OWLETS PRE-SCHOOL

Policies & Procedures Index

Owlets Pre-School
Methodist Chapel Hall
High Street
Langford
SG18 9RU



Telephone: 07935784567
Email:
owletspreschool@outlook.com

Charity Number: 1030866

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1. Child Protection

1.1 Children's Rights and Entitlements

- 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 enabling children to have the selfconfidence 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 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 [our/my] setting and in community life;
- confident in their own abilities and proud of their achievements;
- progressing optimally in all aspects of their development and learning;
- part of a peer group in which they learn to negotiate, develop social skills and an identity as global citizens, respecting the rights of others in a diverse world; and
- able to represent themselves and participate in aspects of service delivery that affects 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;
- 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.

1. Child Protection

1.2 Safeguarding children and child protection

Our setting wants to work with children, parents and the community to ensure the safety and protection of children.

Aims

Our aims are to:

- Create an environment in our setting which is safe and secure for all children;
- Enable children to have the self confidence and the vocabulary to resist inappropriate approaches;
- Encourage children to establish and sustain satisfying relationships within their families, with peers and other adults.
- Encourage children to develop a sense of autonomy and independence;
- Work with parents to build their understanding of and commitment to the welfare of all our children and their community.

In order to fulfil these aims –

- We ensure that all staff and parents are made aware of the safeguarding policies and procedures.
- Our staff have received training in Safeguarding Children with the senior staff receiving update training every two years.
- We follow the guidelines laid down by the Local Safeguarding Children Board.
- We have a copy of Working Together to Safeguard Children 2015 available online and hardcopy for staff to use if required and for parents to see if they wish. We also have regard for other relevant government guidance including, but not limited to, 'What to do if you are worried a child is being abused,' 'Information Sharing', and 'Prevent Duty'.
- In consultation with parents/carers we are able to refer children for additional help through the Early Health Assessment (EHA – formerly CAF). We do this with the support of other professionals and the Early Help Team.
- We notify the registration authority (Ofsted) of any incident or accident which affect the wellbeing of children.
- We have procedures for contacting the local authority's Access and Referral Hub (03003008585) on safeguarding children issues.
- If a report is made to the Authorities, we take advice from the Access and Referral Hub in deciding whether we must inform the child's parents at the same time.

How We Ensure That Children Are Safe and Protected

Staffing and Volunteering –

- There is a named person who coordinates safeguarding children issues (Joanne Rockall). They access training to enable them to provide support, advice and guidance to all other staff about safeguarding issues.
- We provide appropriate staffing resources to meet the need of children.
- All staff have a duty to maintain the wellbeing of children in their care.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974 and Safer Recruitment Procedures. Candidates are informed of the need to carry out 'Enhanced with lists' DBS check and take up references before posts can be confirmed. Where applicants are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- Current and prospective staff are informed that they must disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children whether received before or during employment.
- We abide by Ofsted requirements in respect of references and police checks for staff and regular volunteers, to ensure that no disqualified person or unfit person works at the setting or has access to the children.
- Volunteers and unvetted persons do not work unsupervised.
- We abide by the Safeguarding Vulnerable Groups Act 2006 (SVGA) requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have lead to dismissal for reasons of safeguarding children 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.

Disciplinary Action –

Where a member of staff or a volunteer is dismissed from the Setting or internally disciplined because of misconduct relating to a child, we notify Ofsted, the LSCB and if required the DBS. We are under a legal duty of the Safeguarding Vulnerable Groups Act 2006 to notify the DBS of relevant information, so that individuals who pose a threat to vulnerable children can be identified and barred from working with these groups.

Please also see our allegations against a member of staff policy and procedure.

Training –

All of our staff have received training on Safeguarding Children issues through the local authority approved providers and through our comprehensive induction procedure. We seek our training opportunities for adults involved in the Setting to ensure that they are able to recognise the signs and symptoms of possible physical abuse, emotional abuse, sexual abuse and neglect, child sexual exploitation and radicalisation as well as awareness of inappropriate staff behaviour. They are aware of the local authority guidelines for making

referrals. We ensure that all staff are aware of the procedures for reporting and recording their concerns in the setting. Our designated officer has specific training on multi-agency working, making a referral to the Channel programme as part of the Prevent Duty because a child is at risk of being drawn into terrorism.

Complaints –

- We ensure that all parents know how to complain about staff or volunteer action within the setting, which may include an allegation of abuse.
- We have a procedure on Allegations made against a member of staff.
- We notify Ofsted and the Local Authority Designated Officer (LADO) (Rosemary Webster 0300 3006677) when we receive an allegation made about a member of staff, in line with our procedure.
- We follow all the disclosure and recording procedures when investigating an allegation that a member of staff or volunteer has abused a child as if it were an allegation of abuse by any other person.

If we suspect abuse –

- We will always seek and follow guidance from the Access and Referral Hub and Social Services.
- Staff are aware that abuse of children can take different forms – physical, emotional, verbal, sexual, and neglect. Children can also be at risk of child sexual exploitation and radicalisation.
- When children are suffering from physical, sexual or emotional abuse, this may be demonstrated through changes in their behaviour, or in their play. Where such changes in behaviour occur, or where children's play gives cause for concern, we will seek support and advice.
- We allow investigation to be carried out with sensitivity. Staff in the setting take care not to influence the outcome either through the way they speak to children or ask questions of children.
- Where a child shows signs and symptoms of 'failure to thrive' or neglect, we make appropriate referrals. We seek parent's permission before making a referral unless by seeking this permission we put a child at risk.
- We work co-operatively with the parent unless this is inconsistent with the need to ensure the child's safety.
- All concerns are recorded.

Disclosure made to us –

Where a child makes a disclosure to a member of staff, that member of staff records the disclosure and;

- Offers reassurance to the child;
- Listens to the child; and
- Gives reassurance that she or he will take action.

The member of staff **does not question the child –** the golden rule is to observe and listen but do not probe.

Staff will make a record of ;

- The child's name, address, date of birth.
- The date and time of the observation or the disclosure.

- An objective record of the observation or disclosure.
- The exact word spoken by the child.
- The name of the person to whom the concern was reported, with date and time.
- The names of any other person present at the time.

These records are signed and dated and kept in a separate confidential file.
The member of staff will discuss the incident with the Supervisor and a decision will be made about who should be notified. If a child's safety is at risk the Access and Referral Hub will be contacted immediately. We will take advice from them regarding information that is given to parents.

In a case where a child is not in immediate danger we try to discuss the matter with parents before making any referrals. However, it is the welfare of the child which is paramount and this is at the forefront of all our actions. We are aware that many children have suffered because of lack of communication with the agencies that 'need to know' being open and honest with parents and children as to why we feel we need to share the information.

Full records of conversations will be maintained when any referrals or discussions are held with other agencies or with parents prior to a referral. These records will include dates and times of the conversation, who we speak to, and the advice we were given.

Informing Parents –
We will always aim to involve parents in any referrals before they are made. However, if a suspicion of abuse is recorded, and the child is considered at risk an immediate referral will be made to Intake and Assessment team and we will take their advice on informing parents.

Confidentiality –
All suspicions and investigations are kept confidential and shared only with those who need to know. If there are any concerns within a setting it is important that the Supervisor is made aware of them. However children will work with a number of different adults in a setting and they should be made aware that there are concerns about an aspect of well-being of the child in question. Any information shared with external agencies is done under the guidance of the Local Safeguarding Children Board.

Support to families –

- The setting takes every step in its power to build up trusting and supportive relations among families, staff and volunteers in the group.
- The setting continues to welcome the child and the family whilst investigations are being made in relation to the abuse in the home situation.

- Confidential records kept on a child re shared with the child's parents or those who have parental responsibility for the child only if appropriate under the guidance of the Local Safeguarding Children Board.
- With the proviso that the care and safety of the child is paramount, we do all in our power to support and work the child's family.

Use of camera and mobile phones –

We ask parents for permission to use the photo's of their children for the purpose of displays and in their learning journeys/development files. We also ask parental permission for their child to be photographed by a professional photographer or by parents at special events.

Only photos taken by staff with a setting camera or video camera will be used in the setting.

Staff must never use a camera to take a picture of bruises or any other injuries. Concerns over bruises etc must be referred to the senior manager and full details recorded in the incident book and drawn on the body map before being referred to Social Care.

Staff will never take photos on their own personal cameras, mobile phones or wrist cameras. Mobile phones and wrist cameras are kept out of the play areas along with other personal belongings. Memory cards remain on the premises when they are not in use. Pre-school cameras are locked away in the designated area at the end of the day.

We discuss with parents any concerns they have with any of the photography occurring in the setting. We hope that an understanding can be reached in all situations.

See also – Allegations against member of staff policy
Photography Policy

Access and Referral Hub – 0300 300 8585

Emergency out of Hours – 0300 300 8123

Police – 01234 841212/01582 4021212

NSPCC 24 hour helpline – 080 800 5000

Ofsted – 0300 123 1231

DBS – https://www.gov.uk/disclosure-barring-service-check/overview

LADO – 0300 300 4833

Prevent Officer (Chanel Panel) – 0300 300 8585

Chanel Programme – 020 7340 7264

Legal framework

Primary legislation

- Children Act (1989 s47)
- Protection of Children Act (1999)
- Data Protection Act (1998)
- The Children Act (Every Child Matters) (2004)
- Safeguarding Vulnerable Groups Act (2006)
- Childcare Act 2006

Secondary legislation

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equalities Act (2010)
- Data Protection Act (1998) Non Statutory Guidance
- Childcare (Disqualification) Regulations 2009
- Children and Families Act 2014
- Serious Crime Act 2015

Further guidance

- Working Together to Safeguard Children (2015)
- What to do if you're Worried a Child is Being Abused (DfE 2015))
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- The Common Assessment Framework for Children and Young People: A Guide for Practitioners (CWDC 2010)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)
- Information Sharing: Guidance for Practitioners providing Safeguarding Services (DfE 2015)
- Disclosure and Barring Service: www.gov.uk/disclosure-barring-service-check
- Keeping Children Safe in Education (2015)

1.3 Looked after children

Owlets Pre-School 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 our care to achieve and reach their full potential.

Children become 'looked after' if they have either been taken into care by the local authority or have been accommodated by the local authority (a voluntary care arrangement). Most looked after children

will be living in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back home with their natural parent(s).

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has an impact on their emotional well-being. Most local authorities do not place children under five with foster carers who work outside the home; however, there are instances when this does occur or where the child has been placed with another family member who works. It is not appropriate for a looked after child who is under two years to be placed in a day care setting in addition to a foster placement.

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

Principles

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
- In exceptional circumstances, we offer places to two-year-old children who are in care. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer, and the placement in the setting will last a minimum of three months.
- We offer places for funded three and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and that they will have formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of six weeks.
- We will always offer 'stay and play' provision for a child who is two to five years old who is still settling with their foster carer, or who is only temporarily being looked after.
- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer, we will continue to offer the placement for the child.

Procedures

- The designated person for looked after children is the designated child protection co-ordinator.
- Every child is allocated a key person before they start and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child's needs.
- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure that appropriate information is gained and shared.
- The setting recognises the role of the local authority children's social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parent's or foster carer's role in relation to the setting, without prior discussion and agreement with the child's social worker.
- At the start of a placement there is a professional's meeting to determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months. Thereafter at three to six monthly intervals.
- The care plan needs to consider issues for the child such as:
  - their emotional needs and how they are to be met;
  - how any emotional issues and problems that affect behaviour are to be managed;
  - their sense of self, culture, language(s) and identity – and how this is to be supported;
  - their need for sociability and friendship;
  - their interests and abilities and possible learning journey pathway; and - how any special needs will be supported.
- In addition the care plan will also consider:
  - how information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored;
  - what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be at the setting, when, where and what form the contact will take will be discussed and agreed;
  - what written reporting is required;
  - wherever possible, and where the plan is for the child to return home, the birth parent(s) should be involved in planning; and
  - with the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, such as outings and fun-days etc alongside the foster carer.
- The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a sufficient relationship with his or her key person for them to act as a 'secure base' to allow the gradual separation from

the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.

- In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
- Further observations about communication, interests and abilities will be noted to firm a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.
- Concerns about the child will be noted in the child's file and discussed with the foster carer.
- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social care worker according to the setting's safeguarding children procedure.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- The transition to school will be handled sensitively. The designated person and/or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.

Further guidance

- Guidance on the Education of Children and Young People in Public Care (DfEE 2000)
- Who Does What: How Social Workers and Carers can Support the Education of Looked After Children (DfES 2005)
- Supporting Looked After Learners - A Practical Guide for School Governors (DfES 2006)

1.4 Uncollected child

If a child is not collected by an authorised adult by their expected collection time, Owlets Pre-School put into practice agreed procedures. The child will receive a high standard of care in order to cause as little distress as possible.

We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

Procedures

- Parents are asked to provide the following specific information when their child starts attending our setting, which is recorded on our Registration Form:
  - Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
  - Place of work, address and telephone number (if applicable).
  - Mobile telephone number (if applicable).
  - Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
  - Who has parental responsibility for the child.
  - Information about any person who does not have legal access to the child.
  - A password is required for anyone else collecting a child
- On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.
- 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 how to verify the identity of the person who is to collect their child.
- Parents are informed that if they are not able to collect the child as planned, they must inform us]
- so that we can begin to take back-up measures. Our contact telephone number is 07935784567.
- If a child is not collected at their expected collection time, we follow the procedures below:
  - The child's file 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 - 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 within one hour of their expected collection time and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.
  - We contact the local authority children's social care team
  - The child stays at the setting in the care of two of our fully-vetted workers, one of whom will be our manager or deputy manager 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 we go to look for the parent, nor leave the setting premises with the child.
  - We ensure that the child is not anxious and we do not discuss our concerns in front of them.

- A full written report of the incident is recorded in the child's file.

- Depending on circumstances, we reserve the right to charge parents for the additional hours worked. – Late Collection Fee = £5.00 per 5 minutes and will be invoiced to parent/carers.
- Ofsted may be informed 03001234666

1.5 Missing child

Children's safety is Owlets Pre-School's highest priority, both on and off the premises. Every attempt is made, through the implementation of our outings procedure and our 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 child's key person/the relevant member of staff] alerts our setting manager.
- The register is checked to make sure no other child has also gone astray.
- Our manager/deputy manager will carry out a thorough search of the building and outside area.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- If the child is not found, our manager/deputy manager calls the police immediately and reports the child as missing. If it is suspected that the child may have been abducted, the police are informed of this.
- The parent(s) are then called and informed.
- A recent photo and a note of what the child is wearing is given to the police.
  Our manager/deputy] talks to our staff to find out when and where the child was last seen and records this.
- Our manager/deputy contacts our chair person and reports the incident. Our chair comes to the provision immediately to carry out an investigation, [with our management team where appropriate].

Child going missing on an outing

This describes what to do when our staff have taken a small group on an outing, leaving our manager and/or other staff back in our setting premises. If our manager has accompanied children on the outing, or for a sole childminder, the procedures are adjusted accordingly. What to do when a child goes missing from a whole group outing may be a little different, as parents usually attend and are responsible for their own child.

