality Act 2010
* EYFS 2017
* Help for Families West Berkshire

# Admissions

**Policy statement**

It is our intention to make our setting accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures.

**Procedures**

* We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community.
* We ensure that information about our setting is accessible and provided in written and spoken form.
* We arrange our waiting list in order of enquiry. In addition, our policy may take into account the following:
* the vicinity of the home to the setting; and
* siblings already attending the setting.
* We describe our setting and its practices in terms that make it clear that it welcomes both fathers and mothers, other relations and other carers, including childminders.
* We describe how our practices treat each child and their family, having regard to their needs arising from their gender, special educational needs, disabilities, social background, religion and ethnicity or from English being a newly acquired additional language. This information is also found in our 'Local Offer' on the website

<http://fis.westberks.gov.uk/kb5/westberkshire/fsd/service.page?id=Z7sqCQw1r7o&familychannel=4-2-1-2>

* We describe how our practices enable children and/or parents with disabilities to take part in the life of the setting.
* We monitor the gender and ethnic background of children joining the group to ensure that our intake is representative of social diversity.
* We make our Valuing Diversity and Promoting Equality Policy widely known.
* We consult with families about the opening times of the setting to ensure we accommodate a broad range of families' needs.
* We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children.

# Confidentiality

**Policy statement**

In our setting, staff and managers can be said to have a ‘confidential relationship’ with families in terms of the information that we hold and the knowledge that we develop over a child’s time at the pre-school. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting.

We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. There are record keeping systems in place that meet legal requirements; the means we use to store and share that information takes place within the framework of the Data Protection Act (1998) the Human Rights Act (1998), and the HM Government document ‘Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers’ (2015).

**Confidentiality procedures**

* We always check whether parents regard the information they share with us to be confidential or not.
* Some parents may share information about themselves with other parents as well as staff; the setting cannot be held responsible if information is shared beyond those parents whom the person has ‘confided’ in.
* Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it.
* We inform parents when we need to record confidential information beyond the general personal information we keep (see our Children's Records Policy) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.
* We keep all records securely (see our Children's Records Policy).

**Client access to records procedures**

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

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

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

**Children’s records**

We have record keeping systems in place that meet legal requirements; the means we use to store and share that information takes place within the framework of the Data Protection Act (1998) and the Human Rights Act (1998), and the HM Government document ‘Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers’ (2015).

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

**Procedures**

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

*Developmental records*

* These include observations of children in the setting, photographs, video clips and samples of their work and summary developmental reports.
* These are stored in a secure online server which can only be accessed, and contributed to by staff and the child’s parents. We use the eyLog paperless learning journey system.

*Personal records*

* These include registration and admission forms, signed consent forms, correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an ongoing record of relevant contact with parents, and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters.
* These confidential records are stored in lockable file boxes and are kept secure by the person in charge in a suitably safe place.
* 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, except records that relate to an accident or child protection matter, which are kept until a child reaches the age of 21 years. These are kept in a secure place.

***Other records***

* We keep a daily record of the names of the children we are caring for, their hours of attendance and the name of their key person.
* 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 recognised qualifications and training placements, when they are observing in the setting, are advised of our Confidentiality and Client Access to Records Policy and are required to respect it.

# Making a complaint

**Policy statement**

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

**Procedures**

All settings are required to keep a written record of any complaints that reach stage two and above, and their outcome. This is to be made available to parents, as well as to Ofsted inspectors on request. A full procedure is set out in the Early Years Alliance publication Complaint Investigation Record (2012) which acts as the 'summary log' for this purpose.

*Making a complaint*

Stage 1

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

Stage 2

* If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing to the setting leader and the management team.
* For parents who are not comfortable with making written complaints, there is a template form for recording complaints in the Complaint Investigation Record; the form may be completed with the person in charge and signed by the parent.
* The setting stores written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, the setting leader may wish to store all information relating to the investigation in a separate file designated for this complaint.
* When the investigation into the complaint is completed, the setting leader or manager meets with the parent to discuss the outcome.
* Parents must be informed of the outcome of the investigation within 28 days of making the complaint.
* When the complaint is resolved at this stage, the summative points are logged in the Complaint Investigation Record.

Stage 3

* If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the setting leader and the chair, director or owner. The parent may have a friend or partner present if they prefer and the leader should have the support of the management team.
* An agreed written record of the discussion is made, as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
* This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, the summative points are logged in the Complaint Investigation Record.

Stage 4

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

Stage 5

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

*The role of the Office for Standards in Education, Children’s Services and Skills (Ofsted) and the Local Safeguarding Children Board*

* Parents may approach Ofsted directly at any stage of this complaints procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Safeguarding and Welfare Requirements of the Early Years Foundation Stage are adhered to.
* The number to call Ofsted with regard to a complaint is:

0300 123 4666

* These details are displayed on our setting's notice board.
* If a child appears to be at risk, our setting follows the procedures of the Local Safeguarding Children Board.
* In these cases, both the parent and setting are informed and the setting leader works with Ofsted or the Local Safeguarding Children Board to ensure a proper investigation of the complaint, followed by appropriate action.

