

## PRE-SCHOOL EXECUTIVE COMMITTEE MEMBERS

Chairperson	- Nicola Higgins
Vice Chair	- Megan Harvey
Treasurer	- Andrew Hagyard
Secretary	- Ellie Robertshaw

### The Committee

We are a registered charity, a non profit making organisation. Our constitution dictates we are run by a voluntary management committee. The Pre-school committee is made up of past and present parents. The executive committee comprises of:-

- The Chair
- Vice chair
- Treasurer
- Secretary

Along with the other committee members and working alongside the manager, they support the running of the Pre-school by amongst many other things being involved with the production and evaluation of the policies and procedures, staff appointments financial decisions and fund raising.

## PRE-SCHOOL STAFF MEMBERS

Manager	- Barbara Knowles
Deputy Manager	- Amanda Connor
Deputy Manager	- Nikki Allmey
Administrator	- Sue Wood
Practitioner	- Linda Copland
Practitioner	- Donna Beer
Practitioner	- Gabriella Arcuri
Practitioner	- Julie Martin
Practitioner	- Eve Knowles
Practitioner	-Laura Callanan

## **Cullingworth Pre-school AIM**

To consistently achieve the highest OFSTED judgement for the provision of care and education for children between the ages of 2 - 5 years, of both local families and the wider community.

### **History**

Cullingworth Pre-school began in the scout hut as a Playgroup and has been open since 1971. It was set up by local mums to provide play facilities for local children. Some years later Playgroup moved to the Village Hall and became members of the Pre-school Playgroup Association, which has since changed to the Pre-school Learning Alliance. (PLA)

In 1998 Playgroup had its first Ofsted inspection and in 1999 it was renamed Cullingworth Pre-school. After many years of fundraising and working with the Village Hall Committee, Pre-school moved into their new premises in April 2019.

To this day Pre-school still depends upon parental commitment, as the management committee are past and present parents and volunteers.

As we are very much part of the local community Pre-school has always striven to be adaptable and to meet the needs of the local community adjusting times and providing extra sessions where needed.

Pre-school also endeavours to take every opportunity to link with Cullingworth Primary School reception class and to keep abreast of any changes in educational provision.

### **All About Us**

Cullingworth Pre-school is a successfully Ofsted registered group. We are registered to take the government funding for 3 and 4 year olds and eligible 2 year olds. We are also registered for the extended hours (30 hour funding) which can be used over more than one setting. We also take childcare vouchers.

The delivery of care and learning is informed by the Early Years Foundation Stage. This is delivered through observation and individual planning to support children to progress towards the early learning goals, which children are expected to achieve by the end of their reception year. Individual planning, the key person system, observations and small group work support children throughout their time with us. Our emphasis is to support children's learning through play, as research shows that young children learn best through a play based curriculum.

We positively address issues relating to colour, gender, creed, ethnicity and disability.

We employ experienced and qualified staff and believe that parents, staff and volunteers are partners in the development of good care and education practices.

It is the policy of this group to encourage parental involvement within the management structure, thereby ensuring that parents have a say in the style of the provision, the activities and policies of the group.

## **Admissions and Waiting List Information**

Admission to Pre-school will usually be at the beginning of each half-term. Children will usually be eligible the half-term after they become 2.

When an application form is received, the child's name will be entered on to the waiting list for the appropriate half-term. Admissions will be in order of application. If there are insufficient places, any residual names will be placed at the top of the list for the next admission date. Should a child who is approaching school age require a place all efforts will be made to accommodate him/her.

## **Requirements Under Law**

We are registered with Ofsted. Part of the inspection process involves the group being regularly inspected. The Statutory Framework for the Early Years Foundation Stage sets out the requirements for the delivery of our service. A copy of our inspection report is available for all who wish to read it.

## **Additional Needs**

Cullingworth Pre-school welcomes adults and children with additional needs and strives to provide a safe and secure environment in which appropriate play and learning opportunities are available and everyone feels welcome.

## **Policies and Procedures**

The group has many policies and procedures in place to support the Pre-school. A selection of these can be found within this welcome pack and a complete pack is available on the parent table within Pre-school.

## **Joining Pre-school**

Every family in the community is welcome. We recognise that many different families successfully love and care for children.

A flexible payment system is offered to families with differing means.

The planned curriculum will support children to experience diversity whilst enjoying a variety of stories, celebrations and festivals.

You will be invited to visit our setting during the half term prior to your child joining us. It will give your child a chance to become familiar with the setting and the staff. The staff will support your child to settle in and work alongside carers allowing as much time as is necessary for this process. When you do leave your child for a full session, make sure you return on time so your child is not upset by other parents arriving and not being able to find you. If you are having problems do talk to your child's key person, they have helped to settle lots of other children.

## **Behaviour**

We use discipline which is firm, kind, reasonable and consistent. This is because it helps the children:

- Feel secure, since they know what is expected of them
- To behave in a way which is acceptable to others who will like them better for it
- Learn what is safe and unsafe
- Develop self-discipline

## **Toilet Training**

We are happy to work with you if your child is still wearing nappies/pull ups when starting Pre-school. Working together and using the same strategies at home and in Pre-school supports your child through the process of changing from nappies to underwear. We would ask that you provide spare clothing as there are bound to be some accidents.

## **Health**

If your child has any infection we would ask that you keep them at home. Those children or adults suffering from infectious diseases sickness or diarrhoea must not return to the Pre-school until 48 hours has elapsed since their last bout of illness.

All adults or children attending the setting must cover any cuts or sores with sticking plaster.

Pre-school staff will not administer prescribed drugs to your child without written consent from and discussion with you. Life saving drugs such as adrenaline kept in case of allergic reaction to nuts, will only be administered after full consultation with parents, and after staff have received the relevant medical training.

Pre-school will ensure that the first aid equipment is kept clean, replenished and replaced as necessary.

Hands will be washed after going to the toilet and the children shall be encouraged to cover their mouths when coughing.

## Key Person

Here at Cullingworth Pre-school we operate a key person system

As each child joins Pre-school they will be assigned their own Key Person. Each Key Person will have a number of children in their care. This does not mean that only one person will take an interest in your child. It is a system which enables every child to benefit from personal attention to support their individual needs and development, while still being part of the group.

### **Main Duties:**

1. To assist the child to settle into the group by:
  - keeping a special eye on the child in the first few sessions
  - supporting the child to integrate into the group
2. To provide for the emotional needs of the child, e.g. to comfort and reassure the child at any time of distress and to give praise and positive response.
3. To develop a relationship with parents/carers, keeping them informed of their child's activities.

### **It is important to recognise that a key person does NOT:**

- Shadow your child throughout the session
- Support only their own group of children
- Prevent other adults from forming relationships with your child

As part of their role, your child's key person will record your child's development. This collated information informs our planning and ensures that we meet the needs of all children. These records are compiled by observing the children as they play and are involved in activities. The children are not distracted by all this essential work.

We use a software called Tapestry to instantly capture the children's learning using iPads. Observations that staff make on Tapestry are directly linked into each child's personal profile which can include photographs, videos, notes and assessments made based on the Early Years Foundation Stage.

The 'Parent Share' system on Tapestry allows us to share these observations with parents via email so that you can see some of the learning that takes place in Pre-school and some of the skills that your child has been developing. Parents can also send comments and feedback by commenting on the observation.

At the end of the welcome pack there is an 'Information from home' sheet on which we would welcome any relevant information you would like to share with us (e.g. fastened a button today, their favourite story, counted to 3 or recognised a letter in their name). We would ask that this information is kept up to date via your child's key person or Tapestry journal.

## PARENTS AS PARTNERS

We believe that parents are children's first and most enduring educators. When parents and practitioners work together in early years settings, the results have a positive impact on the child's development and learning. Therefore we welcome your input.

There are many ways you can support your child and become involved with the Pre-school.