- As soon as it is noticed that a child is missing, the staff members on the outing ask children to stand with their designated carer 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.
- Our senior staff member on the outing contacts the police and reports that child as missing.
- Our manager is contacted immediately (if not on the outing) and the incident is recorded.

- Our manager contacts the parent(s).
- Our staff take the remaining children back to the setting as soon as possible.
- According to the advice of the police, a senior member of staff, or our manager where applicable, should remain at the site where the child went missing and wait for the police to arrive.
- A recent photo and a description of what the child is wearing is given to the police.
- Our manager contacts our chair and reports the incident. Our chair comes to our premises immediately to carry out an investigation, with our management team (where appropriate)].
- Our staff keep calm and do not let the other children become anxious or worried.

The investigation

- Ofsted are informed as soon as possible and kept up-to-date with the investigation.
- Our chair carries out a full investigation, taking written statements from all our staff and volunteers who were present.
- Our manager/deputy, together with chair speaks with the parent(s) and explains the process of the investigation.
- The parent(s) may also raise a complaint with us or Ofsted.
- Each member of staff present writes an incident report detailing:
  - The date and time of the incident.
  - Where the child went missing from e.g. the setting or an outing venue.
  - Which staff/children were in the premises/on the outing and the name of the staff member who was designated as responsible for the missing child.
  - When the child was last seen in the premises/or on the outing, including the time it is estimated that the child went missing.
  - What has taken place in the premises or on the outing since the child went missing.
  - The report is counter-signed by the senior member of staff and the date and time added.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation, all our staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff and parents. Children's social care may be involved if it seems likely that there is a child protection issue to address.
- In the event of disciplinary action needing to be taken, Ofsted are advised.
- 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.
- Our staff will feel worried about the child, especially the key person or the designated carer responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.

- They may be the understandable target of parental anger and they may be afraid. Our manager ensures that any 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 our staff and may single out one staff member over others; they may direct their anger at our manager. When dealing with a distraught and angry parent, there should always be two members of staff one of whom is our manager and the other should be our chair. No matter how understandable the parent's anger may be, aggression or threats against our 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. Our 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, our staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. Our chair will use their discretion to decide what action to take.
- Our staff must not discuss any missing child incident with the press without taking advice.

1. Child Protection

1.6 Online safety (inc. mobile phones and cameras)

Owlets Pre-School take steps to ensure that there are effective procedures in place to protect children, young people and vulnerable adults from the unacceptable use of Information Communication Technology (ICT) equipment or exposure to inappropriate materials in the setting.

- Our designated person manager responsible for co-ordinating action taken to protect children is: Joanne Rockall

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Information Communication Technology (ICT) equipment

- Only ICT equipment belonging to the setting is used by staff and children.
- The designated person is responsible for ensuring all ICT equipment is safe and fit for purpose.
- All computers have virus protection installed.
- The designated person ensures that safety settings are set to ensure that inappropriate material cannot be accessed.

Internet access – Owlets Pre-school does not have internet access available within the setting.

Mobile phones – children

- Children do not bring mobile phones or other ICT devices with them to the setting. If a child is found to have a mobile phone or ICT device with them, this is removed and stored in a locked cupboard until the parent collects them at the end of the session.

Mobile phones – staff and visitors

- Personal mobile phones are not used by our staff on the premises during working hours. They will be stored in a locked box in the kitchen area.
- In an emergency, personal mobile phones may be used in an area where there are no children present, with permission from the manager.
- Our staff and volunteers ensure that the setting telephone number is known to family and other people who may need to contact them in an emergency.
- If our members of staff or volunteers take their mobile phones on outings, for use in case of an emergency, they must not make or receive personal calls, or take photographs of children.
- Parents and visitors are requested not to use their mobile phones whilst on the premises. We make an exception if a visitor's company or organisation operates a lone working policy that requires contact with their office periodically throughout the day. Visitors will be advised of a quiet space where they can use their mobile phone, where no children are present.

- These rules also apply to the use of work-issued mobiles, and when visiting or supporting staff in other settings.

Cameras and videos

- Our staff and volunteers must not bring their personal cameras or video recording equipment into the setting.
- Photographs and recordings of children are only taken for valid reasons i.e. to record their learning and development, or for displays within the setting, with written permission received by parents (see the Registration form). Such use is monitored by the manager.
- Where parents request permission to photograph or record their own children at special events, general permission is gained from all parents for their children to be included. Parents are advised that they do not have a right to photograph anyone else's child or to upload photos of anyone else's children.
- If photographs of children are used for publicity purposes, parental consent must be given and safeguarding risks minimised, for example, ensuring children cannot be identified by name or through being photographed in a sweatshirt with the name of their setting on it.

Social media

- Staff are advised to manage their personal security settings to ensure that their information is only available to people they choose to share information with.
- Staff should not accept service users, children and parents as friends due to it being a breach of expected professional conduct.
- In the event that staff name the organisation or workplace in any social media they do so in a way that is not detrimental to the organisation or its service users.
- Staff observe confidentiality and refrain from discussing any issues relating to work
- Staff should not share information they would not want children, parents or colleagues to view.
- Staff should report any concerns or breaches to the designated person in their setting.
- Staff avoid personal communication, including on social networking sites, with the children and parents with whom they act in a professional capacity. If a practitioner and family are friendly prior to the child coming into the setting, this information is shared with the manager prior to a child attending and a risk assessment and agreement in relation to boundaries is agreed.

Electronic learning journals for recording children's progress

- Owlets Pre-school does not have access to this facility.

Use and/or distribution of inappropriate images

- Staff are aware that it is an offence to distribute indecent images. In the event of a concern that a colleague or other person is behaving inappropriately, the Safeguarding Children and Child Protection policy, in relation to allegations against staff and/or responding to suspicions of abuse, is followed
- Staff are aware that grooming children and young people on line is an offence in its own right and concerns about a colleague's or others' behaviour are reported (as above).

Further guidance

- NSPCC and CEOP *Keeping Children Safe Online* training: www.nspcc.org.uk/what-you-cando/get-expert-training/keeping-children-safe-online-course/

1.7 Social Networking

The internet provides a number of benefits in which Owlets Pre-school staff and Committee members may wish to participate. However, when someone is identified with Owlets Pre-school or discusses their work, they are expected to behave appropriately when on the internet. The principles set out in this policy should always be followed. If in doubt, then details should be discussed in the first instance with the Manager/Chairperson.

Social networking sites allow photographs, videos and comments to be shared with thousands of other users. However, it is not appropriate to share work-related information whether written or pictorial in this way.

Staff shall not talk about work on their social networking sites.

Staff shall not take photographs of children within the setting on anything other than the work camera (solely used for Learning Journal photographs).

Staff members should respect the privacy and the feelings of others.

Staff and Committee members are in a professional position and are responsible for the care and education of early years children. Therefore, they must not engage in activities on the internet, which might bring Owlets Preschool or its associated employees/Committee members into disrepute. Aim

- That our duty to safeguard children is maintained.
- That the preschool is not exposed to legal risk.
- That the reputation of the preschool is not adversely affected.
- That our users can clearly distinguish where information provided via social networking applications is legitimately representative of the preschool.
- That we do not damage our reputation.
- That we recognise our legal responsibilities.

Objectives

- Sites to be aware of include: Social networking sites (i.e. Facebook, Bebo, Myspace, Chat roulette), blogs (i.e. Bloggers) discussion forums (i.e. Mumsnet, Ming), collaborative spaces. Media sharing services (i.e. You Tube), microblogging (i.e. Twitter).
- All pre-school staff should bear in mind that information they share through social networking applications, even though they are on private spaces, are still subject to copyright, data protection and freedom of information legislation, the safeguarding vulnerable groups act 2006 and other legislation.
- There will be no mention of Owlets Pre-school, names of staff, Committee members or attending children or their families.

- Pre-school staff should not encourage parents as friends on social networking sites.
- There will be no uploading of photos of staff, Committee members or children and their families on their site.
- Any communications or content you publish that causes damage to the pre-school or any of its employees, children or families may amount to misconduct or gross misconduct and could lead to dismissal.

Using computers and storing data

Objectives

- No information containing personal details of children and families at the pre-school should be stored on a home computer.

- No photographs of children and families at the pre-school should be stored on a home computer.
- Staff using computers for pre-school planning, observations and any other material containing children's names should transfer any data to a memory stick and erase from their computer as soon as this is done. Memory sticks should be held in a secure place, if at home or at the pre-school.
- Photos of children should not be store on the pre-school computer for longer than the time necessary to print them off.
- Photos of children should not be store on the pre-school camera once printed off.
- Photos of children should be glued into the children's Record of Achievement books and not held at the pre-school unprotected.
- Pre-school camera should be stored safely whilst the pre-school is closed.

2. Suitable People

2.1 Employment

Owlets Pre-School meet the Safeguarding and Welfare Requirements of the Early Years Foundation Stage, ensuring that our staff and volunteers are appropriately qualified, and we carry out checks for criminal and other records through the Disclosure and Barring Service (DBS) 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 our staff have job descriptions, which set out their 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 follow the requirements of the Early Years Foundation Stage and Ofsted guidance on checking the suitability of all staff and volunteers who will have unsupervised access to children. This includes obtaining references and ensuring they have a satisfactory enhanced criminal records check with barred list(s) check through the DBS. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act (2006) and the Protection of Freedoms Act (2012) for the vetting and barring scheme.
- [For group provision: Where an individual is subscribed to the DBS Update Service we carry out a status check of their DBS certificate, after checking their identity and viewing their original enhanced DBS certificate to ensure that it does not reveal any information that would affect their suitability for the post.]
- [For group provision: We keep all records relating to the employment of our staff and volunteers; in particular those demonstrating that suitability checks have been done, including the date of issue, name, type of DBS check and unique reference number from the DBS certificate, along with details of our suitability decision.]
- We require that all our staff and volunteers keep their DBS check up-to-date by subscribing to the DBS Update Service throughout the duration of their employment with us.
- Our staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children – whether received before, or at any time during, their employment with us.
- We obtain consent from our staff and volunteers to carry out on-going status checks of the Update Service to establish that their DBS certificate is up-to-date for the duration of their employment with us.

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

Notifying Ofsted of changes

- We inform Ofsted of any changes to our Registered Person (Chair, Committee, Manager)

Training and staff development

- Our manager and deputy hold the CACHE Level 3 Diploma for the Children and Young People's Workforce or an equivalent qualification and at least half of our other staff members hold the CACHE Level 2 Certificate for the Children and Young People's Workforce or an equivalent or higher qualification.]
- We provide regular in-service training to all our staff - whether paid staff or volunteers - through the Preschool Learning Alliance and external agencies.
- Our budget allocates resources to training.
- We provide our staff with induction training in the first week of their employment. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures are 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. Our 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 our 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

- Our staff take their holiday breaks when the setting is closed. Where a staff member may need to take time off for any reason other than sick leave or training, this is agreed with [our manager/chair] with sufficient notice.

Or

- Our manager organises our staff annual leave so that ratios are not compromised.
- Where our 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 individual's contract of employment.
- We have contingency plans to cover staff absences, as follows:

BANK STAFF

2.2 Student placements

Owlets Pre-School recognise that qualifications and training make an important contribution to the quality of the care and education we provide. 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 Person requirements of the Early Years Foundation Stage and have a satisfactory enhanced DBS check with barred list check(s).
- 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] require schools, colleges or universities placing students under the age of 17 years with us to vouch for their good character.
- We always supervise students under the age of 17 years 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 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 students and voluntary helpers.
- We require students to keep to our Confidentiality and Client Access to Records 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.

3. Staff Qualifications, Training, Support & Skills

3.1 Induction of employees and volunteers

Owlets Pre-School provide an induction for all employees and volunteers 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 employees and volunteers [including management committee members].
  - Familiarisation with the building, health and safety, and fire and evacuation procedures.
  - Ensuring our policies and procedures are read and adhered to.
  - Introduction to the parents, especially parents of allocated key children where appropriate.
  - Familiarisation with confidential information in relation to any key children where applicable.
  - Details of the tasks and daily routines to be completed.
- The induction period lasts at least two weeks. The manager inducts new employees and volunteers. A member of the senior management team inducts new managers.
- 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.
- Following induction, we continue to support our staff to deliver high quality performance through regular supervision and appraisal of their work.

3. Staff Qualifications, Training, Support & Skills

3.2 First aid

Owlets Pre-School staff can take action to apply first aid treatment in the event of an accident involving a child or adult. All staff hold current first aid certificates in first aid training for adults, infants and young children. First aid training is local authority approved and is relevant to adults caring for young children. Owlets staff are also trained in First Aid at Work.

The first aid kit

Our first aid kit is accessible at all times and contains the following items.

- Sterile dressings:
  - Small x 3.
  - Medium x 3.
  - Large x 3.
- Composite pack containing 20 assorted (individually-wrapped) plasters x 1.
- Sterile eye pads

- Guidance card as recommended by HSE x 1.

In addition, the following equipment is kept near to the first aid box:

- 2 pairs of disposable plastic (PVC or vinyl) gloves.
- 1 plastic disposable apron.
- A children's forehead 'strip' thermometer.
- A supply of ice is kept in the freezer.

- Information about who has completed first aid training and the location of the first aid box is provided to all our staff and volunteers.
- The first aid box is easily accessible to adults and is kept out of the reach of children. ○ There is a named person in the setting who is responsible for checking and replenishing the first aid box contents/I regularly check and replenish the first aid box contents.- Michelle Shaw
    - Medication is only administered in line with our Administering Medicines policy.
- In the case of minor injury or accidents, first aid treatment is given by a qualified first aider.
- In the event of minor injuries or accidents, we normally inform parents when they collect their child, unless the child is unduly upset or we have concerns about the injury. In which case we will contact the child's parents for clarification of what they would like to do, i.e. whether they wish to collect the child and/or take them to their own GP.
- An ambulance is called for children requiring emergency treatment. We contact parents immediately and inform them of what has happened and where their child has been taken.
- Accidents and injuries are recorded in our accident record book and, where applicable, notified to the Health and Safety Executive, Ofsted and/or local child protection agencies in line with our Recording and Reporting of Accident and Incidents Policy.

Legal framework

- Health and Safety (First Aid) Regulations (1981)

Further guidance

- First Aid at Work: Your questions answered (HSE Revised 2009)
- Basic Advice on First Aid at Work (HSE Revised 2008)
- Guidance on First Aid for Schools (DfEE)

3. Staff Qualifications, Training, Support & Skills

3.3 Disciplinary Procedures

This procedure is designed to help and encourage all employees to achieve and maintain standards of conduct, attendance and job performance. Owlets Pre-School is committed to ensuring that all staff at the Pre-School should be treated in a fair, consistent and sensitive way.

Minor Disagreements

Informal action will be considered, where appropriate, to resolve minor disagreements among pre-school staff. This can be achieved at a regular staff management meeting or informally by discussion.

Disciplinary Procedure

Where there is a more serious situation which arises, when a dispute cannot be resolved in an informal way or the manager or deputy is dissatisfied with the conduct or activities of an employee, a formal disciplinary procedure will take place.