 *Records*

* A record of complaints in relation to our setting, or the children or the adults working in our setting, is kept; including the date, the circumstances of the complaint and how the complaint was managed.
* The outcome of all complaints is recorded in the Complaint Investigation Record, which is available for parents and Ofsted inspectors on request.

# Late payment of fees policy

Cold Ash Pre-school issues invoices each term. Each term has two payment dates and these are shown on the invoice which is handed out to parents at the beginning of each term.

The pre-school relies on this income to operate and so we ask that parents pay any fees due by the dates given. If a parent has any problem with paying their fees by the date on the invoice, they must contact the administrator before this date to arrange an alternative.

If we do not receive the money due within one week of the requested date, then we will issue a reminder. If, after a further week, we still do not receive the payment then we will add our 10% late payment fee to the amount owed.

Parents are told that if they are having difficulties in paying then they should speak to the Administrator. If we do not receive payments and we do not hear from the parents as to the reason why, then the child’s place at the pre-school will be at risk.

# Refunding of pre-school fees

We do our utmost to ensure the pre-school is running during its normal opening hours each term.

There are some occasions during the year when there is a change to pre-school sessions. These include our Christmas production and end of year party. When there is a change to the usual session because of these events, every child is given the opportunity to take part in the event regardless of whether they usually attend on the day or not. We do not offer a refund of fees for the normal session as we still have staff costs to meet at these events.

Occasionally the pre-school may need to close due to adverse weather conditions or other unforeseen circumstances and in these instances we are unable to offer a refund of fees.

We are able to refund fees when there is an occasional planned closure of the pre-school, e.g. scheduled maintenance to the Acland Hall which can’t take place outside normal pre-school hours or when the hall is used as a polling station. In these instances we will, where possible, inform parents well in advance of the closure and will either omit the fees from the term’s invoice or provide a refund the following term if fees have already been paid.

# Pre-school closure

If staff sickness occurs and the pre-school cannot maintain the correct adult to child ratio with the help of bank and committee staff, the pre-school will close in order to safeguard the children. It may also need to close due to adverse weather conditions, unforeseen circumstances, or for any other reason such as Polling Day.

The following procedure is adopted:

The Pre-school Leader or person deputising will take the initial decision and notify the Chair who will ratify this. The Administrator will issue an email to all parents advising of the closure. Where possible, phone calls will be made to affected parents and staff by the Pre-school Leader, senior staff members, Administrator and Chair.

Due to the nature of some of the causes of closure we may not be able to inform parents until the time when pre-school normally opens.

# Bereavement Policy

**Introduction**

Within our pre-school community there will be times when we have, in setting, bereaved children who are struggling with their loss, or sometimes the death of a member of staff or a child from the setting, which may have an impact on the whole pre-school community.

Whilst we would hope to not encounter such circumstances, we have to remember every death and the circumstances in which it occurs is different and this Policy is in place to make sure we deal with each situation professionally, sensitively and compassionately.

On most occasions, support and understanding in the familiar and secure surroundings of their family and friends may be all that is needed. As a pre-school, we will work with the families to support the children/families and staff in the best way possible and with the support of the local authority if this is required.

Referral to other services and agencies (West Berkshire Educational Psychology Service) will not be offered immediately, grief is a natural process and can take time and this is completely normal. If the grief continues to be overwhelming, then additional support will be advised. (During the pandemic, this will be online support).

**Our Aim**

Most children and adults can be effectively supported through bereavement and loss by those with whom they already have relationships, however, we want to make sure pre-school staff and others have the skills to respond effectively and confidently to a death in the pre-school community. It is extremely important that we recognise that everyone experiences bereavement and grief differently and that there is no right or wrong way to do it.

 Therefore, it is our aim:

* to provide appropriate support to children and/or staff before (where applicable), during and after a bereavement.
* to provide a safe and calm environment for children and staff.
* to ensure there is effective communication between home and pre-school and to provide parents with information on how to access other support (if it is required).
* to work with the local authority and other agencies as/if appropriate.

**The role of the Leadership team**

* To be aware of/oversee the support required and provided, liaising with external agencies as appropriate.
* To be the first point of contact for the family/child concerned.
* To respond to media enquiries if required.
* To ensure staff have read the bereavement policy and are able to support a family/child or staff member through their grief.
* To contact the local authority and other agencies as/if appropriate.
* To signpost families to other agencies/means of support.