- We adopt a flexible approach to settling in please discuss with staff what arrangements will best suit your child. If your child has a toy/comforter/something that they find reassuring please bring it along with them
- The children take part in various events throughout the year. Please come along and all family and friends are welcome too.
- Please value any work your child may bring home – it may not always be obvious what it is, or what the purpose was, but if in doubt please ask staff.
- We use emails and newsletters to keep you to keep up to date with Pre-school information.
- All committee meetings are open and new committee members are welcome.
- We welcome comments, suggestions and ideas. You will find a suggestion box on the parents table, our annual parental review questionnaire is given out at the start of the year and all parents are welcome to our regular committee meetings.

Any other information or questions you may have please feel free to chat with the Manager or committee.

**\*PLEASE COMPLETE AND RETURN THIS SHEET TO PRE-SCHOOL**

**Child's Name:** \_\_\_\_\_ **Key Person:** \_\_\_\_\_

**Date:** \_\_\_\_\_

### **Information from home – Year 1**

Please fill in this sheet giving as much information as possible. The information which families share with us is valuable in helping us to support your child through their settling in period and throughout their time at Pre-school. An ongoing exchange of information between home and the setting best supports your child and their learning.

#### **Personal, social and emotional development**

Is this the first setting your child has attended without a carer? Does your child have a comforter/favourite toy? Please tell me about your child, their play and their experience of playing with other children:

#### **Communication and Language**

Which languages does your child regularly hear? Does your child try to join in with the words or actions of familiar stories or rhymes? Do you have any concerns about your child's language development?

#### **Literacy**

Which books, rhymes and stories do they enjoy and do they repeat familiar words or phrases from them? Do they like to draw and colour and do they distinguish between the different marks by telling you what they are?

#### **Mathematics**

Do they enjoy games and puzzles and counting e.g. steps and number rhymes? Do they use any mathematical language such as 'more' and 'a lot' or language for size 'big' and 'small'? Tell me about any shapes or numbers they may already know:



### **Understanding the world**

Does your child enjoy pictures and stories about themselves? Do they have a sense of their own immediate family and relations? Do they imitate everyday actions and events from their own family and cultural background in their pretend play? Do they enjoy playing with small world models and are they beginning to acquire basic skills in operating some ICT equipment?

### **Physical development**

Does your child walk up and downstairs holding a rail with two feet to a step? Are they showing preference for a dominant hand? Can they run safely, kick a large ball and turn pages in a large book? Are they beginning to help with dressing and undressing themselves?

### **Expressive Arts and Design**

Does your child listen to music? Do they join in with favourite songs and enjoy ring games and dance? Do they show an interest in blocks, colours and marks? Are they beginning to make believe by pretending?

**Please tell me anything else you would like to share about your child**

# Policies

## ACCIDENT

### General Legal Requirement

- *Providers must have a clear and well-understood policy, and procedures, for assessing any risks to children's safety, and review risk assessments regularly.*
- *Providers must take reasonable steps to ensure the safety of children, staff and others on the premises.*
- *Staffing arrangements must meet the needs of all children and ensure their safety.*
- *Providers must ensure there is a first aid box accessible at all times with appropriate content for use with children. Providers must keep a written record of accidents or injuries and first aid treatment.*

### Major Accident

At all times staff **must** wear protective clothing (disposable aprons and gloves).

1. If able to be moved, the child is taken to a quiet area and the person in charge notified.
2. The first aider dealing with the incident and the person in charge will then assess the situation and make an informed decision as to whether the child needs to go immediately to hospital or can wait for the parent/main carer to come.
  - A) If the child needs to go straight to hospital an ambulance will be called. The parent/main carer will be contacted and arrangements will be made to meet the parent/main carer at the hospital. A member of staff will accompany the child to hospital.
  - B) If the child does not need to go straight to hospital but their condition means they should go home, the parent/carers will be contacted and asked to collect their child. The child will be made as comfortable as possible and a member of staff will stay with them until the parent/main carer arrives. It will then be for the parent/main carer to decide whether to go to the hospital or not.
3. A report of the accident will then be recorded in the accident book.
4. Parents/carers will be asked to sign to acknowledge the accident and any action taken by the staff.
5. If necessary a RIDDOR form will then be completed and a copy sent to the HSE office.
6. Ofsted will be notified.
7. The Manager will then consider whether the accident highlights any actual or potential weaknesses in policies and procedures and will act accordingly, making suitable adjustments where necessary.

# ACCIDENT

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- *Providers must take reasonable steps to ensure the safety of children, staff and others on the premises.*
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**Providers must ensure there is a first aid box accessible at all times with appropriate content for use with children. Providers must keep a written record of accidents or injuries and first aid treatment.**

## Minor Accident

At all times staff **must** wear protective clothing (disposable aprons and gloves).

1. The child will be taken to a quiet area.
2. The practitioner will assess the injury and if necessary will call the person in charge.
3. If appropriate the injury will be treated.
4. The child will be resettled back into play, and be kept under close supervision for the remainder of the session.
5. The incident will then be recorded in the accident book, the parent/main carer will be informed and asked to sign the book. The accident book will be returned to the designated safe place.
6. The Manager will then consider whether the accident highlights any actual or potential weaknesses in our policies or procedures and act accordingly, making suitable adjustments where necessary.

# **BULLYING**

## **General Legal Requirement**

- *Providers must have and implement a policy, and procedures, to safeguard children.*

## **Context**

Bullying can take many different forms, e.g. name calling, being picked on, being excluded, physical aggression and intimidation. All bullying is abusive and should not be tolerated in any environment.

## **Policy**

We will protect the children and adults in our care and ensure they are safe from bullying. We will create an environment where they feel secure and safe and are able to enjoy their time with us. All adults will build relationships with the children to ensure they feel able to seek help from them if they feel threatened.

## **Procedures**

If bullying occurs we will –

- Act immediately.
- Gather as much information about the situation and incident as possible.
- Avoid blaming individuals.
- Talk things through calmly.
- Encourage those involved to work out solutions which everyone can accept.
- Monitor those involved after the incident to ensure the solution is working.
- Report incidents to Manager and Chair of Committee where appropriate
- Seek help from other professionals where appropriate.
- In the case of bullying involving children talk to parents calmly and without accusing or judging them or their child.
- Following any bullying incident evaluate and plan to avoid the situation occurring in the future.

As part of our programme of activities we will help children understand about their rights and the effect of bullying on individuals by –

- Encouraging children to feel good about themselves.
- Building up children's self esteem and feelings of self worth.
- Encouraging children to be assertive.
- Demonstrating ways of expressing feelings and behaving towards others.
- Treating children with respect. Never ridiculing a child.
- Giving plenty of praise and specific positive feedback to children.
- Providing activities which encourage social skills e.g. taking turns, sharing, helping each other, being positive with others.

Most of the above also applies in supporting adults within our setting and in the event of a bullying incident we would follow the Staff Disciplinary Policy.

## **CHILDREN ENTERING AND LEAVING PREMISES**

### **General Legal Requirement**

- *Providers must have and implement a policy, and procedures, to safeguard children.*

### **POLICY**

In our setting we strive to keep all children safe and have routines in place to keep children safe as they enter and leave our premises.

### **PROCEDURES**

In order to do this

- We ensure that all adults working (voluntary or paid) in the setting are aware of the routines for the start and end of each session.
- Doors will be manned at the start and end of all sessions
- A register will be taken at the start of each session and children will be marked out as they leave the setting.
- Two adults will man the door at the start of each session and will manage the hand over time as children are collected
- Children will be passed over into the care of the known adult at the end of the session or when the adult arrives to collect them
- All items belonging to the children will be kept together and ready for collection by the children prior to the end of each session.
- Children will remain inside the building until they are collected and will be handed over one at a time.
- Support workers will be responsible for handing over their charge into the care of the adult who is collecting them and will work in addition to the two members of staff on door duty.
- Where parents choose to use a password system when someone unknown to staff is collecting their child, it is the staff's responsibility to ensure that all staff in the building are aware of the password.