Misconduct which may warrant action under the appropriate stage of the disciplinary procedure includes:

- Poor timekeeping or persistent lateness.
- Unauthorized absence from work.
- Wilful failure to comply with a reasonable instruction from a member of senior management Persistent minor breaches of health and safety requirements Foul or abusive language.
- Sexual or racial harassment which is not sufficiently serious to fall into the category of ‘gross misconduct’.

The list is not exclusive or exhaustive and there may be other matters which are sufficiently serious to warrant categorization and consideration as either ‘misconduct’ or ‘gross misconduct’

Any disciplinary matter will normally be dealt with using the following procedure. At every stage the employee will be given reasonable notice that a disciplinary hearing is due to take place to give them the opportunity to prepare their case, they should be given the opportunity to be accompanied by a member of staff or /union representative if they wish to do so.
Disciplinary matters will be dealt with in three stages:

- Oral warning
- Written warning
- Notice of dismissal

Oral Warning

1. The employee will be interviewed by the disciplinary panel and the complaint explained.
2. The employee will be given the opportunity to fully explain his/her case.
3. After consideration by the panel and if a warning is considered to be appropriate, the employee will be:

    - Told what corrective action should be taken.
    - Given a reasonable length of time to rectify matters.
    - Given appropriate training if such needs have been identified, and given time to implement.
    - Informed of any mitigating circumstances that have been taken into consideration when reaching the decision.
    - Given a warning that if improvements are not made, then further action will be taken.
    - Informed that they may appeal against the decision within 5 days.

    The employee will be advised that this is the first stage of formal procedure. A record of the improvement note will be kept for **3 months** and after that period of time it will considered spent - subject to achieving and sustaining satisfactory performance.

Formal written warning

If further action is necessary the employee will be interviewed and given the opportunity to state his/her case.

If there is a need for disciplinary action a letter will be sent to the employee.

- The letter will contain the reason for the reprimand.
- Explain the corrective action required and the time given to improve.
- Training needs that have been identified and the timescales for implementation.
- Warn that if improvements are not made in the time given further disciplinary action will be taken which could result in a final written warning which if unheeded could result in dismissal.
- Explain that an appeal could be made against the decision within 5 days.

Final written warning

If further action is necessary the employee will be interviewed and given the opportunity to state his/her case, within 1 week.

A disciplinary action a letter will be sent to the employee.

- The letter will contain the reason for the reprimand.
- Explain the corrective action required and the time given to improve.
- Training needs that have been identified and the timescales for implementation.
- Warn that if improvements are not made in the time given further disciplinary action will be taken which could result in dismissal.
- Explain that an appeal could be made against the decision within 5 days.

Dismissal

If the employee fails to make the agreed improvements then the employee will be interviewed as before and if the decision is to dismiss, the employee will be given the notice of dismissal, stating reasons and given the details of the right of appeal.

If progress is satisfactory, within the time given to rectify matters the record of warnings will be destroyed **Gross Misconduct**

If after investigation it is confirmed that an employee has committed an offence of the following nature (the list is not exhaustive), the normal consequence will be dismissal without notice or payment in lieu of notice:

- Theft or fraud
- Ill treatment of children
- Assault
- Malicious damage
- Gross carelessness which threatens the health and safety of others
- Serious incapability at work brought on by use of drugs or alcohol
- A serious breach of confidence

While the alleged gross misconduct is being investigated, the employee may be suspended, during which time he or she will be paid their normal pay rate. Any decision to dismiss will be taken by the employer only after full investigation.

Appeals

At each stage of the disciplinary procedure the employee has a right of appeal and that appeal must be made in writing to the Manager and Chairman of the committee.

The procedure will be informal and the employee may have a friend/colleague or trade union official to speak for them.

- The employee will state why they are dissatisfied and may be questioned.
- The Manager and Chair will be asked for their point of view and may be asked questions.
- Witnesses may be heard and questioned by the Appeals Committee and by an employee and Deputy Manager.
- The committee will consider the matter and make its decision.

Grievance Procedure

Informal grievance

If an employee has a grievance it should be discussed in the first instance with the Manager. If the grievance persists a management committee should be set up for the purpose of further discussion. The employee is entitled to have a colleague present. Employees' grievances will be treated seriously and will be resolved as quickly as possible.

A grievance is a complaint by an employee about any aspect of his/her employment, e.g. nature or range of duties, conditions of service, relationships with other staff. The grievance must be one that lies within the powers of the management of the nursery to resolve, e.g. it cannot be about matters determined by national legislation.

Formal grievance

If the matter is serious and the employee wishes to raise the matter formally, the grievance should be set out in writing. If the grievance is against the manager and the employee feels unable to speak to her directly, he/she should be able to talk to the Chair.

Grievance hearing

The Manager or Chair will call the employee to a meeting to discuss the grievance, within 5 days of the grievance being received. The employee has the right to be accompanied by a colleague or trade union representative.

After the meeting the Manager or Chair will give you a decision in writing within 24 hours.

Appeal

If the employee is unhappy about the decision and wishes to appeal he/she should let the Manager/ Chair know.

The employee will be invited to a meeting, within 5 days and the appeal will be heard by an Appeals Committee. The employee has the right to have a colleague or trade union representative present.

After the meeting the Appeals Committee will give a decision, within 24 hours. The decision will be final.

3. Staff Qualifications, Training, Support & Skills

3.4 Staff Code of Conduct

The code of conduct forms part of an employee's contract. Failure to comply with the associated Owlets pre-school policies may result in a disciplinary action being taken out Owlets pre-school reserves the right to take legal action against employees where breaches of the code warrant such action.

- Staff should remember that the welfare of the children always come first.
- Staff should set a good example and provide good examples of good conduct for others to follow.
- Staff should not raise their voices in front of the Children.
- Staff should only restrain children for their own safety or the safety of others.
- Adults and Children have a responsibility to treat each other with respect.
- Diversity is of extreme importance to Owlets pre-school and we are committed to providing equality of opportunity and will not tolerate any discrimination or harassment based on race, colour, religion, gender, national origin or any other class.
- Staff are to ensure that the behaviour outside Owlets pre-school will not cause any embarrassment or reflect negatively in any way that could bring down the reputation or cause loss of public confidence. This includes the miss-use of social networking sites.
- Staff must not talk about work on their own personal networking sites.
- Staff must not add parent/carers to their personal networking sites, unless they have known them prior to the parent/carers children starting at Owlets Pre-School.
- Staff must adhere to all our policies and must identify the importance to which we have created these policies especially the safeguarding policy, first aid policy, administrating medicines policy and non compliance will be viewed as gross miss conduct.
- Staff should be very clear on the importance of an activity that may involve any photography or video of children; staff must not use or display any images of children unless they have permission to do so.
- Staff are not permitted to have phones with cameras in the room where the children are. Staff phones will be kept in a locked box in the kitchen.
- If a member of staff is concerned about any behaviour of a colleague, this must be reported following the whistle blowing policy. It is the responsibility of the appropriate member of staff to record any incident that may result in being misinterpreted.

3. Staff Qualifications, Training, Support & Skills

3.5 Whistleblowing

Definition:

Whistleblowing is raising a concern about malpractice within an organisation.

Protection:

This group is an organisation committed to delivering a high quality pre-school service, promoting organisational accountability and maintaining public confidence.

This policy provides individuals in the workplace with protection from victimisation or punishment where they raise a genuine concern about misconduct or malpractice in the organisation. The policy is underpinned by the Public Interest Disclosure Act 1998, which encourages people to raise concerns about misconduct or malpractice in the workplace, in order to promote good governance and accountability in the public interest.

The Act covers behaviour, which amounts to:

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

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

An employee or volunteer who, acting in good faith, wishes to raise such a concern should normally report the matter to the manager who will advise the employee or volunteer of the action that will be taken in response to the concerns expressed. Concerns should be investigated and resolved as quickly as possible.

If an employee or volunteer feels the matter cannot be discussed with the manager, he or she should contact our Early Years Advisor or OFSTED on 0300 123 1231 for advice on what steps to follow.

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

3. Staff Qualifications, Training, Support & Skills

3.6 Dress Code

Owlets preschool is an educational environment and staff should dress in a professional and appropriate manner. We take pride in our work and maintain high standards in all areas of our preschool. These standards include the conduct and behaviour of all staff. This policy is written so that staff are clear about the standards of dress code expected from all members of staff, students and volunteers in preschool.

Our Principle

Working at Owlets preschool will nearly always involve some physical activities and clothing will need to be practical in order for the work to be carried out comfortably. Shoes should also be practical, and toes should be covered for health and safety. Owlets staff should be fully aware of what is acceptable and appropriate, and it is very important to wear clothing that maintains dignity so that it may not cause embarrassment to the children, colleagues or parent/carers.

It is expected that clothing will always be suitable when working with children and the following guidelines should be followed ; ○ Long hair should always be tied back when handling food.

- Clothing should be practical and comfortable.
- Clothing should not expose hips, or underwear (this should include clothing that may ride up during a physical activity).
- Smart jeans/trousers are acceptable.
- Smart shorts of a appropriate length are acceptable. ○ Jewellery should be kept to a minimal and should not get in the way of moving and handling.

Body Piercing and Tattoos

Body piercing other than discreet earrings and small nose studs, are not acceptable for the preschool environment. Piercings such as lips, eyebrow and tongue are not acceptable and you will be asked to remove before you start work. Discreet tattoos are acceptable

Overview

Staff at owlets will be given appropriate t-shirts and sweatshirts, and fleeces for colder months. These will be black in colour and should whenever possible have the Owlets logo. Dress code should be applied during working hours.

Staff should be encouraged to follow the dress code. If a member of staff persistently breaches the dress code, this may be subject to disciplinary action in accordance with Owlets policies and procedures.

If any staff member is unsure of how to apply the dress code, speak to the manager or the deputy.

3. Staff Qualifications, Training, Support & Skills

3.7 Safer Recruitment

Owlets Pre-school recognises the need to meet the requirements of the EYFS for the childcare in relation to safe recruitment. In order to achieve this, we will ensure all vacant job descriptions are reviewed and amended to reflect the job role and to meet current legislation.

All advertising and recruitment processes will be in accordance with our Equal Opportunities Policy. All applicants will be sent a copy of our Safeguarding policy.

Advertisements will state that the position is subject to a DBS (Disclosure & Barring Service) and satisfactory references.

Each new member of staff will have a job description and contract of employment, along with a 6 (six) month probation period.

If an employee leaves within a 12 (twelve) month period and Owlets have incurred expenses for courses that benefit the individual, then Owlets reserves the rights to recuperate these monies.

Procedure

An application form is required for any person wishing to apply for a position.

- Suitable references and health declarations (if required) will be sought prior to commencement of employment
- Potential candidates will have the opportunity to visit the setting during the recruitment process
- Face to face interviews will take place, where proof of their identity and qualifications will need to be assessed. The interview will explore a candidates suitability for the position
- The chair and manager/deputy manager will conduct the interview
- The manager has completed the Safer Recruitment Course
- Unsuccessful candidates will be telephoned and written to thanking them for their interest and feedback given as to why they were unsuccessful
- A conditional offer will be made to the successful applicant ‘subject to DBS check and satisfactory references
- Man handling requirements are clearly identified during the recruitment process so that appropriate medical advice can be taken as part of the pre-employment health screening
- A full induction will be completed over a satisfactory amount of time, which will be documented

- Every new employee will receive a contract, this must be agreed and signed before employment can commence
- An appraisal and review system is in place to support performance management. These will be held annually

3. Staff Qualifications, Training, Support & Skills

3.7 Staff Wellbeing

At preschool we emphasize the importance of positive relationships. This begins with the relationship between staff. We promote a mutually welcoming atmosphere amongst staff so that all staff members are made to feel welcome and included as a whole staff team. Owlets Preschool is committed to providing a safe, secure and supportive environment for all members of staff. With this in mind, this policy has been created to outline the steps that will be taken by the preschool to promote the mental and physical wellbeing of our staff.

All members of staff will be made aware of the warning signs that can indicate whether a person is having trouble managing stress. All members of staff will be vigilant for these signs in their colleagues, as well as themselves. Any issues raised will be thoroughly investigated in a professional, courteous and confidential manner.

Legal Framework

This policy has due regard to relevant legislation, including but not limited to, the following

Health and Safety at Work etc. Act 1974

Employments Rights Act 1996

Employment Relations Act 1999

Equality At 2010

The Management of Health and Safety at Work Regulations 1999

This policy will be implemented in conjunction with the following preschool policies:

Health and Safety Policy

Induction of New Staff Policy Code

of Conduct

Warning Signs

All members of staff will be aware of the warning signs that can indicate that a person may be having trouble managing stress.

The Manager/Deputy Manager will arrange training to help staff manage workplace stress.

Some of the behavioural indicators that are caused by stress include, but are not limited to, the following:

- Difficulty sleeping
- Change in eating habits
- Increased smoking or drinking
- Isolation from family and friends

- Poor attendance at work

Some of the physical indicators caused by stress include, but are not limited to, the following:

- Tiredness
- Indigestion and nausea
- Headaches
- Aching muscles
- Heart palpitations

Some of the mental indicators caused by stress include, but are not limited to, the following:

- Indecisiveness
- Difficulty concentrating
- Memory loss
- Feelings of inadequacy
- Low self esteem
- Poor organisation

Some of emotional indicators caused by stress include, but are not limited to, the following:

- Anger or irritability
- Anxiety
- Hypersensitivity
- Feeling drained and listless
- Becoming withdrawn

The Chairperson/Committee

The Chairperson/Committee will

- Ensure the effective implementation of this policy.
- Recognise mental health issues and seek to manage staff mental health through risk assessments, surveys and early intervention.
- Ensure staff roles and responsibilities are clearly defined and monitored.
- Ensure all preschool policies are assessed for workload impact.
- The Chairperson/Committee will allocate funds for a wellbeing budget. All members of staff are welcome to make – suggestions for this fund. The Manager/Deputy Manager will have the final say as to how the fund is spent.
- Be responsible for the wellbeing of the Manager/Deputy Manager.

The Manager/Deputy Manager

The Manager will create a positive and supportive atmosphere throughout the preschool and be responsible for communicating this ethos.

- Be responsible for implementing CPD which equips staff with the tools to effectively manage stress.
- Aim to develop a sensitive performance management process that is linked to clear job specifications.
- Aim to consider all staff in the preschool's decision-making process.
- Organise extra support for staff at times of increased stress, such as during Ofsted inspections. Ensure that all policies that affect staff wellbeing are properly adhered to and reviewed.
- Be responsible for decision making for authorising any staff absences, as well as granting extended leave.
- Plan and monitor a system of mentors/buddies to provide additional support for staff.
- Ensure that regular contact is maintained with members of staff who are absent for long periods.
- Report any significant issues about wellbeing to the Chairperson/Committee whilst respecting confidentiality.
- Gather information in any cases that allow monitoring of this policy, such as, but not limited to, the following:
- Sickness and absence data
- Staff turnover
- Referrals to counselling services
- Referrals to mental health services
- Grievance cases
- Harassment cases
- All senior management will act in a supportive and constructive manner when dealing with cases related to wellbeing.
- All senior management will attend events and training opportunities which promote wellbeing and health.
- Senior Management will encourage all staff to attend events and training opportunities that promote wellbeing and health.
- Provide information that helps staff manage stress effectively.