**The role of staff**

* To help provide a safe and calm environment for all.
* To act as a ‘trusted adult’ to support children and proactively enable them to have the time and space to talk.
* To help monitor the wellbeing of the children, identify concerns, and escalate where additional support may be required.
* To ensure any safeguarding concerns are shared with the Designated Safeguarding Lead.

**Death of a child**

In most circumstances the family will notify the pre-school as soon as possible. If the death of the child has occurred during a school holiday because the pre-school will be shut, the family may contact a staff member that they are familiar with. The staff member must then contact the most senior member of staff to share the information.

With agreement of the family, the information will be shared with the other staff members, the committee and the wider pre-school community if requested by the parents. This needs to be carried out in a sensitive and supportive manner.

Staff may need to support the other children in pre-school and answer any questions honestly in an age-appropriate way, whilst trying to avoid creating any extra worry or anxiety. Working closely with parents during this time is extremely important.

Staff may wish to attend the funeral and this should be discussed with the bereaved family.

**If a child dies at pre-school**

Any member of staff concerned about a child’s health should notify a senior member of staff immediately. (All staff are first aid trained.) An ambulance will be called if the situation is deemed serious by an available member of staff. The parents will also be notified at this time and may be advised to meet the ambulance at the hospital. (A member of staff will accompany the child to hospital). The Chairperson will also be notified.

Staff members not involved with the situation will take the rest of the children to another area whilst the unwell child is being attended to.

Staff may need to perform emergency life-saving procedures/CPR to the child whilst waiting for the ambulance to arrive. Once the ambulance team arrive they will take over the care of the child and will decide on any further actions.

The pre-school will notify the LA if there is a death in the pre-school at the earliest opportunity.

All members of staff will adhere to the confidentiality policy and refer any questions or enquires to the Leader or the Chairperson.

**Support for staff**

Following the death of a child in pre-school, staff may require extra support. This may be a quiet area for reflection or time when all staff can sit and share their thoughts. All information shared during these times will remain confidential. If further support is required we will access local bereavement support groups or get advice from the LA or EYA.

It is important that the pre-school are made aware of significant dates where children or staff may need extra support eg: Birthdays, Mothers day, Fathers day etc.

**Support for the family**

The leader or the Chairperson should speak to the family as soon as possible and offer support. A letter of condolence will be sent.

If appropriate arranging a collection for flowers should be organised and if agreed with the family, staff members should attend the funeral if they wish.

Keep the lines of communication open to the family and remain a support system for them until they no longer require it.

 **The death of a member of staff**

Most of the above information applies to the death of a member of staff. If all other staff members wish to attend the funeral, the pre-school will shut for the day to allow this to happen.

**Procedure following a bereavement**

* Wherever possible (and if deemed appropriate), the Leader/key worker will attempt to make contact with the bereaved family before taking **any** other action. This is to ensure any information that is communicated to the staff, pre-school families and the wider community (and the media) is factual, avoids rumour or confusion and is in line with the **family’s wishes**. If it is not possible to make contact with the family, and news of the death is already in the public arena, the Leader will need to manage this and will do this by taking advice from the local authority.
* The Leader will inform staff of any death and agree how information will be shared with children and their families. This information will need to be shared in a supportive and age-appropriate way.
* Staff will be informed of the typical responses to bereavement and how to manage this.
* The Leader will notify all parents/carers/other settings of the death and will offer advice on how to support their child/children/staff, should they be affected. If the media require information, a statement will be compiled by the leadership team with advice from the local authority if required.
* All staff will monitor the wellbeing of the children and each other, identifying concerns and providing support if required.
* Keep the lines of communication open, if appropriate work with the families/staff members to create a plan moving forward, it may be that continuing to attend pre-school is in the best interest of the child that is grieving, a transition plan may need to be drawn up etc.
* If a bereaved child returns to setting, liaise with the family to ensure everyone knows what has been discussed with the child, so there is no confusing/conflicting information given to them. Children need to have their grief acknowledged and to be comforted when distressed.
* Staff that require advice or support can contact West Berkshire Educational Psychology Staff Support Helpline **01635 503590.**

**Useful websites offering support:**

For children and young people:

* [www.winstonswish.org/coronavirus](http://www.winstonswish.org/coronavirus) 0808 802 0021
* Daisy’s Dream – [www.daisysdream.org.uk](http://www.daisysdream.org.uk)
* Seesaw [www.facebook.com/SeeSawCharity](http://www.facebook.com/SeeSawCharity) (Oxfordshire Bereavement Charity)
* Child Bereavement UK [www.childbereavementuk.org](http://www.childbereavementuk.org) 0800 028 8840

For adults:

* Bereavement Care [www.bereavementcareandsupport.co.uk](http://www.bereavementcareandsupport.co.uk) 0208 427 5720
* Cruse Bereavement Counselling [www.cruse.org.uk](http://www.cruse.org.uk) **0808 808 1677**