## **COMMENTS & COMPLAINTS**

### **General Legal Requirement**

- *Providers must put in place a written procedure for dealing with concerns and complaints from parents and/or carers.*

We believe in working together with parents to ensure their children's needs are identified and met. We welcome comments from parents about our provision and recognise parents are the prime educators of their child and that comments, whether negative or positive, about our setting are made with the child's interest at heart.

Positive comments are a good way for parents to let settings know their work is valued and appreciated and gives everyone concerned the chance to build on good practice.

### **PROCEDURES**

- Persons wishing to make concerns known to the setting should first talk to the Manager. Most problems can be resolved quickly within a reasonable time-scale, this may vary depending on the problem. Should the concern raised involve the Manager the chair of the committee should be contacted.
- Any complaint received will be recorded on a complaints record sheet by the member of staff receiving the complaint.
- We will investigate all written complaints, notifying the complainants of the outcome of the investigation within 28 days of receiving the complaint.
- If the situation is not resolved the complainant should approach the chair of the management committee who will raise the concern at the next committee meeting. Photographs of our Management Committee members are displayed on the notice board, their contact details can be obtained on request
- It may be helpful to have a meeting with an outside mediator, the complainant and a representative from the setting, this should help both sides to clarify the issues and reach an amicable solution.
- Everyone involved with the discussion and outcome of a complaint will be expected to treat information as confidential and will not discuss the situation with anyone else.
- If the complaint is not resolved then Ofsted can be contacted
- The details of complaints received will be kept for three years.

Contact name, address and telephone number of Ofsted is.

Ofsted Early Years, The National Business Unit, Piccadilly Gate, Store Street, Manchester. M1 2WD

Tel 03001231231 / [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **CONFIDENTIALITY**

### **General Legal Requirement**

- *Providers must have and implement a policy, and procedures, to safeguard children.*
- *Confidential information and records about staff and children must be held securely and only accessible and available to those who have a right or professional need to see them.*

### **POLICY**

Information received by the setting is often confidential and in order to maintain parents' confidence in our professional approach to this information our setting ensures -

### **PROCEDURES**

- All parents can see the details kept about their child and themselves at any time.
- Parents will not be given access to the information kept on other children and their families.
- Feedback given to parents on their children's progress will be given directly to the parents unless they state a third party can be involved e.g. a childminder or grandparent.
- Information about a child's medical needs or status i.e. HIV or concerns about Safeguarding issues will be kept in a separate file in a locked cabinet and will only be available to authorised personnel.
- Staff, students and visitors to the setting will be made aware of the importance of confidentiality of information and their responsibility within the setting.
- Information about individual members of staff will not be given out to anyone without permission of that person except in the case of Safeguarding.
- GDPR regulations will be followed and parents will be asked to sign a privacy notice when they first start.
- All confidential information will be stored securely.

## **EQUALITY AND INCLUSION**

### **General Legal Requirement**

- *Providers must have and implement a policy, and procedures, to promote equality of opportunity for children in their care, including support for children with special educational needs or disabilities.*
- *Providers must take reasonable steps to ensure the safety of children, staff and others on the premises.*
- *Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.*

### **POLICY STATEMENT ON EQUALITY**

In our setting we aim to acknowledge and value each child's individual stage, ability, culture, religion, language and family group. We actively seek to combat sexism, racism, stereotyping and promote equal opportunities for girls & boys, women and men. We recognise, promote and respect diversity in the wider community. We promote equality of opportunity for children with special needs and their families.

### **POLICY STATEMENT ON INCLUSION**

Our setting has used the DfES Code of Practice on the Identification and Assessment of Special Educational Needs 2001 (revised 2004) and the Equality Act 2010 to devise a policy and procedures which will ensure all children have the appropriate opportunities to learn through play and that all families will feel welcome.

We recognise that parents are young children's first educators and welcome their involvement in our setting in order to ensure that the children's home based learning and the learning opportunities we offer extend and reinforce each other.

We recognise the importance of supporting and promoting British

Values. We endeavour to empower all children to have a strong sense of self and to respect others.

### **PROCEDURES**

- Information, written and spoken, will be clearly communicated in as many languages as necessary. Bi-lingual children and adults are valued, and their languages and skills will be recognised and respected in our setting.
- Each child will have a key person. They will take a close interest in their progress and individual needs and will plan for them appropriately.
- Discussion between parents, manager and key person will plan the settling in programme for each individual child.
- The named designated person for Special Educational Needs is Donna Beer
- The medical, cultural and dietary needs of children, families and adults working in the setting will be met.
- The environment will be monitored to ensure all children can be included and any adaptations which need to be made to accommodate a child's specific need will be considered and undertaken where possible. If it is not possible to adapt the physical environment we will consider alternative ways to ensure the child's needs are met.
- We plan our programme to extend the children's experience and knowledge of other cultures, languages and celebrations.
- We ensure that the activities reflect the diversity of our society not just our setting.



- We encourage children to explore in a positive way the differences and diversity of people by ensuring the representations of people are accurate and realistic i.e. dolls, puppets, models.
- Children's progress and needs will be monitored by carefully planned methods of observation by all staff and will be shared with parents, taking account of information from parents.
- Children's views and opinions about the activities and routines they enjoy, as well as their other likes and dislikes, will be sought as part of the planning for a child's specific needs.
- With parental agreement children's specific needs will be monitored, supported and reviewed by the staff in consultation with other professionals including speech therapists, psychologists, paediatricians, social workers and health visitors.
- Children will be supported through their transition to other settings through consultation with all agencies involved with the child and their family.
- Children's right to privacy will be maintained while carrying out personal hygiene activities by ensuring other children and adults are not able to observe the child.
- Discriminatory behaviour or remarks are unacceptable in our setting and will be challenged. We will respond in a way that is sensitive to the feelings of the victim and help those responsible to understand and overcome their prejudices.
- We seek to enable adults with disabilities to take part in our setting where it is safe and reasonable to do so.
- We monitor our practice and have regular meetings to discuss and decide how to improve our practice and procedures.
- Staff will attend relevant training to ensure they keep up to date with the requirements of all children with special needs and regarding specific conditions and disabilities.
- Meetings, events and courses will take account of the needs of families with young children, and will be designed to ensure all who wish to be involved in the organisation and management of our setting have an equal opportunity to do so.

## **GUIDELINES FOR OUTINGS AND VISITS**

### **General Legal Requirement**

- *Children must be kept safe while on outings.*

### **Transport –**

- Mini buses should have forward facing seats with seat belts.
- Appropriate child seats will be used.
- Drivers should have undergone formal assessment of their ability to drive a minibus.
- Evidence of current driving license and drivers name should be held by the setting.
- Insurance certificate should indicate drivers allowed to drive for the setting.
- Details of vehicles used will include registration number, license number, insurance company and renewal date.
- A registered member of staff will accompany all children.
- No child will be left in a vehicle unattended.

### **Staffing levels –**

- One adult to two children, qualified staff to be responsible on outing if parents or volunteers make up part of the adult contingent.
- Staff will ensure that regular headcounts are undertaken.

### **Plan of activities -**

- A plan to show how the outing fits into the overall programme and the activities which will be used to prepare children for the outing beforehand, the activities to be carried out during the outing and the follow up activities to promote children's learning after the outing will be written down and read by all adults involved in the setting.

### **Risk assessment -**

- Before taking the children on any outing, a member of staff or committee will visit the venue and carry out a risk assessment for the journey and location. If this is not possible the venue will be contacted requesting a copy of their risk assessment.
- A full risk assessment will be conducted for each outing; this will include the nature of the outing and adult/child ratio.

### **Parental permission -**

- A consent form will be completed by parents giving the responsible person authority for their child while on the outing.