Staff Responsibilities

The Health and Safety Lead (Michelle Shaw) is responsible for monitoring effectiveness of wellbeing policies.

All members of staff are responsible for the following:

- Acting in a way that maintains a healthy work/life balance.
- Will act in a way that promotes a positive, supportive atmosphere throughout the preschool.
- Responsible for reporting honestly about their wellbeing.
- Ask for help when they feel under pressure or stressed.
- Attend events and training opportunities which promote wellbeing and health.
- Will not act in a manner which endangers themselves or others.
- Are expected to consider responsibility as to whether their behaviour is affecting the wellbeing of other colleagues.

Reporting Procedures

Two experienced members of staff will be designated wellbeing officers; this is in the event f one of the wellbeing officers being the subject of the complaint:

- Joanne Rockall
- Michelle Shaw

If any member of staff wishes to raise a concern about wellbeing, they are urged to discuss this with a trusted peer to try and resolve. If a solution cannot be found the member of staff should seek advice from the wellbeing officers.

The wellbeing officer will provide the member of staff with information about the support that is available to them; this includes both within the school and outside sources.

The wellbeing officer will treat all cases confidentially and will discuss with the individual how they wish the issue to be reported to the Chairperson.

In some cases, such as those that involve a direct impact on day-to-day activities, confidentiality cannot be guaranteed. If this is the case, staff will be made aware of the situation.

The wellbeing officer will explore the issue and report this to the Chairperson.

The Chairperson will decide whether any further action will be taken.

As this policy demonstrates we are highly committed to the wellbeing of staff and this is demonstrated in some of the practical things that are put into place including

Valuing emotional literacy

Investment in self awareness/psychological resilience CPD for whole staff

Buddy system for new members of staff

Clear induction

Open door approach to provide feedback for improvement

Staff socials

- Promoting healthy lifestyles/sharing of good habits
- Discouraging tasks that are habitual but not effective
- Reducing unnecessary reporting and duplication of paper based tasks
- Creation of high quality study space
- Psychological supervision for senior staff
- Discouraging staying late/repeated long holidays
- Sharing wellbeing newsletters and information
- Responding to conflict in an appropriate manner
- Supporting with challenging behaviour from children and families Creating a physical environment that is attractive to work in Prioritising developing respectful relationships.

Owlets Pre-school recognises the need to meet the requirements of the EYFS for the childcare in relation to safe recruitment. In order to achieve this, we will ensure all vacant job descriptions are reviewed and amended to reflect the job role and to meet current legislation.

All advertising and recruitment processes will be in accordance with our Equal Opportunities Policy. All applicants will be sent a copy of our Safeguarding policy.

Advertisements will state that the position is subject to a DBS (Disclosure & Barring Service) and satisfactory references.

Each new member of staff will have a job description and contract of employment, along with a 6 (six) month probation period.

If an employee leaves within a 12 (twelve) month period and Owlets have incurred expenses for courses that benefit the individual, then Owlets reserves the rights to recuperate these monies.

Procedure

An application form is required for any person wishing to apply for a position.

- Suitable references and health declarations (if required) will be sought prior to commencement of employment
- Potential candidates will have the opportunity to visit the setting during the recruitment process
- Face to face interviews will take place, where proof of their identity and qualifications will need to be assessed. The interview will explore a candidates suitability for the position
- The chair and manager/deputy manager will conduct the interview

- The manager has completed the Safer Recruitment Course
- Unsuccessful candidates will be telephoned and written to thanking them for their interest and feedback given as to why they were unsuccessful
- A conditional offer will be made to the successful applicant 'subject to DBS check and satisfactory references
- Man handling requirements are clearly identified during the recruitment process so that appropriate medical advice can be taken as part of the pre-employment health screening
- A full induction will be completed over a satisfactory amount of time, which will be documented
- Every new employee will receive a contract, this must be agreed and signed before employment can commence
- An appraisal and review system is in place to support performance management. These will be held annually

4.1 The role of the key person and settling-in

Owlets Pre-School believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, [the staff and the setting by providing secure relationships in which children thrive, parents have confidence, our staff are committed and the setting is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with our staff. We also want parents to have confidence in both their children's well-being and their role as active partners with our setting. We aim to make our setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each child must have a key person. These procedures set out a model for developing a key person approach that promotes effective and positive relationships for children. **Procedures**

- We allocate a key person before the child starts.
- The key person is responsible for:
  - Providing an induction for the family and for settling the child into our setting.
  - Offering unconditional regard for the child and being non-judgemental.
  - Working with the parents to plan and deliver a personalised plan for the child's well-being, care and learning.

- Acting as the key contact for the parents.
- Developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
- Having links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child's development with those carers.
- Encouraging positive relationships between children in her/his key group, spending time with them as a group each day.

- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other adults and children.

Settling-in

- Before a child starts to attend [our/my] setting, we use a variety of ways to provide his/her parents with information.Theseincludewritteninformation(includingourprospectusandpolicies),displaysabout activities available within the setting, information days and evenings and individual meetings with parents.
- During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting.
- The key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We use pre-start visits and the first session at which a child attends to explain and complete, with his/her parents, the child's registration records.
- When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- We have an expectation that the parent, carer or close relative, will stay for most of the session during the first week, gradually taking time away from their child; increasing this time as and when the child is able to cope.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re- settle them.
- We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We recognise that some children will settle more readily than others, but that some children who appear to settle rapidly are not ready to be left. We offer the parent to stay for at least the first week, or possibly longer, until their child can stay happily without them.

- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- Within the first four to six weeks of starting, we discuss and work with the child's parents to begin to create their child's record of achievement.

The progress check at age two

- 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.
- We work with Health Visitors for individual integrated two year checks (when required)
- 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 us 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.

Other useful Pre-school Learning Alliance publications

- Play is What I Do (2010)
- Statutory Framework for the Early Years Foundation Stage: With non-statutory supporting documentation (2014)

Staff – Child Ratios

5.1 Staffing

We provide a staffing ratio in line with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage to ensure that children have enough individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified, and we carry out checks for enhanced criminal records and barred list checks through the Disclosure and Barring Service in accordance with statutory requirements.

Procedures

To meet this aim we use the following ratios of adult to children:

- Children under two years of age: 1 adult : 3 children:
  - at least one member of staff holds a full and relevant level 3 qualification and is suitably experienced in working with children under two;
  - at least half of all other staff hold a full and relevant level 2 qualification;
  - at least half of all staff have received training that specifically addresses the care of babies; and
  - where there is an under two-year-olds' room, the member of staff in charge of that room has suitable experience of working with under twos.
- Children aged two years: 1 adult : 4 children:
  - at least one member of staff holds a full and relevant level 3 qualification; and - at least half of all other staff hold a full and relevant level 2 qualification.
- Children aged three years and over: 1 adult : 8 children:
  - at least one member of staff holds a full and relevant level 3 qualification; and - at least half of all other staff hold a full and relevant level 2 qualification.
- We follow the Early Years Foundation Stage Safeguarding and Welfare Requirements where a Qualified Teacher, Early Years Professional or other suitable level 6 qualified person is working directly with children aged three and over between the hours of 8am and 4pm as follows:
  - there is at least one member of staff for every 13 children; and
  - at least one other member of staff holds a full and relevant level 3 qualification.
- We only include those aged 17 years or older within our ratios. Where they are competent and responsible, we may include students on long-term placements and regular volunteers.
- A minimum of two staff/adults are on duty at any one time; one of whom is either our manager or deputy.
- Our manager deploys our staff, students and volunteers to give adequate supervision of indoor and outdoor areas, ensuring that children are usually within sight and hearing of staff, and always within sight *or* hearing of staff at all times.
- Our staff, students and volunteers inform their colleagues if they have to leave their area and tell colleagues where they are going.

- Our staff, students and volunteers focus their attention on children at all times and do not spend time in social conversation with colleagues while they are working with children.
- We assign each child a key person to help the child become familiar with the setting from the outset and to ensure that each child has a named member of staff with whom to form a relationship. The key person plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress and offers support in guiding their development at home.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

Other useful Pre-school Learning Alliance publications

- Employee Handbook (2012)
- Recruiting and Managing Employees (2011)

6 Health

6.1 Administering medicines

While it is not in Owlets Pre-School's policy to care for sick children, who should be at home until they are well enough to return to the setting. We agree to administer medication as part of maintaining their health and wellbeing or when they are recovering from an illness. We ensure that where medicines are necessary to maintain health of the child, they are given correctly and in accordance with legal requirements.

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.

Our staff are responsible for the correct administration of medication to children for whom they are the key person responsible for the correct administration of medication to children who attend my setting. This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures. In the absence of the key person, qualified staff are able to be responsible for the overseeing of administering medication.

Procedures

- Children taking prescribed medication must be well enough to attend the setting.

- We usually administer medication when it has been prescribed for a child by a doctor (or other medically qualified person). It must be in-date and prescribed for the current condition.
- Non-prescription medication, such as pain or fever relief (e.g. Calpol) and teething gel, may be administered, but only with prior written consent of the parent and only when there is a health reason to do so, such as a high temperature. Children under the age of 16 years are never given medicines containing aspirin unless prescribed specifically for that child by a doctor.
- Children's prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the children. On receiving the medication, the member of staff checks that it is in date and prescribed specifically for the current condition.
- Parents must give prior written permission for the administration of medication. The staff member receiving the medication will ask the parent to sign a consent form stating the following information. No medication may be given without these details being provided:
  - the full name of child and date of birth;
  - the name of medication and strength;
  - who prescribed it;
  - the dosage and times to be given in the setting;
  - the method of administration;
  - how the medication should be stored and its expiry date;
  - any possible side effects that may be expected; and
  - the signature of the parent, their printed name and the date.
- The administration of medicine is recorded accurately in our medication record book each time it is given and is signed by the person administering the medication [and a witness]. 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.
  The medication record book records the:
  - name of the child;
  - name and strength of the medication;
  - name of the doctor that prescribed it;
  - date and time of the dose;
  - dose given and method;
  - signature of the person administering the medication [and a witness]; and - parent's signature.
- We use the Medication Administration Record book for recording the administration of medicine and comply with the detailed procedures set out in that publication.
- If the administration of prescribed medication requires medical knowledge, we obtain individual training for the relevant member of staff by a health professional.
- No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell [their key person what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.

- We monitor the medication record book is monitored to look at the frequency of medication given in the setting. For example, a high incidence of antibiotics being prescribed for several children at similar times may indicate a need for better infection control.

Storage of medicines

- 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.
- The child's key person is responsible for ensuring medicine is handed back at the end of the day to the parent.
- For some conditions, medication may be kept in the setting to be administered on a regular or as-and-whenrequired basis. Key persons check that any medication held in the setting, is in date and return any out-ofdate medication back to the parent.

Inhalers are kept in the locked red box with instructions for use.
Medicines are kept in the fridge.
All administrations of medicines are recorded, witnessed and have prior written consent from parents/carers

Children who have long term medical conditions and who may require ongoing medication

- We carry out a risk assessment for each child with a long-term medical condition that requires on-going medication. This is the responsibility of our manager alongside the key person. Other medical or social care personnel may need to be involved in the risk assessment.
- Parents will also contribute to a risk assessment. They should be shown around the setting, understand the routines and activities and point out anything which they think may be a risk factor for their child.
- For some medical conditions, [key staff will need to have training in a basic understanding of the condition, as well as how the medication is to be administered correctly. The training needs for staff form part of the risk assessment.
- The risk assessment includes vigorous activities and any other activity that may give cause for concern regarding an individual child's health needs.
- The risk assessment includes arrangements for taking medicines on outings and advice is sought from the child's GP if necessary where there are concerns.
- An individual health plan for the child is drawn up with the parent; outlining the key person's role and what information must be shared with other adults who care for the child.
- The individual health plan should include the measures to be taken in an emergency.
- We review the individual health plan 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.

- Parents receive a copy of the individual health plan and each contributor, including the parent, signs it.

Managing medicines on trips and outings

- If children are going on outings, the key person for the child will accompany the children 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 a card to record 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 card is stapled to the medicine record book 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.
- This procedure should be read alongside the outing's procedure.

6. Health

6.2 Managing children who are sick, infectious, or with allergies

Owlets Pre-School aim to 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 trigger.

Procedures for children who are sick or infectious

- If children appear unwell during the day – for example, if they have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – we will call the parents and ask them to collect the child, or to send a known carer to collect the child on their behalf. (the person collecting must have the unique password).
- 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 a forehead thermometer strip, kept in the first aid box.
- We inform parent/carers immediately if a child becomes unwell.
- In extreme cases of emergency, an ambulance is called, and the parent informed.
- Parents are asked to take their child to the doctor before returning them to the setting; we can refuse admittance to children who have a temperature, sickness and diarrhoea or a contagious infection or disease.
- Where children have been prescribed antibiotics for an infectious illness or complaint, we ask parents to keep them at home for 48 hours before returning to the setting.
- After diarrhoea, we ask parents keep children home for 48 hours following the last episode.

- Some activities, such as sand and water play, and self-serve snacks where there is a risk of crosscontamination may be suspended for the duration of any outbreak.
- We 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 Public Health England.
- When we become aware, or are formally informed of the notifiable disease, we inform Ofsted and contacts Public Health England, and act[s] on any advice given.

HIV/AIDS/Hepatitis procedure

HIV virus, like other viruses such as Hepatitis A, B and C, are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults. We:

- Wear single-use vinyl gloves and aprons when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- Bag soiled clothing for parents to take home for cleaning.
- Clear spills of blood, urine, faeces or vomit using mild disinfectant solution and mops; any cloths used are disposed of with the clinical waste.
- Clean any tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit using a disinfectant.

Nits and head lice

- Nits and head lice are not an excludable condition; although in exceptional cases we may ask a parent to keep the child away until the infestation has cleared.
- On identifying cases of head lice, we inform all parents ask them to treat their child and all the family if they are found to have head lice.

Procedures for children with allergies

- When children start at the setting we ask their parents if their child suffers from any known allergies. This is recorded on the Registration Form.
- If a child has an allergy, we complete a risk assessment form to detail the following:
  - The allergen (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc).
  - The nature of the allergic reactions (e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc).
  - What to do in case of allergic reactions, any medication used and how it is to be used (e.g. Epipen).

- Control measures - such as how the child can be prevented from contact with the allergen.
- Review measures.

- This risk assessment form is kept in the child's personal file and a copy is displayed where staff can see it.
- 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, for example to a party.