### **Emergency procedures -**

- Contact telephone numbers for parents will be taken.
- A mobile phone fully charged will be carried at all times; this number will also be left with a responsible person at the setting.
- A qualified paediatric first aider will be present for all outings.
- If an accident requiring medical assistance occurs to a child, an ambulance will be called, the parent will be asked to meet their child and a member of staff at the nearest hospital.
- In the event of a child being lost, the 'missing child off site procedure' will be followed.
- Any incidents must be recorded in writing.
- Ofsted will be contacted and informed of any serious incidents.

### **Information/Equipment to be taken on the trip -**

- List of children, parents phone numbers, special needs including any allergies.
- Mobile phone.
- First Aid kit and any necessary medication, accident book.
- Spare clothes, plastic bags.
- Activity plan.
- Programme including time expected home. This information will also be kept in the setting.

## **HEALTH AND HYGIENE**

### **General Legal Requirement**

- *The provider must promote the good health of the children attending the setting. They must have a procedure, discussed with parents and/or carers, for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill.*
- *Providers must take reasonable steps to ensure the safety of children, staff and others on the premises.*
- *Providers must ensure there are suitable hygienic changing facilities for changing any children who are in nappies.*
- *Where children are provided with meals, snacks and drinks, they must be healthy, balanced and nutritious.*

### **POLICY STATEMENT**

We aim to provide a hygienic, healthy and safe environment for children and adults.

### **HYGIENE**

In order to avoid the spread of infection we maintain personal hygiene by following these procedures.

#### **Personal hygiene**

- Everyone washes their hands after using the toilet.
- Everyone is encouraged to use the hand dryers.
- Encouraging children by example and word to put their hands over their mouths when coughing.
- Tissues are available and used to blow noses; tissues will be disposed of hygienically.
- Children are supported to use the anti-bacterial hand gel.
- Cuts and open sores will be covered with a visible waterproof plaster.
- When pets/animals are brought into the setting children will be encouraged to handle and help care for them, protective clothing will be worn and hands washed after handling
- Parents will be informed if there is any infection such as head lice, scabies, worms, impetigo or childhood infectious diseases which may affect other children or their parents.

#### **Food preparation**

- Always wash hands before and after preparing/handling food or drink.
- Wash raw fruit or vegetables which are to be eaten.
- Not coughing or sneezing near food.
- Store food appropriately – raw and cooked separate; kept covered and refrigerated.
- Fridge temperature checked daily
- Work surfaces cleaned with anti-bacterial spray before use.
- Storage areas will be regularly and thoroughly cleaned.
- Kitchen equipment will be thoroughly cleaned after use.
- Staff that are responsible for the preparation and handling of food have undertaken appropriate training.
- Notify Ofsted of any food poisoning affecting two or more children looked after on the premises.

#### **Cleaning**

- Use different cleaning cloths for kitchen and messy play areas.
- Ensure cloths for drying crockery and hands are clean and hygienic.

- Keep utensils, crockery and pots clean and undamaged, ready for use.
- Wash/sterilize resources and equipment on a regular basis.

## **HEALTH**

In order to avoid risks to health we always follow these health procedures

- Activities will take account of children's health needs - dietary and physical exercise.
- A record of special dietary requirements, allergies etc will be kept on the child's individual record card.
- Fresh drinking water is available at all times.
- No smoking will be allowed on the premises.
- Changing facilities will be cleaned with anti bacterial spray after each use.

## **Infection Control**

To make staff, parents/carers and volunteers aware of infection control issues and to minimise the hazards and risks to enable the children to thrive the following procedure will be followed

- Barbara Knowles is the member of staff responsible for infection control.
- Children or staff will not attend pre-school until 48 hours have elapsed since they last vomited or had diarrhoea.
- All parents/carers and volunteers will be asked to contact the pre-school if they or any children have an infectious disease or signs and symptoms of vomiting or diarrhoea.
- Where children, staff or volunteers have a notifiable infectious disease they will not attend the group until they are given the all clear by their medical practitioner.
- Infection control issues are explained to the parents/carers in our information welcome pack so that they understand the part they play in the daily life of the pre-school.
- Staff are made aware of the procedure for cleaning bodily fluids.
- The Environmental Health Team and Ofsted will be notified when two children/staff are diagnosed with sickness/diarrhoea or if an infectious outbreak occurs.
- In the event of an outbreak the equipment and resources in use will be disinfected.
- Other settings within the community will be informed of the outbreak by the Manager.
- Following any other setting informing our pre-school of an outbreak the children attending both settings will be asked to return after the 48 hour rule.
- Staff working within one or more setting will be asked not to return to work until the outbreak has elapsed.
- If a child is vomiting or has diarrhoea they should be isolated from the group if possible until they are collected by their parent/carer.
- Activities such as play-dough, baking, sand and water will not be used during an outbreak.

## **Accident**

- At least one member of staff present at each session will have a current Paediatric First Aid certificate.
- Every adult will know where the first aid box and accident book is kept; a notice stating where it is will be displayed.
- Accidents, injuries and any first aid treatment will be recorded in the accident/incident book.
- A named person will be responsible for the checking the contents of the First Aid box once a week.

## **Dealing with bodily fluids**

If an accident or illness occurs which results in bleeding, vomit, faeces or urine, the following procedure will be followed:-

- Disposable gloves will be worn.
- The wound will be washed in water.
- A suitable dressing will be applied.
- Wrap blood stained tissues or waste paper in a plastic bag and dispose of it in line with your premises procedures.
- Wash blood splashes off the skin with hot soapy water or out of eyes with water.
- Clean area affected by blood, vomit, urine or faeces with diluted household bleach.
- Waste cleaning materials will be put in bags and disposed of in line with your premises procedures.
- Clothes, soft toys or soft furnishings stained by body fluids will be washed by hand using hot water and detergent or in the hot wash cycle in a washing machine.

## **Nappy changing/toilet training**

To provide developmentally appropriate care and support for all children, ensuring their needs are met and good hygiene practices and privacy is maintained the following procedures will be followed

- Practitioners will provide help and support to both children & families through agreed toilet training systems.
- The specific needs of children will be identified during toilet training and those needs met through a range of strategies.
- Necessary equipment e.g. changing mat, wipes and nappy bags will be provided
- Records of nappy changes will be kept
- Children's nappies will be checked on a regular basis throughout each session and changed as necessary
- Used nappies will be bagged and sent home as there are no nappy disposal facilities at pre-school.

## **Special note re HIV/AIDS**

- All settings should follow the hygiene policy when dealing with accidents resulting in bleeding or vomiting or in cases of diarrhoea and changing nappies.
- No one has the right to know if another person is HIV positive or has AIDS.
- If the manager is told about a child or adult HIV status they should inform the chair of the committee alone.
- This information should not be shared with anyone else without the permission of the person concerned.
- **OTHER PARENTS DO NOT NEED TO BE TOLD**
- Any failure by an employee to keep this information confidential may result in immediate suspension and will always result in thorough disciplinary investigation.

## **INFORMATION FROM PARENTS**

### **General Legal Requirements**

- *Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.*

All settings need to have information about individual children to ensure their safety and to support their development taking account of their specific needs.

### ***The information settings should ensure they receive from parents includes -***

- Child's name and how they like to be addressed.
- Child's date of birth.
- Parent's names.
- Name & address of the parents or carers the child normally lives with
- Emergency contact name & phone number.
- A list of adults who may collect the child from the setting.
- Procedure for emergency collecting if parent unable to pick their child up.
- Any medical conditions which may affect child's development or welfare e.g. asthma, orange or peanut allergy.
- Written permission to seek or administer emergency advice or treatment.
- Permission to use their child's pictures for publicity
- Family preferences e.g. observance of religious festivals, avoidance of meat.
- Any special need of the child (short/long term, temporary or permanent).
- Any special likes, dislikes or fears of a child i.e. cuddles, milk, loud noises.
- Special words used by the child for routines i.e. toileting, sleep or rest.
- Parents signature to confirm they have received the welcome pack which includes the setting policies
- Permission from parents regarding the use of information about the family held by the setting (Privacy Notice).

## **INFORMATION FOR PARENTS**

### **The information parents need to have from settings must include -**

- Name and address and telephone number of your setting.
- Who to contact for more information, queries, concerns etc.
- What you aim to provide and how you will do this.
- When your setting is open and the times it operates.
- The age children must be before they can attend.
- The fees charged and when they are charged, absences, holidays, vouchers and subsidies.
- Copies of policies and procedures adopted by you.
- The names, qualifications and experience of your members of staff.
- Other people who might be involved e.g. students on placements.
- Parents rota.
- Appropriate clothing.
- Children's own toys, comforters etc.
- What records will be kept on the children's progress, who has access to them and what happens to these records when the child leaves your setting.
- What facilities you have to enable children with special needs to attend.
- How the setting is managed and committee member details.
- Complaints procedure including contact details for Ofsted.
- GDPR and how it affects families and the setting.

## **MANAGING CHILDREN'S BEHAVIOUR**

### **General Legal Requirement**

- *Providers must have and implement a behaviour management policy, and procedures.*

### **POLICY**

Our setting aims to provide a stimulating range of experiences and activities for children to make sense of their world through play. We recognise the need to set reasonable and appropriate limits which all the adults will maintain consistently in the management of children's behaviour.

We do not threaten or administer physical punishment or punishment which causes pain or humiliation to a child. We recognise the importance of the adults' behaviour as a role model for the children.

We endorse positive discipline as an effective way to set limits and manage behaviour in our setting

- The person responsible for the behaviour management in our setting is Barbara Knowles

### **PROCEDURES**

In order to do this we -

- Reward good behaviour because rewards are constructive, they encourage further effort. Punishment is destructive, it humiliates children and makes them feel powerless.
- Encourage self discipline and respect for others because children need to grow into people who behave well even when there is no one to tell them what to do.
- Set realistic limits according to children's age and stage of development because as children grow our expectations of them change.
- Introduce a rule board as children are more likely to adhere to rules that they have set for themselves.
- Set a good example because young children take more notice of how we are and what we do than what we say.
- Encourage children, not order them because do as you are told does not teach anything for next time, positive discipline means explaining why.
- Consultation between parents and staff will ensure consistent adult responses to children's behaviour because children need to know where they stand and what we mean by what we say.
- Praise, give attention and appreciate what children do because when children are used to getting attention for good behaviour they will not need to seek it by misbehaving.
- Build children's self esteem because shaming, scolding or humiliating children can lead to even worse behaviour while approval, praise and attention will make a child feel valued and cared for.
- Staff will attend relevant training to ensure they keep up to date with best practice in behaviour management.
- Physical intervention will only be used to prevent injury to a child.

## **MEDICINES**

### **General Legal Requirement**

- *Providers must have and implement a policy, and procedures, for administering medicines. It must include systems for obtaining information about a child's needs for medicines, and for keeping this information up-to-date.*

Prescribed medicines will be administered by parents where possible. When the setting is to administer medicines the following procedures will be followed –

### **PROCEDURES**

- Medication may only be administered by a qualified member of staff, who is a First Aider, in the presence of a senior member of staff.
- If technical/medical knowledge is required to administer prescription medicines individual training must be provided from a qualified health professional.
- All medication will be stored in its original container, clearly labelled, include prescriber's instructions and is inaccessible to children.
- Medication will only be administered if it has been prescribed previously by a doctor, pharmacist, dentist or nurse.
- A prior consent form must be completed and signed by parents for each and every medicine.
- When medication is administered records will be kept which include dosage, name of medication, time of administration, person administering, and witness to procedure.
- Parent to sign the medication form when the child is collected.
- We will check with our insurance company regarding our legal position.

## **ILL CHILDREN**

### **General Legal Requirement**

- *The provider must promote the good health of the children attending the setting. They must have a procedure, discussed with parents and/or carers, for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill.*

If your child has any infection we would ask that you keep them at home. Those children or adults suffering from infectious diseases, sickness or diarrhoea must not return to the pre-school until 48 hours has elapsed since their last bout of illness. When a child becomes ill in our setting it is our policy to send that child home to ensure that their needs are met and to protect other children and adults from the risk of infection.

### **PROCEDURES**

- Any member of staff suspecting a child is unwell or contagious must report this to a senior member of staff.
- A member of staff will make sure the child is as comfortable as possible away from other children.
- The parents will be telephoned first; if no answer other emergency contact numbers will be tried.
- If parents or emergency contact numbers did not answer the child will be cared for by one member of staff until the end of the session.
- Parents will always be advised to seek the advice of a medical practitioner.
- Where staff are concerned about a child's condition deteriorating e.g. suspected meningitis, an ambulance will be called to take the child directly to hospital and seek medical guidance.
- Ofsted will be notified of any child suffering from a notifiable disease.



## **MISSING CHILD ON SITE**

### **General Legal Requirement**

- *Providers must have and implement a policy, and procedures, to safeguard children.*

We have the highest regard for the safety of the children in our care. Staff will always be extremely aware of the potential for children to go missing during sessions. Members of staff will undertake periodic head counts.

If for any reason a member of staff cannot account for a child's whereabouts during a session the following procedure will be activated:

- The member of staff will inform both the Manager and the rest of the staff team that the child is missing.
- A thorough search of the entire premises will commence. The staff team will be careful not to create an atmosphere of panic and to ensure that the other children remain safe and adequately supervised.
- If the child is not on the premises the search will be widened to include the surrounding area.
- If after a thorough search the child is still missing, the Manager will inform the police and then the child's parents/carer.
- While waiting for the police and the missing child's parents/carer, searches for the child will continue. During this period other members of staff will maintain as normal a routine as is possible for the rest of the children. The correct adult child ratios will be maintained at all times.
- The Manager will be responsible for meeting the police and the missing child's parent/carer. She will co-ordinate any actions instructed by the police, and do all she can to comfort and reassure the parents/carers.
- Once the incident is resolved, the Manager and the staff team will review relevant policies and procedures and implement any necessary changes (paying particular attention to reviewing security on site).
- Inform all relevant parties of findings, implications and outcomes of review.
- All incidents of children going missing from the setting will be recorded on an incident form; Ofsted will also be informed by telephone within 24 hours, followed by a written report within 7 days.

## **MISSING CHILD OFF SITE**

### **General Legal Requirement**

- *Providers must have and implement a policy, and procedures, to safeguard children.*

It is the party leaders responsibility to ensure that children do not go missing. In order to do this it is our responsibility to ensure that:

- We regularly count the children when on trips, particularly when moving from one place to another.
- Inform children what to do in the event that they become lost.
- Remind children to stay close to you at all times.
- Inform children where they can and cannot go without your permission.
- Try to make children distinguishable from others by means of hats/tabards/bands etc. But do not identify with name badges.
- Check the register/take a name call if you are in any doubt that a child may be missing.

If a child goes missing off site the following procedures will be activated:

- The member of staff will inform the manager immediately.
- Ask other staff if they have seen the child and instigate a search of the area (as missing child on site).
- Ensure there is suitable supervision for the other children and ensure staff ratios are maintained at all times.
- If after 15 minutes of thorough searching the child is still missing, the manager will inform the local police and the child's parents/carers (or emergency contact if they are unobtainable).
- At least one member of staff will remain at the scene whilst others return to the setting with the children.
- The remaining member of staff will meet the police and parents/carers when they arrive at a designated point.
- Once the incident is resolved, the manager and the staff team will review relevant policies and procedures and implement any necessary changes.
- Inform all relevant parties of findings, implications and outcomes of review.
- All incidents of children going missing will be recorded on an incident form; Ofsted will also be informed by telephone within 24 hours followed by a written report within 7 days.
- Do not talk to the press. Be careful who you discuss the situation with.