Insurance requirements for children with allergies and disabilities

- If necessary, our insurance will 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 our insurance provider must be obtained to extend the insurance.
- At all times we ensure that the administration of medication is compliant with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage.
- Oral medication:
  - Asthma inhalers are now regarded as 'oral medication' by insurers and so documents do not need to be forwarded to [our/my] insurance provider. Oral medications must be prescribed by a GP or have manufacturer's instructions clearly written on them.
  - We must be provided with clear written instructions on how to administer such medication.
  - We adhere to all risk assessment procedures for the correct storage and administration of the medication.
  - We must have the parents or guardians prior written consent. This consent must be kept on file. It is not necessary to forward copy documents to our insurance provider.
- Life-saving medication and invasive treatments:
  These include adrenaline injections (Epipens) for anaphylactic shock reactions (caused by allergies to nuts, eggs etc) or invasive treatments such as rectal administration of Diazepam (for epilepsy).
  - We must have:
    - a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered;
    - written consent from the parent or guardian allowing our staff to administer medication; and
    - proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse.
  - Copies of all three documents relating to these children must kept. They must also be sent to the Preschool Learning Alliance.
- Key person for special needs children requiring assistance with tubes to help them with everyday living e.g. breathing apparatus, to take nourishment, colostomy bags etc.:
  - Prior written consent must be obtained from the child's parent or guardian to give treatment and/or medication prescribed by the child's GP.
  - The key person must have the relevant medical training/experience, which may include receiving appropriate instructions from parents or guardians.

- Copies of all letters relating to these children must first be sent to [the Pre-school Learning Alliance Insurance Department for appraisal. Written confirmation that the insurance has been extended will be issued by return.

- If we unsure about any aspect, we contact the Pre-school Learning Alliance Insurance Department on 020 7697 2585 or email membership@pre-school.org.uk/insert details of your insurance provider].

Other useful Pre-school Learning Alliance publications

- Good Practice in Early Years Infection Control (2009)
- Medication Administration Record (2013)

6. Health

6.3 Recording and reporting of accidents and incidents

Owlets Pre-School 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 book:

- is kept in a safe and secure place;
- is accessible to all 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. We report to the Health and Safety Executive (HSE):

- Any work-related accident leading to an injury to a member of the public (child or adult), for which they are taken directly to hospital for treatment.
- Any work-related accident leading to a specified injury to one of our employees. Specified injuries include injuries such as fractured bones, the loss of consciousness due to a head injury, serious burns or amputations.
- Any work-related accident leading to an injury to one of our employees which results in them being unable to work for seven consecutive days. All work-related injuries that lead to one of our employees being incapacitated for three or more days are recorded in our accident book.
- When one of our employees suffers from a reportable occupational disease or illness as specified by the HSE.
- Any death, of a child or adult, that occurs in connection with a work-related accident.
- 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 Pre-school Learning Alliance's Accident Record publication. Any dangerous occurrence is recorded in our incident book (see below).

Incident book

- We have ready access to telephone numbers for emergency services, including the local police. Where we are responsible for the premises we have contact numbers for the gas and electricity emergency services, and a carpenter and plumber. Where we rent premises we ensure we have access to the person responsible and that there is a shared procedure for dealing with emergencies.
- We ensure that our staff and volunteers carry out all health and safety procedures to minimise risk and that they know what to do in an emergency.
- On discovery of an incident, we report it to the appropriate emergency services – fire, police, ambulance – if those services are needed.
- If an incident occurs before any children arrive, our manager risk assesses this situation and decides if the premises are safe to receive children. Our manager may decide to offer a limited service or to close the setting.
- Where an incident occurs whilst the children are in our care and it is necessary to evacuate the premises/area, we follow the procedures in our Fire Safety and Emergency Evacuation Policy or, when on an outing, the procedures identified in the risk assessment for the outing.
- If a crime may have been committed, we ask all adults witness to the incident make a witness statement including the date and time of the incident, what they saw or heard, what they did about it and their full name and signature.
- We keep an incident book for recording major incidents, including some of 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 our setting's property;
  - an intruder gaining unauthorised access to our premises;
  - a fire, flood, gas leak or electrical failure;
  - an attack on an adult or child on our premises or nearby;
  - any racist incident involving families or our staff on the setting's premises;
  - a notifiable disease or illness, or an outbreak of food poisoning affecting two or more children looked after on our 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 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 our 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 our premises, through cot death in the case of a baby for example, 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.

Legal framework

- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995 (As Amended)

Further guidance

- RIDDOR Guidance and Reporting Form: www.hse.gov.uk/riddor

Other useful Pre-school Learning Alliance publications

- Accident Record (2013)
- Reportable Incident Record (2012)

6. Health

6.4 Nappy changing/Self Care

No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time.

We provide nappy changing facilities and exercise good hygiene practices in order to accommodate children who are not, yet toilet trained.

We see toilet training as a self-care skill that children can learn with the full support and non-judgemental concern of adults.

Procedures

- We have a list of personalised changing times for the children in their care who are in nappies or 'pull-ups'; and change nappies according to this schedule, or more frequently where necessary.
  We encourage young children from two years to normally wear pull ups, or other types of trainer pants, as soon as they are comfortable with this and if their parents agree.
  We have a rota for toileting area, which is rotated and signed
- Our changing area is warm, with a safe area to lay children and no bright lights shining down in their eyes. There are mobiles and other objects of interest to take the child's attention.
- Each child has their own basket to hand with their nappies or pull ups and changing wipes.
- Our staff put on gloves and aprons before changing starts and the areas are prepared. Paper towel is put down on the changing mat freshly for each child.
- All our staff are familiar with our hygiene procedures and carry these out when changing nappies.
  Our staff never turn their back on a child or leave them unattended whilst they are on the changing mat.
- We are gentle when changing; we avoid pulling faces and making negative comments about 'nappy contents'.
- We do not make inappropriate comments about children's genitals when changing their nappies.
- In addition, we ensure that nappy changing is relaxed and a time to promote independence in young children.
- We encourage children to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.

  We encourage children to wash their hands and have soap and towels to hand. They should be allowed time for some play as they explore the water and the soap.
- We do not use anti-bacterial hand wash liquid or soap for young children; young skin is quite delicate and anti-bacterial products kill off certain good bacteria that children need to develop their own natural resistance to infection.

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SG18 9RU

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owletspreschool@outlook.com

- Older children access the toilet when they have the need to and are encouraged to be independent.

We dispose of nappies and pull ups hygienically. Any soil (faeces) in nappies or pull ups is flushed down the toilet and the nappy or pull up is bagged and put in the bin. Cloth nappies, trainer pants and ordinary pants that have been wet or soiled are rinsed and bagged for parents to take home.

- We have a 'duty of care' towards children's personal needs. If children are left in wet or soiled nappies/pull ups in the setting this may constitute neglect [and will be a disciplinary matter].

6. Health

6.4 Nappy changing/Self Care

No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time.

We provide nappy changing facilities and exercise good hygiene practices in order to accommodate children who are not, yet toilet trained.

We see toilet training as a self-care skill that children can learn with the full support and non-judgemental concern of adults.

Procedures

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  We have a rota for toileting area, which is rotated and signed
- Our changing area is warm, with a safe area to lay children and no bright lights shining down in their eyes. There are mobiles and other objects of interest to take the child's attention.
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- We have a 'duty of care' towards children's personal needs. If children are left in wet or soiled nappies/pull ups in the setting this may constitute neglect [and will be a disciplinary matter].

6. Health

6.5 Food and drink

Owlets Pre-School regard 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 eating. We promote healthy eating. At snack time we aim to provide nutritious food, which meets the children's individual dietary needs.

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

- Before a child starts to attend the setting, [we/I] ask their parents about their dietary needs and preferences, including any allergies. (See the Managing Children who are Sick, Infectious or with Allergies Policy.)
- We record information about each child's dietary needs in the Registration Form and parents sign the form to signify that it is correct.
- We regularly consult with parents to ensure that our records of their children's dietary needs – including any allergies - are up-to-date. Parents sign the updated record to signify that it is correct.
- We] display current information about individual children's dietary needs so that all our staff and volunteers are fully informed about them.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences, as well as their parents' wishes.
- We display the menus of snacks for parents to view.
- We provide nutritious food for all snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.
- We include a variety of foods from the four main food groups:
  - meat, fish and protein alternatives;
  - dairy foods;
  - grains, cereals and starch vegetables; and - fruit and vegetables.
- We include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.

  We take care not to provide food containing nuts or nut products and we are especially vigilant where we have a child who has a known allergy to nuts.

  Through discussion with parents and research reading, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, as well as about food allergies. We take account of this information in the provision of food and drinks.
- We provide a vegetarian alternative on days when meat or fish are offered and make every effort to ensure Halal meat or Kosher food is available for children who require it.
- We show sensitivity in providing for children's diets and allergies. We do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of her/his diet or allergy.
- We organise snack times so that they are social occasions in which children and adults participate.

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- We use snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.
- We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the day.
- We inform parents who provide food for their children about the storage facilities available in our setting.
- We give parents who provide food for their children information about suitable containers for food.
- In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.
- For young children who drink milk, we provide semi skimmed milk.

Packed lunches

Where we cannot provide cooked meals and children are required to bring packed lunches, we:

- ensure perishable contents of packed lunches are refrigerated or contain an ice pack to keep food cool;
- inform parents of our policy on healthy eating;
- encourage parents to provide sandwiches with a healthy filling, fruit, and milk based deserts, such as yoghurt or crème fraîche, where we can only provide cold food from home. We discourage sweet drinks and can provide children with water or diluted fresh fruit juice;
- discourage packed lunch contents that consist largely of crisps, processed foods, sweet drinks and sweet products such as cakes or biscuits. We reserve the right to return this food to the parent as a last resort;
- provide children bringing packed lunches with plates, cups and cutlery; and
- ensure that adults sit with children to eat their lunch so that the mealtime is a social occasion.

Legal framework

- Regulation (EC) 852/2004 of the European Parliament and of the Council on the Hygiene of Foodstuffs.

Further guidance

- Safer Food, Better Business (Food Standards Agency 2011)

6.5a Breakfast Club

Owlets Pre-School regard breakfast, snack and meal times as an important part of our day. Eating represents a social time for children and adults. It helps children to learn about healthy eating. We promote healthy eating. At breakfast time we aim to provide nutritious food, which meets the children's individual dietary needs.

Procedures

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

- Before a child starts to attend the setting, we ask their parents about their dietary needs and preferences, including any allergies. (See the Managing Children who are Sick, Infectious or with Allergies Policy.)
- We record information about each child's dietary needs in the Registration Form and parents sign the form to signify that it is correct.
- We regularly consult with parents to ensure that our records of their children's dietary needs – including any allergies - are up-to-date. Parents sign the updated record to signify that it is correct.
- We display current information about individual children's dietary needs so that all our staff and volunteers are fully informed about them.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences, as well as their parents' wishes.
- We display the menus of breakfast for parents to view.
- We provide nutritious food for all snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.
- We include a variety of foods from the main food groups:
  - dairy foods
  - grains, cereals
  - fruit
- We include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
  We take care not to provide food containing nuts or nut products and we are especially vigilant where we have a child who has a known allergy to nuts.
- Through discussion with parents and research reading, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, as well as about food allergies. We take account of this information in the provision of food and drinks.
- We show sensitivity in providing for children's diets and allergies. We do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of her/his diet or allergy.
- We use breakfast times to help children to develop independence through making choices, serving food and drink and feeding themselves.

- We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.
- We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the day.
- We inform parents who provide food for their children about the storage facilities available in our setting.
- We give parents who provide food for their children information about suitable containers for food.
- In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.
- For young children who drink milk, we provide semi skimmed milk.

Legal framework

- Regulation (EC) 852/2004 of the European Parliament and of the Council on the Hygiene of Foodstuffs.

Further guidance

- Safer Food, Better Business (Food Standards Agency 2011)

Other useful Pre-school Learning Alliance publications

- Nutritional Guidance for the Under Fives (Ed. 2010)
- The Early Years Essential Cookbook (2009)
- Healthy and Active Lifestyles for the Early Years (2012)

6.6 Food Hygiene

We provide and/or serve food for children on the following basis

- Snacks.

We maintain the highest possible food hygiene standards with regard to the purchase, storage, preparation and serving of food.

We are registered as a food provider with the local authority Environmental Health Department. *(Local authorities will advise on whether individual providers are required to register.)*

Procedures

- Our staff with responsibility for food preparation understand the principles of Hazard Analysis and Critical Control Point (HACCP) as it applies to [our/my] setting. This is set out in Safer Food, Better Business for Caterers, (Food Standards Agency 2011). The basis for this is risk assessment of the purchase, storage, preparation and serving of food to prevent growth of bacteria and food contamination.
  - All our staff follow the guidelines of Safer Food, Better Business.

    All our staff who are involved in the preparation and handling of food have received training in food hygiene
  - The person responsible for food preparation and serving carried out daily opening and closing checks on the kitchen to ensure standards are met consistently. (See Safer Food, Better Business) - We use reliable suppliers for the food we purchase.
  - Food is stored at 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.
  - Food preparation areas are cleaned before and after use.
  - There are separate facilities for hand-washing and for washing-up.
  - All surfaces are clean and non-porous.
  - All utensils, crockery etc. are clean and stored appropriately.
  - 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.
- When children take part in cooking activities, they:
  - are supervised at all times;
  - understand the importance of hand-washing and simple hygiene rules;
  - are kept away from hot surfaces and hot water; and
  - do not have unsupervised access to electrical equipment, such as blenders etc.

Reporting of food poisoning

Food poisoning can occur for several reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.

- Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within our setting, the manager will contact the Environmental Health Department to report the outbreak and will comply with any investigation.
- We notify Ofsted as soon as reasonably practicable of any confirmed cases of food poisoning affecting two or more children looked after on the premises, and always within 14 days of the incident.

Legal framework

- Regulation (EC) 852/2004 of the European Parliament and of the Council on the Hygiene of Foodstuffs

Further guidance

Safer Food Better Business (Food Standards Agency 2011)

6. Health

6.7 Basic kitchen opening and closing checks template

This form is for early years settings providing snacks and/or packed lunches only. Settings providing full meals should use *Safer Food Better Business* opening and closing checks.

Enter a tick √ and initial if satisfactory. Enter X and initial if not satisfactory and make a note below. Add action taken and if problem is resolved, sign and date.

TO BE COMPLETED DAILY

Opening checks date:					
Personal hygiene:					
▪ Hands washed.					
▪ Clean apron.					
▪ Hair tied back.					
Fridge/freezer:					
▪ Working properly.					
▪ Temperature checked – record temps.					
▪ Raw and cooked food separate.					
▪ Separate containers for shared fridge.					
Appliances working:					

- Cooker.
- Microwave.
- Kettle.
- Blender.
- Dishwasher.

Cloths clean:

- Dish.
- Surface.
- T-towels.

Children's food allergies checked (see list).

Food fresh and in-date.

Packed lunches checked and used within 4 hours of preparation.

No physical or chemical or pest contamination of stored food.

Closing checks date:

Unused food put away correctly.

Leftover food and past sell-by-date food discarded.

Crockery and utensils washed up and put away dry.

Rubbish removed/bin cleaned.

Dirty cloths removed for washing and replaced.

Work surface clean and disinfected.

Floors clean.

Report any problem(s) here

Action taken

Further guidance

- Safer Food Better Business (Food Standards Agency 2011)

6.8 Individual Health Plan

This form must be used alongside the individual child's registration form which contains emergency parental contact and other personal details.

Date Review completed: date:

Child's details:

Full name: Date of birth:

Address:

Allergies:

Medical condition/diagnosis

Medical needs and symptoms:

Daily care requirements:

Medication details (inc. expiry date/disposal)

Storage of medication:

Procedure for administering medication:

Names of staff trained to carry out health plan procedures and administer medication:

Other information:

Date risk assessment completed:

Risk assessment details:

Describe what constitutes an emergency for the child, what procedures will be taken if this occurs and the names of staff responsible for an emergency situation with the child:

Child's main carer(s)

1. Name: Relationship to child:

Contact number(s):

2. Name: Relationship to child:

Contact number(s):

General Practitioner's details:

Name: _____ Contact number: _____

Address: _____

_____

Clinic of Hospital details (if app):

Name: _____ Contact number: _____

Address: _____

_____

Declaration

I have read the information in this health plan and have found it to be accurate. I agree for the recorded procedures to be carried out:

Name of parent: _____ Date: _____

Signature: _____

Name of key person: _____ Date: _____

Signature: _____

Name of manager: _____ Date: _____

Signature: _____

Date: _____

For children requiring life saving or invasive medication and/or care, for example, rectal diazepam, adrenaline injectors, Epipens, Anapens, JextPens, maintaining breathing apparatus, changing colostomy or feeding tubes, you must receive approval from the child's GP/consultant, as follows:

I have read the information in this Individual Health Plan and have found it to be accurate.

Name of GP/consultant: _____ Date: _____

Signature: _____

To be reviewed at least every six months, or as and when needed.

Copied to parents and child's personal file (with registration form)

6.9 Sun Protection

The setting takes very seriously the health & safety of the children in its care. We acknowledge the advice given by Cancer Research UK & in its Sun Smart Campaign

Aim

To protect the children within the setting when playing outside in the sun. and to help educate the children in safe behaviour in the sun

Method

- Ensuring that all children are adequality clothed in appropriate sun wear
- This should consist of short sleeved t-shirt & a floppy, wide-brimmed hat or legionnaire style cap Ensuring that all children have had sun cream applied before playing outside
- In accordance with Cancer Research UK guidance, we recommend the use of sunscreen with only a factor 15 and above
- Where children are not adequately protected, we will take steps to adapt our activities in order to protect them
- We will ask parents to apply sun cream that lasts all day, a form will be available each morning to verify this has been applied
- We will supply a sun cream of a similar effect outside if parents have forgotten to apply. We ask that parents/careers apply sun cream to children and sign the form before the session starts. It is the parents/carers responsibility to keep their child protected from the sun
- We will ensure that any outdoor play is, where possible, outside of the hottest times of the day
- When appropriate we will provide a shaded area to protect the children whilst they play
- We will ensure that the children can always access the indoor play area , so that can choose to continue their play indoors
- We will ensure that there is an adequate supply of fresh drinking water available and that the children know how to access it if they feel thirsty or hot
- We will ensure that safe sun behaviour is modelled by staff, providing a positive role model to all children

6.10 Physical Activity and Nutrition

Owlets Pre-school regard physical activity as very important. Physical development is a prime area in the early years foundation stage. All staff are aware of the importance of this when carrying out their daily practice and planning.

The PANCO will endeavour to:

- Encourage staff and parents/carers to be involved in ensuring the children in our care are getting the appropriate amount of physical activity.
- Ensure children are provided with a healthy choice of snacks whilst at the setting
- Hold regular meetings to discuss how current plans are going and any changes need to be implemented
- Provide information for parents/carers about how they can encourage and continue to provide opportunities for being active and providing healthy food at home

Parents are supported and informed of their child's development and well-being on a regular basis. Letters are sent home enabling parents / carers to make healthy choices with regards to nutrition and physical activity

Regular exercise is important, the benefits of physical exercise are:

- Developing motor skills
- Improve cognitive development
- Contribute to a healthy weight
- Enhance bone and muscular development
- Support learning of social skills
- Improve cardiovascular health
- Develop movement and coordination
- Improve self confidence

Health and Wellbeing

- It is an essential component for energy balance and weight control
- Higher levels of inactivity is associated with increased levels of obesity
- Critical role in brain development
- Owlets preschool supports the well-being of everyone

Procedures

We follow these procedures to promote physical activity in our setting:

- Children will be encouraged to engage in physical activity, indoors and outdoors
- Children of pre-school age who are capable of walking unaided should be physically active daily for at least 180 minutes (3 hours) spread throughout the day
- All under fives should minimise the amount of time spent being sedentary (being restrained or sitting) for extended periods (except time spent sleeping) We achieve this through:
- Unstructured physically active play
- Energetic play
- Developing motor skills
- Structured Physical activities

We encourage the children to be sedentary for minimal periods of time e.g register, story time, snack time and structured seating activities

Establishing high levels of physical activity in the early years may have implication for activity levels in later childhood and into adulthood.

Cognitive Thinking

- Creativity and discovery
- Problem solving skills
- Good listening skills
- Enhanced memory skills

Physical development

- Stamina
- Strength
- Mobility
- Motor skills

Personal, Social and emotional outcomes

- Fair play
- Co-operation, language and communication
- Confidence
- Optimism
- Resilience

- Sense of self belief
- Behavioural flexibility

External Links: https://www.eyalliance.org.uk/simple-ideas-promote-wellbeing-young-kids
https://www.mind.org.uk/donate/?gclid=EAIaIQobChMIpb7dxrar_QIVA9DtCh2C1gsZEAAYASAAEgI5ZfD_BwE
https://www.annafreud.org/early-years/early-years-in-mind/resources/early-years-staff-wellbeing-a-resource-formanagers-and-teams/
https://www.childrenssociety.org.uk/information/professionals/good-childhoodindex?gclid=EAIaIQobChMIlqqtrLar_QIVzu7tCh2JuQESEAMYASAAEgKWS_D_BwE

6.11 Covid-19

We are continuing to monitor the rapidly evolving public health situation around COVID-19, the new coronavirus. The health and safety of the children attending our setting, our staff, and the families of staff and children are of paramount importance, along with the safety of the wider community. Children's emotional wellbeing is of equal importance and will be supported as skilfully as possible within the necessary restrictions that need to be implemented.

These procedures are written in line with guidance from UK Government*;* https://www.gov.uk/coronavirus the manager is responsible for ensuring all staff understand and follow these procedures, and for updating procedures as guidance may change. The policy is additional to our general policies and should be viewed in partnership with them. Some necessary measures may supersede our existing policies temporarily. Where permanent changes are adopted, existing policies will be updated. All our Covid-19 symptom & isolation procedures can be found on the outside noticeboards.

Risk Assessment

Our risk assessment process will be published on our website and via Eylog and sent to parents via email with regular updates.

Procedures

Infection controls – symptoms

Anyone experiencing any of three coronavirus symptoms **MUST** stay at home. The symptoms are:

1. A high temperature
2. A new, continuous cough
3. A loss of, or change to, sense of smell or taste

- Children should NOT be given analgesia such as Calpol, or other ibuprofen/paracetamol products before attending preschool as this could mask symptoms of COVID. The preschool reserves the right to refuse admission to children if this is not adhered to.
- Staff, parents or children with any of the 3 main symptoms – high temperature, new, continuous cough, loss or change to sense of smell or taste will not be permitted on preschool site.
- Temperatures of staff and children will to be taken on arrival at preschool
- If a staff member experiences symptoms while at work they will go home, parents will be contacted to collect their children and preschool will close for 2 weeks or until the results of tests are received that confirm a negative result.
- If a child presents with symptoms they will be taken to a separate room with a staff member who will wear PPE, the parent of the child will be contacted to collect the child and the rest of the parents contacted to collect their children. Preschool will close for 2 weeks or until the results of tests are received that confirm a negative test.

- If a diagnosis of Covid is confirmed all necessary bodies will be informed, including Ofsted, Public Health England and in the case of staff contracting the virus, Riddor.
- We advise and expect parents and staff to fully support contact tracing measures and to follow the advice given, should they be contact traced. Parents must inform preschool if they/or any member of their household has been advised to self-isolate.

Infection controls – track and trace

- All users of and visitors to the setting will be required to fully support any Track and Trace guidance measures, including self-isolating.
- Any contact for Track and Trace must be declared to the setting, with relevant measures explained, including contact relating to other members of the persons household
- The preschool will also declare to users of and visitors to the setting should any staff member need to follow Track and Trace instructions.
- There will be no crossover of users to the chapel as agreed with Langford Methodist Managing Trustees Risk Assessment. The exceptions are the named persons Joan Rutt (Property Secretary) and Rev. Lorna Valentine (Minister). They reserve the right of entry on behalf of the managing trustees when necessary.

Infection controls – other household members

- Staff MUST declare if they have a member of their household displaying signs of COVID-19 and may NOT come into preschool.
- Parents MUST declare if they have a member of their family displaying signs of COVID-19 and may NOT come into preschool.

Shielded and clinically vulnerable adults and children

 Some adults and children are advised not to attend. If this is the case the preschool would not require staff to work and would not permit the attendance of those children affected.

Social distancing

 Staff, children, parents and visitors will be permitted to wear face coverings and masks if they wish. It is not compulsory.

Hygiene controls – hand washing

- Staff and children will wash their hands on arrival to the premises, and often throughout the day and before they leave the preschool.
- Ample supplies of soap and paper towels will be provided and children supervised to ensure this is done safely. Additional wash stations will be set up in the preschool room and outside for hand washing.
- Parents are requested to teach /remind children how to wash hands thoroughly.

- Children and parents must wash their hands before they leave the house to come to preschool https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/

Infection controls – resources

- The resources offered will be limited to those that are not considered an infection risk. Dressing up and soft furnishings (rugs and cushions) will not be put out. Each child will have their own trays for resoiurces such as play dough & sand.
- Outdoor resources such as the slide, mud kitchen, bikes etc. will be wiped down after each session
- Equipment inside e.g. counter tops and toys will be frequently wiped throughout the day and at the beginning and end of each day.

Infection controls – cleaning

- Staff will conduct rigorous and thorough cleaning before children arrive at preschool, throughout the day and at the end of the day. This will include high contact areas such as door handles in addition to resources.
- Items that are brought from home will need to be clearly labelled and minimised. Toys and comforters are not permitted to be brought into preschool. Parents are asked to ensure that children are not bringing small toys in pockets etc. into preschool. Scooters, buggies & bikes etc from home will not be permitted on the premises.
- Parents are asked to bring a change of clothes/nappies for their child at the start of each week. These should be put into a plastic bag & will be returned to the parent at the end of the week.
- Parents will be asked to provide all wet weather clothing for their own child. Soiled clothing will be double bagged and returned to the child's parent for washing.

Infection controls – lunches

- Lunch boxes MUST be clearly named, placed on the lunch box trolley outside and will then be wiped on arrival at preschool. They will also be wiped after use in readiness for home time.
- Water bottles MUST be supplied (containing water only) and clearly named.
- If a child appears unusually reluctant to eat lunch or complains that it doesn't taste right, this will be deemed as a possible symptom and procedures followed for the child to be collected, self-isolate and tested before returning to preschool.
- Parents are asked to clean lunch boxes and water bottles thoroughly before coming to preschool and again once home. Parents are advised to alternate lunch and water bottles daily so as not to have the same lunch box or water bottle over 2 days.
- Parents are asked to supply their child's lunch in containers that the child can independently manage, to minimise handling of the items by other people.
- Water bottles will be regularly offered to children, no self-service drinks will be offered to children.

Infection controls – snacks

- Parents are also asked to provide a healthy snack for snack times. This can be placed in the childs lunchbox

Infection controls – payments

- We will not accept cash payments or donations. Parents are encouraged to make usual donations by online banking.

Infection controls – travel

- We will not be accepting children who have had to travel to preschool using public transport.
  Staff are asked to not use public transport

Infection controls – administering first aid

- Any necessary first aid will be carried out by all staff who are first aid trained. Staff will use PPE
- All notifications of accidents/ incidents and first aid will be uploaded to Eylog and a text sent to the parent to alert them to the accident/incident/first aid.
- Major accidents/incidents will be dealt with in the usual way using PPE.

Infection control – clothing and sun screen

- Staff will wear a clean uniform every day, hair will be tied up where possible.
- Children are required to wear clean clothing every day. Children will need their own weather wear on days this is necessary eg. waterproofs, sunhats etc. and will need to have a 'once a day' sun screen applied before attending preschool.

7.1 Promoting positive behaviour

Owlets Pre-School believe that children flourish best when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behaviour.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions.

Procedures

In order to manage children's behaviour in an appropriate way I/we will:

- attend relevant training to help understand and guide appropriate models of behaviour;
- implement the setting's behaviour procedures including the stepped approach;
- have the necessary skills to support other staff with behaviour issues and to access expert advice, if necessary;
- ensure all staff complete the Promoting Positive Behaviour programme, on Educare (http://preschool.educare.co.uk/Login.aspx)

Stepped approach

Step 1

- We will ensure that EYFS guidance relating to 'behaviour management' is incorporated into relevant policy and procedures;
- We will be knowledgeable with, and apply the setting's procedures on Promoting Positive Behaviour; We will undertake an annual audit of the provision to ensure the environment and practices supports healthy social and emotional development. Findings from the audit are considered by management and relevant adjustments applied. (A useful guide to assessing the well-being of children can be found at www.kindengezin.be/img/sics-ziko-manual.pdf)
- ensure that all staff are supported to address issues relating to behaviour including applying initial and focused intervention approaches (see below).

Step 2

We address unwanted behaviours using the agreed and consistently applied initial intervention approach. If the unwanted behaviour does not reoccur or cause concern then normal monitoring will resume.

- Behaviours that result in concern for the child and/or others will be discussed between the key person, the behaviour coordinator and Special Educational Needs Coordinator (SENCO) or/and manager. During the meeting, the key person will use their knowledge and assessments of the child to share any known influencing factors (new baby, additional needs, illness etc.) in order to place the behaviour into context. Appropriate adjustments to practice will be agreed and if successful normal monitoring resumed.
- If the behaviour continues to reoccur and remain a concern then the key person should liaise with parents to discuss possible reasons for the behaviour and to agree next steps. If a cause for the behaviour is not known or only occurs whilst in the setting then the SENCO will suggest using a focused intervention approach to identify a trigger for the behaviour.
- If a trigger is identified then the SENCO and key person will meet with the parents to plan support for the child through developing an action plan. If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parent/s and incorporated into the plan. Other members of the staff team

should be informed of the agreed actions in the action plan and help implement the actions. The plan should be monitored and reviewed regularly by the key person and SENCO until improvement is noticed.

Step 3

- If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to occur and/or is of significant concern, then the behaviour coordinator and SENCO will invite the parents to a meeting to discuss external referral and next steps for supporting the child in the setting.
- It may be agreed that the Early Help process should begin and that specialist help be sought for the child – this support may address either developmental or welfare needs. If the child's behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm, follow the Safeguarding and Children and Child Protection Policy (1.2). It may also be agreed that the child should be referred for an Education, Health and Care assessment. (See Supporting Children with SEN policy 9.2)
- Advice provided by external agencies should be incorporated into the child's action plan and regular multidisciplinary meetings held to review the child's progress.

Initial intervention approach

- We use an initial problem solving intervention for all situations in which a child or children are distressed on in conflict. All staff use this intervention consistently.
- This type of approach involves an adult approaching the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help children reflect, regain control of the situation and resolve the situation themselves.
- High Scope's Conflict Resolution process provides this type of approach but equally any other similar method would be suitable. Periodically the effectiveness of the approach will be checked.