# OUTDOOR

## General Legal Requirements

- *Providers must take reasonable steps to ensure the safety of children, staff and others on the premises.*
- *Staffing arrangements must meet the needs of all children and ensure their safety.*
- *Providers must have and implement a policy, and procedures, to safeguard children.*
- *Providers must have a clear and well-understood policy, and procedures, for assessing any risks to children's safety, and review risk assessments regularly.*

## POLICY

We have an emphasis on outdoor play, ensuring that the children are actively involved in physical activities; this benefits the children to become healthier, happier and more competent when playing outdoors. Outdoor play offers opportunities for children to connect to different skills, ideas, knowledge and materials which promotes social learning, creativity and problem solving skills.

We try to ensure and sustain quality play outside through:-

- Developing appropriate resources over time
- The usage of canopies and gazebos to provide protection from both sun and rain to ensure that outdoor play can take place daily
- Ensuring staff ratios allow access to outdoor play
- Ensuring that children are dressed appropriately for outdoors – whatever the weather
- Supporting outdoor play development through competent and thorough risk assessment which is not totally risk averse
- Ensuring quality of access and participation for all children
- A whole team approach to ensure adults are good role models for outdoor play.

Our overall rationale for outdoor play is to ensure that the children are offered a wide range of activities while in the outdoor environment.

## PROCEDURE

We provide a framework for the children to have the opportunity to:

- Play in the sand – gaining whole body experiences
- Enjoy the movement on vehicles such as bikes and scooters that also encourage co-operation and are available with or without pedals to meet the differing needs of children
- Develop mark making skills through drawing, painting, chalks
- Develop balancing skills through the use of different objects for their own obstacle course
- Explore nature through establishing bird feeding areas to encourage wildlife and flora and fauna and through collections of stones, leaves, sticks and other natural materials
- Access a planting and growing area to develop knowledge and understanding
- Connect items and experiment with guttering, plastic tubing,
- Access role play such as picnics, garage, car wash etc

- Build through the use of large scale resources such as boxes, planks, blankets, tubes etc to make dens
- Access water play using a variety of equipment and using this for washing and washing lines with pegs etc
- Access Science through investigation with magnifying glasses, binoculars, plants, clipboards etc

The opportunity to play outside, throughout the year, in all different kinds of weather is as important as playing inside. Nearly everything that is provided inside can be provided outside and for many children, the learning that happens outdoors is very important.

We ensure that children have access to outdoor play every day, all year round. A daily health and safety check of the area and equipment is carried out before taking the children out and any hazards are removed. We ensure that children are provided with sun hats and sun creams during the summer period.

The role of the adult is to:

- Provide planning and resources for a challenging outdoor area that is integral with overall planning and identifies practitioners to support and lead activities
- set up and store equipment safely
- observe key children/focus children and plan appropriately
- be an active role model interacting and supporting children's learning and planned play
- provide varied opportunities for supporting and encouraging children to explore and extend their experiences
- extend and develop children's language and communication in their play
- consult and involve children in planning
- support our colleagues
- ensure appropriate ratios are maintained

When Planning and organising the outdoor environment staff ensure they plan for all areas of learning. Planning for outdoor learning recognises the area as an extension of the indoor learning area, well-planned play, both indoors and outdoors, is a key way in which young children learn with enjoyment and challenge.

We ensure that equality of opportunity outside is covered by the following:

- Ensuring that all children have the ability or support to play and explore in the outdoor area.
- Monitoring how children use the outdoor area and asking them their views on developing the area
- Respect for cultural issues, e.g. some children may need to remain fully clothed even when something like a paddling pool is available.

Our outdoor learning environment provides a range of opportunities, sufficient space, time and resources to allow time for effective physical development time, opportunity and support for children with motor impairment or physical disabilities in partnership with outside agencies.

## **PARENT/CARER INVOLVEMENT**

### **General Legal Requirements**

- *Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.*

### **POLICY**

Parents/carers are the most significant people in a young child's life. Our setting intends to work with families, supporting, encouraging and reinforcing best practice and responding positively when asked for suggestions of ways of caring and coping with children.

### **PROCEDURE**

In order to do this we:

- ensure all families know about our aims and policies including complaints.
- encourage families to become actively involved in the setting.
- give feedback on their child's progress, using specific examples of achievement or behaviour and via build a profile.
- provide families with free access to their child's developmental records.
- listen to families comments and opinions about their child's progress and where requested, their comments are incorporated into their child's records.
- ensure times, places and information about meetings is available to all families.
- inform families about training which might interest them e.g. importance of play or running the setting.
- ensure copies of the inspection reports are available for all families.
- contribute to Tapestry and encourage families to do the same.
- keep families informed of events via website and email, newsletters, posters and Facebook.

## **PARENTS/CARERS AS PARTNERS**

We believe that parents/carers are children's first and most enduring educators. When parents/carers and practitioners work together in early years settings, the results have a positive impact on the child's development and learning. Therefore we welcome your input.

There are many ways you can support your child and become involved with the Pre-school. We adopt a flexible approach to settling in, please discuss with staff what arrangements will best suit your child. If your child has a toy/comforter/something that they find reassuring please bring it along with them.

The children take part in various events throughout the year. Parents are invited and all family and friends are welcome.

Please value any work your child may bring home – it may not always be obvious what it is, or what the purpose was, but if in doubt please ask staff.

Please check the notice boards regularly in order to keep up to date with Pre-school information. We also use letters and newsletters to keep you informed.

New committee members are welcome and we welcome comments, suggestions and ideas, you will find a suggestion box on the parents table. Our annual parental review questionnaire is given out prior to the AGM.

Any other information or questions you may have please feel free to chat with the Manager or committee.

## PARENT/CARER BEHAVIOUR

### General Legal Requirements

- *Providers must take reasonable steps to ensure the safety of children, staff and others on the premises.*

### Policy

Cullingworth Pre-School has a duty of care towards all children, staff, volunteers and families using our setting and they all have a right to feel safe and comfortable whilst doing so.

Behaviour that will cause harassment, alarm or distress to users of the premises is an offence under Section 547 of the Education Act 1996.

Cullingworth Pre-School will not tolerate abusive language or behaviour being used towards staff , volunteers or other families using our setting.

### Procedures

- Parents/ carers are expected to behave with courtesy towards all staff, other parents/carers, children and other people on the Pre-school site.
- Following an incident, any person using threatening or abusive behaviour will be asked to leave immediately.
- A written report will be made of the circumstances surrounding any incidents
- Staff will ring the police if necessary.
- The Complaints Policy will support any ongoing actions.

## **SAFEGUARDING CHILDREN**

### **General Legal Requirement**

- *Providers must have and implement a policy, and procedures, to safeguard children.*

### **POLICY**

In our setting we plan to provide an environment which ensures children are safe from potential abuse including bullying and will respond to any suspicion of potential abuse in a way which respects the child's rights and reinforces the adult's responsibilities to the children.

- The designated person to whom all concerns are referred is Barbara Knowles

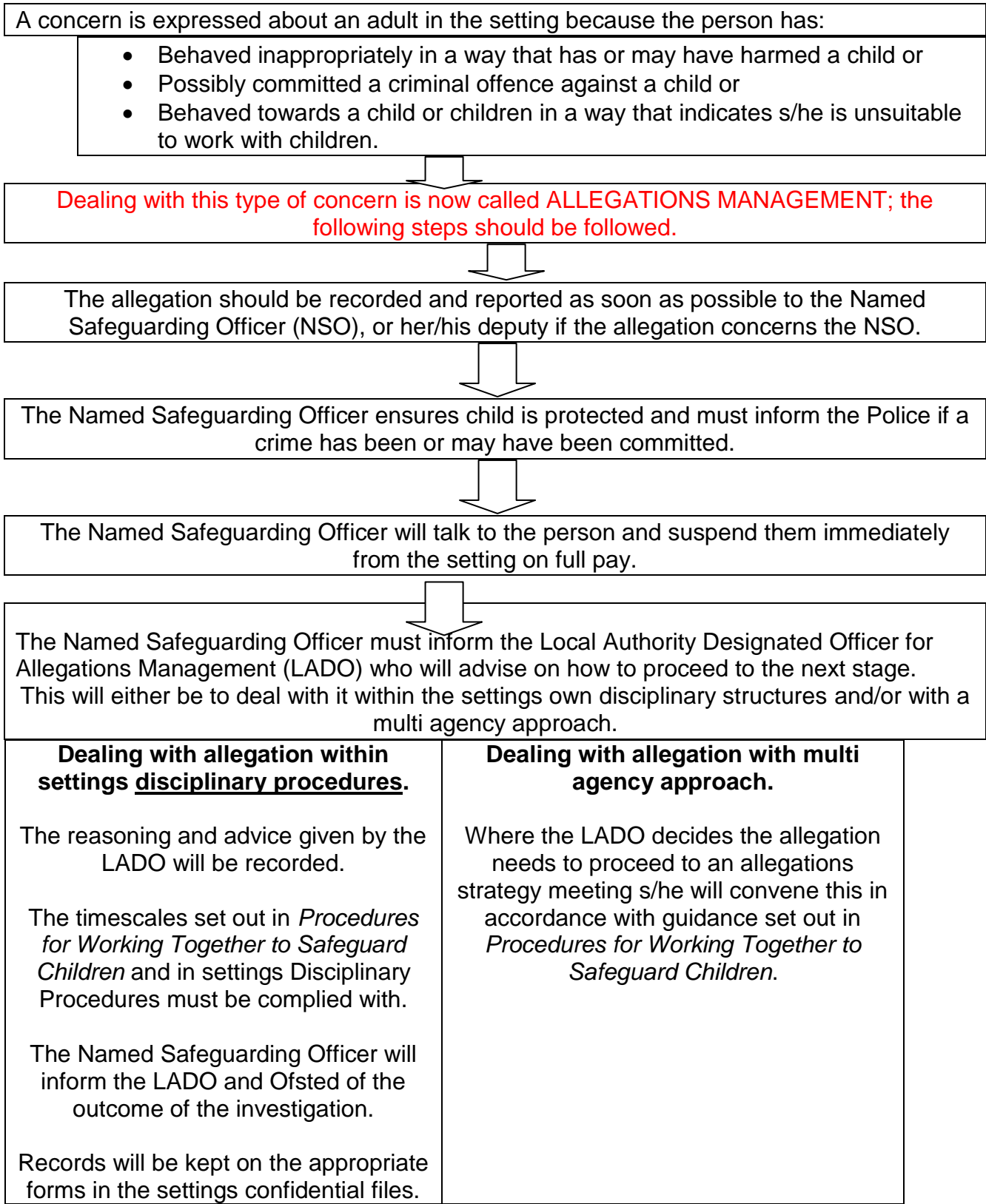
### **PROCEDURES**

In order to do this we

- Ensure that all adults working (voluntary or paid) in the setting are aware of the fact that such work is exempt from the provision laid down in the Rehabilitation of Offenders Act 1974.
- Require all potential workers to provide references, attend an interview, sign an agreement for an enhanced DBS check and to work for a probationary period.
- Ensure no new committee members have unsupervised access to the children until their DBS number has been received.
- Provide an induction programme for new members of staff that includes Safeguarding Children responsibilities.
- Offer ongoing training to all adults, involved with the care and education of children, which will help them to recognise and respond to suspected abuse of children whether physical, emotional, sexual or as a result of neglect.
- Provide as part of a planned learning programme of activities which help children understand issues of personal safety, express their fears and anxieties, and name body parts.
- Never allow an unregistered adult to be alone with a child or children e.g. going to the toilet or supervising children in a separate room.
- Have clearly set out procedures which all adults will be aware of to respond to concerns of suspected abuse.
- Recognise that parents should always be involved in the monitoring of children's behaviour or development and should be the first point of contact (except in cases of suspected sexual abuse) Discussions with the parents will take place either by telephone or when they drop off/collect their child from the setting, depending on the severity of the concern.
- Keep an ongoing record of observations of significant changes in children's behaviour or appearance which will be written and kept confidential. (depending on the change, either an incident form or cause for concern form will be completed).
- Will ensure all adults know who to contact within the setting and what to do if that person does not carry out their responsibility for the child's well being.
- Work with the Children's Services, Police and LSCB to ensure the child's best interests are met.
- Notify the local Children's Services or Police without delay about any substantiated allegations of abuse by any person living, working or looking after children, either at our premises or elsewhere.
- Will wherever possible continue to support and work with the child's family to maintain continuity of care for the child.
- All details of concerns, progress, case conferences etc are confidential and will not be discussed with anyone not authorised to have this information.
- Inform Ofsted without delay of any allegations made against an adult in the setting.

- The contact number for Children’s Services (Social Service) is 01274 435600  
Police Child Protection unit telephone number is 08000223222

**SAFEGUARDING CHILDREN PROCEDURES**  
**ALLEGATIONS MANAGEMENT**





## SAFEGUARDING CHILDREN PROCEDURES CONCERN ABOUT A CHILD

A concern is expressed about a child in the setting because the child has:

- Behaved inappropriately in a way that could suggest abuse has occurred or
- Unexplained bruising or marks or
- Shown deterioration in their general well being.

When dealing with this type of concern, the following steps should be followed.

The concern should be reported as soon as possible to the Named Safeguarding Officer (NSO) or her /his deputy if the NSO is not present.

The Named Safeguarding Officer ensures child is protected and must inform the Police if a crime has been or may have been committed.

The Named Safeguarding Officer will investigate the concerns.

The Named Safeguarding Officer must inform the Local Authority Designated Officer for Allegations Management (LADO) if they consider external advice is necessary. The LADO will advise on how to proceed to the next stage. This will either be to deal with it within the settings own procedures or with a multi agency approach.

### **Dealing with concerns within settings safeguarding procedures.**

1. The person reporting concern must complete a Cause for Concern record as soon as possible after reporting it to the NSO.
2. The NSO will check for previous concerns on file.
3. The NSO will speak to a parent about concern (unless sexual abuse is suspected).
4. The NSO will make a decision about whether to monitor the situation or **contact the LADO.**
5. Monitoring the situation must include a statement giving the length of time to monitor and date for review.

### **Contacting the LADO.**

Any advice given by the LADO will be recorded.

The timescales set out in *Procedures for Working Together to Safeguard Children* and in settings safeguarding procedures must be complied with.

The Named Safeguarding Officer will inform the LADO and Ofsted of the reasons for their decision following their investigation.

Records will be kept on the appropriate forms in the settings confidential files.

### **Dealing with concerns with multi agency approach.**

Where the LADO decides the concern needs to proceed to an initial assessment s/he will convene this in accordance with guidance set out in *Procedures for Working Together to Safeguard Children.*

## **SAFETY**

### **General Legal Requirement**

- *Providers must have and implement a policy, and procedures, to safeguard children.*
- *Providers must take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency, and must have an emergency evacuation procedure.*
- *The provider must promote the good health of the children attending the setting. They must have a procedure, discussed with parents and/or carers, for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection, and take appropriate action if children are ill.*
- *Staffing arrangements must meet the needs of all children and ensure their safety.*
- *Providers must have a clear and well-understood policy, and procedures, for assessing any risks to children's safety, and review risk assessments regularly.*

### **POLICY**

Our setting aims to provide a safe and secure environment both indoors and outdoors for children and adults.