Focused intervention approach

- The reasons for some types of behaviour are not always apparent, despite the knowledge and input from key staff and parents.
- Where we have considered all possible reasons, then a focused intervention approach should then be applied.
- This approach allows the key person and behaviour coordinator to observe, reflect, and identify causes and functions of unwanted behaviour in the wider context of other known influences on the child.
- We follow the ABC method which uses key observations to identify a) an event or activity (antecedent) that occurred immediately before a particular behaviour, b) what behaviour was observed and recorded at the time of the incident, and c) what the consequences were following the behaviour. Once analysed, the focused intervention should help determine the cause (e.g. ownership of a toy or fear of a situation) and function of the behaviour (to obtain the toy or avoid a situation) and suitable support will be applied.

Use of rewards and sanctions

- All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.
- Rewards such as excessive praise and stickers may provide an immediate change in the behaviour but will not teach children how to act when a ‘prize’ is not being given or provide the child with the skills to manage situations and their emotions. Instead, a child is taught how to be ‘compliant’ and respond to meet adult’s own expectations in order to obtain a reward (or for fear of a sanction). If used then the type of rewards and their functions must be carefully considered before applying.
- Children should never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in ‘time out’ or on a ‘naughty chair’. However, if necessary children can be accompanied and removed from the group in order to calm down and if appropriate helped to reflect on what has happened.

Use of physical intervention

- The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child’s attention.
- Staff should not use physical intervention – or the threat of physical intervention, to manage a child’s behaviour unless it is necessary to use “reasonable force in order to prevent children from injuring themselves or others or damage property” (EYFS).

- If “reasonable force” has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child’s file, which states clearly when and how parents were informed.
- Corporal (physical) punishment of any kind should never be used or threatened which could adversely affect a child's well-being.

Further guidance

- Special Educational Needs and Disability Code of Practice (DfE 2014)

8. Safety & Suitability of Premises, Environment & Equipment

8.1 Health and safety general standards

Owlets Pre-School believe 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 member of staff responsible for health and safety is: Michelle Shaw

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- she is competent to carry out these responsibilities.
- she has undertaken health and safety training and regularly updates her knowledge and understanding.
- We display the necessary health and safety poster in The Kitchen

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Insurance cover

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

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/my] 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.
- We/I keep records of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.

  We explain health and safety issues 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 our staff meetings.

  We operate a no-smoking policy.
- We make children aware of health and safety issues through discussions, planned activities and routines.

Windows

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- Low level windows are made from materials that prevent accidental breakage or we ensure that they are made safe.
- We ensure that windows are protected from accidental breakage or vandalism from people outside the building.
- Our windows above the ground floor are secured so that children cannot climb through them.
- We ensure that any blind cords are secured safely and do not pose a strangulation risk for young children.

Doors

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

Floors and walkways

- All our floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged. Any wet spills are mopped up immediately.
- Walkways and stairs are left clear and uncluttered.
- Stair gates are in place at the foot and top of the stairs.

Electrical/gas equipment

- We ensure that 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 properly guarded and we teach the children not to touch them.
- We check storage heaters daily to make sure they are not covered.
- There are sufficient sockets in our setting to prevent overloading.
- We switch electrical devices off from the plug after use.
- We ensure that the temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation is adequate in all areas of our setting, including storage areas.

Storage

- All our resources and materials, which are used by the children, are stored safely.
- All our/my equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

Outdoor area

Our outdoor area is securely fenced. All gates and fences are childproof and safe.

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  Our outdoor area is checked for safety and cleared of rubbish, animal droppings and any other unsafe items before it is used.
  Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.

- We leave receptacles upturned to prevent collection of rainwater. Where water can form a pool on equipment, it is emptied and cleaned before children start playing outside.
- We check that children are suitably attired for the weather conditions and type of outdoor activities; ensuring that suncream is applied and hats are worn during the summer months.
- We supervise outdoor activities at all times; and particular children on climbing equipment.

Hygiene

- We seek information from the 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.
- We have a daily cleaning routine for the setting, which includes the play room(s), kitchen, rest area, toilets and nappy changing areas. Children do not have unsupervised access to the kitchen.
- We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings.
- The toilet area has a high standard of hygiene, including hand washing and drying facilities and disposal facilities for nappies.
- 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;
  - providing tissues and wipes; and
  - ensuring individual use of flannels, towels and toothbrushes.

Activities, resources and repairs

- Before purchase or loan, we check equipment and resources to ensure that they are safe for the ages and stages of the children currently attending the setting.
- We keep a full inventory of all items in the setting for audit and insurance purposes.
- The layout of our play equipment allows adults and children to move safely and freely between activities.
- All our equipment is regularly checked for cleanliness and safety, and any dangerous items are repaired or discarded.
- We make safe and separate from general use any areas that are unsafe because of repair is needed.
- All our materials, including paint and glue, are non-toxic.
- We ensure that sand is clean and suitable for children's play.
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- Physical play is constantly supervised.
- We teach children to handle and store tools safely.

  We check children who are sleeping 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.
- We ensure that hair accessories are removed before children sleep or rest.

Safety of adults

- We ensure that adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- We provide safe equipment for adults to use when they need to reach up to store equipment or to change light bulbs.
- We ensure that all warning signs are clear and in appropriate languages.
- For group provision: We ensure that adults do not remain in the building on their own.
- We record the sickness of staff and their involvement in accidents. The records are reviewed termly to identify any issues that need to be addressed.

Control of substances hazardous to health

- Our staff implement the current guidelines of the *Control of Substances Hazardous to Health Regulations (COSHH)*.
- We keep a record of all substances that may be hazardous to health - such as cleaning chemicals, or gardening chemicals if used and where they are stored.
- Hazardous substances are stored safely away from the children.
- We] carry out a risk assessment for all chemicals used in the setting. This states what the risks are and what to do if they have contact with eyes or skin or are ingested.
- 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, nappy changing area and food preparation areas. Anti-bacterial spays are not used when children are nearby.
- Environmental factors are taken into account when purchasing, using and disposing of chemicals.
- All members of staff are vigilant and use chemicals safely.
- Members of staff wear protective gloves when using cleaning chemicals.

Legal framework

- Health and Safety at Work Act (1974)
- Management of Health and Safety at Work Regulations (1999)
- Electricity at Work Regulations (1989)
- Control of Substances Hazardous to Health Regulations (COSHH) (2002)
- Manual Handling Operations Regulations (1992 (As Amended 2004))
- Health and Safety (Display Screen Equipment) Regulations (1992)

Further guidance

- Health and Safety Law: What You Need to Know (HSE Revised 2009)
- Health and Safety Regulation…A Short Guide (HSE 2003)
- Electrical Safety and You: A Brief Guide (HSE 2012)
- Working with Substances Hazardous to Health: What You Need to Know About COSHH (HSE Revised 2009)
- Getting to Grips with Manual Handling - Frequently Asked Questions: A Short Guide (HSE 2011)

8.2 Maintaining children's safety and security on premises

Owlets Pre-School maintain the highest possible security of our premises to ensure that each child is safely cared for during their time with us.

Procedures

Children's personal safety

- We ensure all employed staff have been checked for criminal records via an enhanced disclosure with children's barred list check through the Disclosure and Barring Service.
- Adults do not normally supervise children on their own.
- All children are supervised by adults at all times.
- Whenever children are on the premises at least two adults are present.
- We carry out risk assessments to ensure children are not made vulnerable within any part of our premises, nor by any activity.

Security

- Systems are in place for the safe arrival and departure of children.
- The times of the children's arrivals and departures are recorded.
- The arrival and departure times of adults –staff, volunteers and visitors - are recorded.
- Our systems prevent unauthorised access to our premises.
- Our systems prevent children from leaving our premises unnoticed.
- We only allow access to visitors with prior appointments.
- Our staff check the identity of any person who is not known before they enter the premises.
- We keep front doors and gates locked shut at all times. Back doors are kept locked shut at all times where they may lead to a public or unsupervised area.
- We have installed safety chain to the main door at a suitable height.
- The personal possessions of staff and volunteers are securely stored during sessions.
- Minimal petty cash is kept on the premises.

8. Safety & Suitability of Premises, Environment & Equipment

8.3 Supervision of children on outings and visits

Children benefit from being taken outside of the premises on visits or trips to local parks, or other suitable venues, for activities which enhance their learning experiences. We ensure that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures as laid out below.

Procedures

- We ask parents to sign a general consent on registration for their children to be taken out on local short outings as a part of the daily activities of the setting. This general consent details the venues used for daily activities.
- We assess the risks for each local venue used for daily activities, which is reviewed regularly.
- We always ask parents to sign specific consent forms before major outings; and the risks are assessed before the outing takes place.
- Any written outing risk assessments are made available for parents to see.
- Our adult to child ratio is high, normally one adult to two children, depending on their age, sensibility and the type of venue, as well as how it is to be reached.
- A minimum of two staff accompany children on outings. Unless the whole setting is on an outing, a minimum of two staff also remain behind with the rest of the children.
- Named children are assigned to individual staff member to ensure that each child is well supervised, that no child goes astray and that there is no unauthorised access to children. We ensure that all children on the outing are well supervised, that no child goes astray and that there is no unauthorised access to children.
- Parents who accompany us on outings are responsible for their own child only. Where parents have undergone vetting with us as volunteers, they may be included in the adults to child ratio and have children allocated to them.
- Outings are recorded in an outings record book kept in the setting, stating:
  - The date and time of the outing.
  - The venue and mode of transport used.
  - The names of the staff members assigned to each of the children -The time of return.
- We take a mobile phone on outings, as well as supplies of tissues, wipes, spare clothing and nappies, medicines required for individual children, a mini first aid kit, snacks and water. The amount of equipment will vary and be consistent with the venue and the number of children, as well as how long they will be out for. We ask parents to apply sun cream to children as needed and ensure they are dressed appropriately for the type of outing and weather conditions.
- We take a list of children with us with contact numbers of parents/carers, as well as an accident book and a copy of our Missing Child Policy.
- We provide children with badges to wear that contain the name and setting telephone number – but not the name of the child.
- Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover.
- We ensure that seat belts are worn whilst travelling in vehicles and that booster seats and child safety seats are used as appropriate to the age of the child.
- As a precaution, we ensure that children do not eat when travelling in vehicles.

- We ensure that contracted drivers are from reputable companies, do not have unsupervised access to the children and are not included in the ratios.

8. Safety & Suitability of Premises, Environment & Equipment

8.4 Risk assessment

Owlets Pre-School believe 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.

Risk assessment means:
Taking note of aspects of your workplace and activities that could cause harm, either to yourself or to others, and deciding what needs to be done to prevent that harm, making sure this is adhered to.

The law does not require that all risk is eliminated, but that 'reasonable precaution' is taken. This is particularly important when balancing the need for children to be able to take appropriate risks through physically challenging play. Children need the opportunity to work out what is not safe and what they should do when faced with a risk.

Health and safety risk assessments inform procedures. Staff and parents should be involved in reviewing risk assessments and procedures – they are the ones with first-hand knowledge as to whether the control measures are effective – and they can give an informed view to help update procedures accordingly.

This policy is based on the five steps below:

- Identification of a risk: Where is it and what is it?
- Who is at risk: Childcare staff, children, parents, cooks, cleaners 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 manager undertake training and ensure our staff and volunteers have adequate training in health and safety matters.
- Our risk assessment process covers adults and children and includes:

- determining where it is helpful to make some 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.

- Where more than five staff and volunteers are employed, the risk assessment is written and is reviewed regularly.
- We maintain lists of health and safety issues, which are checked daily before the session begins, as well as those that are checked on a weekly and termly basis when a full risk assessment is carried out.
- The Methodist Chapel representative checks, such as electricity and gas safety checks, and any necessary work to the setting premises are carried out annually and records are kept. (Copies to us)
- Our manager ensures that staff members carry out risk assessments that include relevant aspects of fire safety, food safety for all areas of the premises.
- Our manager ensures that staff members carry out risk assessments for work practice including:
  - changing children;
  - preparation and serving of food/drink for children;
  - children with allergies;
  - cooking activities with children;
  - supervising outdoor play and indoor/outdoor climbing equipment;
  - putting young children to sleep;
  - assessment, use and storage of equipment for disabled children;
  - the use and storage of substances which may be hazardous to health, such as cleaning chemicals; - visitors to the setting who are bring equipment or animals as part of children's learning experiences; and - following any incidents involving threats against staff or volunteers.
- Our manager ensures that staff members carry out risk assessments for off-site activities if required, including:
  - children's outings;
  - forest schools;
  - and
  - other off-site duties such as attending meetings, banking etc.

Legal framework

- Management of Health and Safety at Work Regulations (1999)

Further guidance

Five Steps to Risk Assessment

Other useful Pre-school Learning Alliance publications

- Managing Risk (2009)

Owlets Pre-School
Methodist Chapel Hall
High Street
Langford
SG18 9RU



Telephone: 07935784567
Email:
owletspreschool@outlook.com

Charity Number: 1030866

8. Safety & Suitability of Premises, Environment & Equipment

8.5 Fire safety and emergency evacuation

Owlets Pre-School ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. The person in charge and our 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. A Fire Safety Log Book is used to record the findings of risk assessment, any actions taken or incidents that have occurred and our fire drills. Downloadable Fire Safety Log Books are widely available free of charge on line.

Procedures

Fire safety risk assessment

- The basis of fire safety is risk assessment, carried out by a 'competent person'.
- The manager has received training in fire safety sufficient to be competent to carry out the risk assessment; this will [be written where there are more than five staff and will] follow the Government guidance Fire Safety Risk Assessment - Educational Premises (HMG 2006).
  - Our fire safety risk assessment focuses on the following for each area of the setting:
  - Electrical plugs, wires and sockets.
  - Electrical items.
  - Gas boilers.
  - Cookers.
  - Matches.
  - Flammable materials – including furniture, furnishings, paper etc.
  - Flammable chemicals .
  - Means of escape.
  - Anything else identified.
- Where we rent premises, 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 safety precautions taken

- We ensure that fire doors are clearly marked, never obstructed and easily opened from the inside.

- We ensure that smoke detectors/alarms and firefighting appliances conform to BS EN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- We have all electrical equipment checked annually by a qualified electrician.
- We ensure sockets are covered. . Any faulty electrical equipment is taken out of use
- Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
  - clearly displayed in the premises;
  - explained to new members of staff, volunteers and parents; and - practised regularly, at least once every six weeks.
- Records are kept of fire drills and of the servicing of fire safety equipment.

Emergency evacuation procedure

- How children are familiar with the sound of the fire alarm.
- How the children, staff and parents know where the fire exits are.
- How children are led from the building to the assembly point.
- How children will be accounted for and who by.
- How long it takes to get the children out safely.
- Who calls the emergency services, and when, in the event of a real fire.
- How parents are contacted.

Fire drills

We hold fire drills termly and record the following information about each fire drill in the Fire Safety Log Book:

- The date and time of the drill.
- Number of adults and children involved.
- How long it took to evacuate.
- Whether there were any problems that delayed evacuation.
- Any further action taken to improve the drill procedure.