### **PROCEDURES FOR SAFETY**

In order to avoid the risk of accidents we maintain safety by following these safety procedures

- Keeping doors and gates locked and doorbell working
- Children will always be supervised by a responsible member of staff and will be kept out of kitchens or areas where hazardous materials are kept.
- The beginning and end of sessions will be closely monitored and children will be marked as they arrive and leave; children will only leave with a known authorised adult whose name has been provided by the parents.
- A record will be kept of all adults and visitors.
- Procedures for entrances and exits will be known by the adults involved and agreed procedures will always be followed.
- Safety checks will be carried out on the premises, both indoors and outdoors before and at the end of every session.
- Hazards will be corrected immediately, if this is not possible, the manager will be informed and the children kept away from the area until the problem is rectified.
- Any faulty equipment will be removed, repaired where possible; if unable to repair the item will be disposed of.
- Windows, sockets, stairs, heaters, potentially dangerous materials and layout of activities and equipment (indoors and outdoors) will be closely supervised to remove or minimise hazards.
- Equipment and activities available to children will take account of safety and the children's age and stage of development.
- Undertake risk assessments on a regular basis, identifying aspects of the setting that are to be checked regularly.
- Notify Ofsted of any changes in our facilities that may affect the space and level of care provided.
- Notify Ofsted of any serious injury or the death of any child.
- All staff working directly with the children will have first aid training for children and babies
- All staff will know where the first aid box and accident/incident book is kept.
- The named person (Linda Copland) will be responsible for checking the contents of the First Aid box
- The safety policy will be reviewed to include the needs of individual children

## **Security – Keeping your children safe**

We employ a strict procedure to cover the arrival and collection of your children. The use of separate entrances ensures the children's safety as they arrive and leave the setting. Doors will be manned at the start and end of all sessions by two adults.

### Arriving with your child

- We ensure that all adults working (voluntary or paid) in the setting are aware of the routines for the start and end of each session.
- The front entrance is used when bringing your child to preschool. Children who are able to, are encouraged to come into Pre-school independently.
- Staff will monitor each of the outer doors and each child will be entered onto the register as they come in.
- Please support children to hang their coats on a hook and put bags in the cages underneath the coat hooks.

### Collecting your child

- At the end of each session children will be waiting in the lobby area for collection.
- Children will be marked out as they leave the setting one at a time and we only release each child into the care of someone who is known to us. Notification and details must be given to the setting if a child is to be collected by another person
- All entrances and side gates are kept locked during sessions. To leave or collect a child during a session, or speak to a member of staff, access can be gained by pressing the door access and speaking to a member of staff.

## **Fire Safety**

- Procedures for fire/evacuation drills will be known by the adults in the setting.
- Fire doors will never be obstructed.
- Fire exits will be clearly identifiable.
- Appropriate, working fire alarms, smoke detectors and extinguishers will be in place.
- Fire drills will be carried out at least once per term and a record of date, time taken, people involved, any problems encountered and how they were resolved will be kept.

### **Please note:**

If there is a **Major Incident** where possible we will follow our existing emergency evacuation procedure which must include a safe refuge. However, you should be aware that we would be guided by a Major Incident Controller who may be an officer of our local authority, a senior police or fire officer, who may request that we remain in our premises. We will make sure we know who would be responsible if there was a major incident affecting our provision.

## TRANSITION POLICY

### General Legal Requirement

- *Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met.*
- *Staffing arrangements must meet the needs of all children and ensure their safety.*

### **POLICY**

We recognise that the well-being and learning of children can be enhanced given a positive experience of transition. We are committed to support children and their families at times of transition having high regard to meeting their social and emotional needs. This ethos is reflected in our procedures and practices.

### Aims

To promote the continuity of care and education for all children in our setting

To help staff understand and prepare to meet the needs of all children in our setting

To prepare children for a positive experience of transition

To personalise support for individual children, particularly those who are vulnerable and have additional needs.

To ensure that assessment records of children are used effectively at times of transition

To provide information and support for parent/carers to enable involvement in the process of transition.

### **PROCEDURE**

Children joining our setting

Welcome visits are arranged where members of staff and committee members are available to talk with parents of new starters.

Visits before starting – we are happy to make home visits and parents are encouraged to make as many visits to the setting as they wish.

Open door policy – parents don't have to book appointments, they are welcome anytime

Extra staff are made available to comfort those who need it.

All children should be greeted each day. Arrivals and departures are times when information can be shared between home and setting.

We find out as much as we can about the child before they start, especially about their likes and dislikes. We do this on our 'Information from home' sheets but also by chatting with parents.

We have visual timers (sand) to help with transition from parts of the session during the morning. Children should be supported at these times. When children need to move from one place to another they should be informed of what is happening, why and then helped through the process.

We have a routine which supports the children to become familiar with what comes next.

### **Shared Children**

We gain agreement from parents when children join our setting to share and receive information with other settings and to also pass on information to school when appropriate.

### **Children moving on to school**

We have excellent links with the local schools.

We have a picture book in our setting with photographs of the reception teachers and classrooms, play areas etc of the local schools so that children can see what to expect.

Children can take their own photos to add to these books.

During the last half term we take small groups of children to visit the local Primary school to spend a hour a week in the reception class. We have also visited other schools in the area when children have been going there.

We talk to the children about the move including things they may be excited about and things they may have concerns about.

The reception class teachers come and visit the children in our setting.

The manager meets with the reception teacher at school to deliver the children's profiles, so that she can go through them, rather than posting them or dropping them off. The reception teachers also have our contact details and use them if they need further information.

**Our aim is to ensure that in transition to school, children will:-**

Understand what is going to happen

Have some experience of the new environment and the people within it

Feel safe, secure and valued in their new school

Know that staff at school will listen to them and respect what they say

Understand what is expected of them (learning, behaviour) in school

Know what they should/shouldn't bring in to school

Enjoy the experience of transferring to Primary School

Feel that they are involved in the process

## **USE OF MOBILE PHONES AND CAMERAS**

### General Legal Requirements

- *The safeguarding policy and procedures must include an explanation of the action to be taken in the event of an allegation being made against a member of staff, and cover the use of mobile phones and cameras in the setting.*

### **POLICY**

We have an emphasis on the safety and well-being of children and adults within our setting. We are aware that most mobile phones have a camera facility and internet access, therefore the use of these within the setting is prohibited. As we do not have a landline phone within our premises we rely on our Pre-School business mobile phone.

### **PROCEDURE**

#### *Personal mobile phones*

- The Pre-School mobile phone is sited in the office.
- 'No mobile phone' signs will be displayed at the entrance to the Pre-School. Parents are asked not to use electronic devices within the setting.
- Staff will ensure that their mobile phones are stored along with their personal belongings in their lockers in the office and access is not available during the session.
- On outings a fully charged mobile phone will be carried at all times; this number will also be left with a responsible person at the setting.
- When the setting is closed as everyone is on a trip or visit the preschool phone will be taken so families can contact the preschool should they need to.

#### *Cameras and videos*

- Members of staff must not bring their own cameras or video recorders into the setting.
- Photographs and video recordings of children are only taken for valid reasons; i.e. to record their learning and development, or for displays within the setting.
- Camera and video use is monitored by the setting manager.

- Where parents are recording special events such as the Nativity, we ask that they are sensitive to other families and do not share videos of other children on social media.
- Photographs and recordings of children are only taken of children if there is written permission to do so (found on the individual child's Admissions Form).

## **Severe Weather**

### **General Legal Requirements**

- *Staffing arrangements must meet the needs of all children and ensure their safety.*

### **POLICY**

We aim to remain open if at all possible.

In the severest of weather Pre-school will only open with the appropriate adult- child ratio. Pre-school will only open if the heating is functioning and the Pre-school is warm and dry.

### **PROCEDURE**

- The manager will make the decision to close and staff will be notified.
- Reasonable attempts will be made to contact families.
- The pre-school phone will be manned in order to respond to family's queries.
- The manager will ensure that the adult-child ratio is met by contacting staff that live locally and can walk to Pre-school.
- The heating and temperature will be checked by the first staff member on site.
- All usual risk assessments will be carried out and a judgment made as to any additional ones needed.