Legal framework

- Regulatory Reform (Fire Safety) Order 2005

8. Safety & Suitability of Premises, Environment & Equipment

8.6 Animals in the setting

Children learn about the natural world, its animals and other living creatures, as part of the Learning and Development Requirements of the Early Years Foundation Stage. This may include contact with animals, or other living creatures, either in the setting or on visits. We aim to ensure that this is in accordance with sensible hygiene and safety controls.

Procedures

Animals in the setting as pets

- We take account of the views of parents and children when selecting an animal or creature to keep as a pet in the setting, as well as any allergies or issues that individual children may have any animals or creatures.
- We carry out a risk assessment with a knowledgeable person accounting for any hygiene or safety risks posed by the animal or creature.
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- We provide suitable housing for the animal or creature and ensure this is cleaned out regularly and is kept safely.
- Our staff are knowledgeable of the pet's welfare and dietary needs and ensure that the correct food is offered, at the right times.
- We decide for weekend and holiday care for the animal or creature.
- We register with the local vet and take out appropriate pet care health insurance.
- We make sure all vaccinations and other regular health measures, such as de-worming, are up-to-date and recorded.
- We always teach children the correct handling and care of the animal or creature and supervise them .
- We] ensure that children wash their hands after handling the animal or creature and do not have contact with animal soil or soiled bedding.
- We wear disposable gloves when cleaning housing or handling soiled bedding.
- If animals or creatures are brought in by visitors to show the children, they are the responsibility of their owner.
- The owner carries out a risk assessment, detailing how the animal or creature is to be handled and how any safety or hygiene issues will be addressed.

Visits to farms

- Before a visit to a farm, we carry out a risk assessment - this may take account of safety factors listed in the farm's own risk assessment, which should be viewed.

- We contact the venue in advance of the visit to ensure that there has been no recent outbreak of E.coli or other infections. If there has been an outbreak, we will review the visit and may decide to postpone it.
- We follow our outings procedure.
- Children wash and dry their hands thoroughly after contact with animals.
- Outdoor footwear worn to visit farms is cleaned of mud and debris as soon as possible on departure and should not be worn indoors.
- We advise staff and volunteers who are, or may be, pregnant to avoid contact with ewes and to consult their GP before the visit.

Legal framework

- The Management of Health and Safety at Work Regulations (1999)

Further guidance

- Health and Safety Regulation…A Short Guide (HSE 2003)

8. Safety & Suitability of Premises, Environment & Equipment

8.7 No-smoking

Owlets Pre-School 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 volunteers are made aware of our No-smoking Policy.
- No-smoking signs are displayed prominently.
- The No-smoking Policy is stated in information for parents and staff.
- We actively encourage no-smoking by having information for parents and staff about where to get help to stop smoking if they are seeking this information.
- Staff who smoke do not do so during working hours, unless on a scheduled break and off the premises.
- Staff who smoke during working hours and travelling to and from work must not do so whilst wearing a setting uniform or must at least cover the uniform.
- E-cigarettes are not permitted to be used on the premises.
- Staff who smoke or use e-cigarettes during their scheduled breaks go to well away from the premises.
- Staff who smoke during their break make every effort to reduce the effects of odour and passive smoking for children and colleagues
- Smoking is not permitted in any vehicles belonging to the setting.
- Staff are made aware that failure to adhere to this policy and procedures may result in disciplinary action.
- It is a criminal offence for employees to smoke in smoke-free areas, with a fixed penalty of £50 or prosecution and a fine of up to £200.

Legal framework

- The Smoke-free (Premises and Enforcement) Regulations (2006)
- The Smoke-free (Signs) Regulations (2012)

8. Safety & Suitability of Premises, Environment & Equipment

8.8 Health and safety risk assessment template

Risk area: _____ **Carried out by:** _____ **Date:** _____

Risk identified:	**Who is at risk:** *People on premises and those most vulnerable.*	**Level of risk:** *Of hazard occurring and risk to people.*	**Control measure and person(s) responsible:** *Remove and reduce hazards. Remove and reduce risk to people.*	**Review:** *Record, plan, inform, instruct, train and review.*

8. Safety & Suitability of Premises, Environment & Equipment

8.9 Fire safety risk assessment template

Risk Carried area: out by:

Fire hazards:	**Who is at risk:**	**Level of risk:**
Ignition *Fuel* *Oxygen*	*People on premises and those most vulnerable*	*Of fire occurring and the risk to people*

Date:

			Control measure:	**Review:**
			Remove and reduce hazards that may cause fire. Remove and reduce risks people.inform,	*Record, plan, to instruct, train and review*

Before completing this form please refer to the five steps in the fire safety procedures

8. Safety & Suitability of Premises, Environment & Equipment

8.10 Staff personal safety including home visits

This setting believes that the health and safety of all staff is of paramount importance and that all staff have the right to work in a safe environment. We support safe working both on and off the premises, acknowledging the needs and diversity of children and their family.

Procedures

General

- All staff in the building early in the morning, or late in the evening, ensure doors and windows are locked.
- Where possible, at least the first two members of staff to arrive in the building arrive together, and the last two members of staff in the building leave together.
- Visitors are generally only allowed access with prior appointments and only admitted once their identity has been verified.
- Minimal petty cash is kept on the premises.
- When taking cash to the bank, members of staff are aware of personal safety. Managers carry out a risk assessment and develop an agreed procedure appropriate to the setting, staff and location.
- Members of staff make a note in the diary of meetings they are attending, who they are meeting and when they are expected back.
- Managers have good liaison with local police and ask for advice on safe practice where there are issues or concerns.

Home visits

Where staff members conduct home visits, this is done at the manager's discretion and the following health and safety considerations apply:

- Prior to a home visit the key person and manager undertake a risk assessment that is specific to the visit being undertaken.

- Members of staff normally do home visits in pairs – usually the manager/deputy manager with the key person.
- Each home visit is recorded in the diary with the name and address of the family being visited, prior to the visit taking place.
- Staff alert an agreed contact person in the setting when they are leaving to do the home visit and advise on their expected time of return.
- If there is any reason for staff to feel concerned about entering premises, they do not do so, for example, if a parent appears drunk.
- Members of staff carry a mobile phone when going out on a home visit.
- Staff identify an emergency word/phrase, which is made known to all staff in the setting, so that if they feel extremely threatened or in danger on a home visit they can covertly alert other members of staff via a telephone call to the situation. Use of the agreed word/phrase will initiate an immediate 999 call to be made.
- If staff do not return from the home visit at the designated time, the contact person attempts to phone them and continues to do so until they make contact.
- If no contact is made after a reasonable amount of time has passed, the contact person rings the police.

Dealing with agitated parents in the setting

- If a parent appears to be angry, mentally agitated or possibly hostile, two members of staff will lead the parent away from the children to a less open area, but will not shut the door behind them.
- If the person is standing, staff will remain standing.
- Members of staff will try to empathise and ensure that the language they use can be easily understood.
- Staff will speak in low, even tones, below the voice level of the parent.
- Members of staff will make it clear that they want to listen and seek solutions.
- If the person makes threats and continues to be angry, members of staff make it clear that they will be unable to discuss the issue until the person stops shouting or being abusive, while avoiding potentially inflammatory expressions such as ‘calm down’ or ‘be reasonable’.
- If threats or abuse continues, members of staff will explain that the police will be called and emphasise the inappropriateness of such behaviour in front of children.
- After the event, details are recorded in the child’s personal file together with any decisions made with the parents to rectify the situation and any correspondence regarding the incident.

8. Safety & Suitability of Premises, Environment & Equipment

8.11 Lockdown

A lockdown for the setting will be communicated through the use of a continuous bell ringing

Partial Lockdown

Alert to staff:

This may be as a result of a reported incident/civil disturbance in the local community with the potential to pose a risk to staff, children and parents within the setting. It may also be as a result of a warning received regarding risk of air pollution.

Pre-school staff will implement a partial lockdown as follows:

1. All outside activity will cease immediately, Staff and children will move inside the building
2. All staff and children will remain inside the building with external windows and doors locked
3. Dependant on circumstances, free movement may be allowed inside the building. This will be at the management discretion

All situations are different and once all staff and children are safely inside, management will conduct an ongoing and dynamic risk assessment based on advice from Central Bedfordshire Council.

Emergency Services:

In the event of an air pollution issue, air vents can be closed (where possible) as an additional precaution. Emergency services will advise as to the best course of action in respect of the prevailing threat

Full Lockdown

Alert to Staff:

This signifies an immediate threat to the setting and may be an escalation of a partial lockdown.

Pre-school staff will implement a full lockdown as follows

1. External doors and windows will be locked, blinds / curtains will be drawn and children will sit out of sight (under a table, behind the screening or in the toilet corridor)
2. A register will be taken.
3. All staff and children will remain in lockdown until it has been lifted by management or the Emergaecy Services. At any point during the lockdown the fire alarm signal may sound which is a cue to evacuate the building.

Communication between the setting and parents

In the event of a lockdown, parents will be notified of any incident or development as soon as is practicable. This will be via telephone call or text message. As parents will be concerned, staff will aim to update with accurate information regularly to help alleviate anxiety.

Parents will be given enough information about what will happen so that they are reassured about their child's welfare and safety

Parents will be asked to wait for the setting to contact them about when is safe to collect their child and where from.

Emergency Services:

Lines of communication will be kept open with the Emergency Services, as they are best placed to offer advice as the situation unfolds. Depending upon the severity of the incident the management and Emergency Services may cordon off th

8. Safety & Suitability of Premises, Environment & Equipment

8.12 Manual Handling

To comply with Occupational Health and Safety Act 1991, which requires the Pre-school to follow the guidelines set out in this legislation.

Manual Handling means lifting, lowering, pushing, pulling, carrying, moving, holding or restraining any object, animal or person.

Procedures for managing and monitoring safe manual handling.

- Staff are encouraged to use their common sense and not to take unnecessary risks when handling large/heavy objects. When lifting a child or object weighing more than 15 kilos, staff are required to seek assistance
- It is the responsibility of all staff to follow the procedures below and to assist by identifying manual handling hazards and risks.
- Regular checks to monitor use of manual handling at the pre-school. Any difficulties noted will then be dealt with immediately.

Managing risks for manual handling.

- Identifying risks – discuss issues with staff and check past incidents/accidents records.
- Assess risks – how much strain, pressure, stress, weight, force, grip, skill and duration is required for each activity.
- A risk assessment will be undertaken for any expectant student or staff member within the setting during their pregnancy.

Control risks

- When designing tasks in order to minimise injury, look at changing the way jobs are done, change the layout of the workplace, and change the equipment.
- Correct Lifting Procedures.

IF IN DOUBT, DO NOT LIFT!

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- Place their feet apart in a striding position
- Keep their breastbone elevated
- Bend their knees
- Brace their stomach muscles
- Hold the child or object close to their body Move their feet not their spine, to stand up Prepare to move in a forwards direction.
- Staff should transfer heavy items to smaller containers to reduce weight.

Staff should:-

- Kneel where possible
- Avoid sitting on child sized chairs where possible
- Refrain from carrying children on their hip
- Lift children with one arm under their buttocks and the other arm under their backs, with the child facing them

9. Equal Opportunities

9.1 Valuing diversity and promoting equality

Owlets Pre-School are committed to ensuring that our service is fully inclusive in meeting the needs of all children.

We recognise that children and their families come from a wide range of backgrounds with individual needs, beliefs and values. They may grow up in family structures that include one or two parents of the same or different sex. Children may have close links or live with extended families of grandparents, aunts, uncles and cousins; while other children may be more removed from close kin or may live with other relatives or foster carers. Some children come from families who experience social exclusion, severe hardship; discrimination and prejudice because of their ethnicity, disability and/or ability, the languages they speak, their religious or personal beliefs, their sexual orientation and marital status. Some individuals face discrimination linked to their gender and some women are discriminated against because of their pregnancy and maternity status. We understand that all these factors can affect the well-being of children within these families and may adversely impact on children's learning, attainment and life outcomes.

We are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families using our setting. We aim to:

- promote equality and value diversity within our service and foster good relations with the local community;
- actively include all families and value the positive contribution they make to our service;
- promote a positive non-stereotyping environment that promotes dignity, respect and understanding of difference in all forms;
- provide a secure and accessible environment in which every child feels safe and equally included;
- improve our knowledge and understanding of issues relating to anti-discriminatory practice,
- challenge and eliminate discriminatory actions on the basis of a protected characteristic as defined by the Equality Act (2010) namely: ○ age;
    - ○ gender; ○ gender reassignment; ○ marital status; ○ pregnancy and maternity; ○ race;
    - ○ disability;
    - ○ sexual orientation; and ○ religion or belief.
- where possible, take positive action to benefit groups or individuals with protected characteristics who are disadvantaged, have a disproportional representation within the service or need different things from the service.

Procedures

Admissions

Our setting is open and accessible to all members of the community.

- We base our Admissions Policy on a fair system.
- We do not discriminate against a child or their family in our service provision, including preventing their entry to our setting based on a protected characteristic as defined by the Equality Act (2010).
- We advertise our service widely.
- We provide information in clear, concise language, whether in spoken or written form and provide information in other languages where ever possible.
- We reflect the diversity of our community and wider society in [our/my] publicity and promotional materials.
- We provide information on our offer of provision for children with special educational needs and disabilities.
  - We ensure that all parents are made aware of our Valuing Diversity and Promoting Equality Policy.
- We make reasonable adjustments to ensure that disabled children can participate successfully in the services and in the curriculum offered by the setting.
- We ensure, wherever possible, that we have a balanced intake of boys and girls in the setting.
- We take action against any discriminatory, harassing or victimising behaviour by our staff, volunteers or parents whether by:
  - direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of a specific ethnic group from using the service;
  - indirect discrimination – someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
  - discrimination arising from a disability – someone is treated less favourably because of something connected with their disability e.g. a child with a visual impairment is excluded from an activity;
  - 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.
- Displaying of openly discriminatory and possibly offensive or threatening materials, name calling, or threatening behaviour are unacceptable on, or around, our 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.

Employment

- We advertise posts and all applicants are judged against explicit and fair criteria.

- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- ***The applicant who best meets the criteria is offered the post, subject to references and suitability checks. This ensures fairness in the selection process.***
- ***All our job descriptions include a commitment to promoting equality, and recognising and respecting diversity as part of their specifications.***
- ***We monitor our application process to ensure that it is fair and accessible.***

Training

- We seek out training opportunities for our staff volunteers to enable them to develop anti-discriminatory and inclusive practices.
- We ensure that [our staff are/I am] confident and fully trained in administering relevant medicines and performing invasive care procedures on children when these are required.
- We review our practices to ensure that we are fully implementing our/my policy for Valuing Diversity and Promoting Equality.

Curriculum

The curriculum offered in our setting encourages children to develop positive attitudes about themselves as well as about people who are different from themselves. It encourages development of confidence and self-esteem, empathy, critical thinking and reflection.

We ensure that our practice is fully inclusive by:

- creating an environment of mutual respect and tolerance;
- modelling desirable behaviour to children and helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- positively reflecting the widest possible range of communities within resources;
- avoiding use of stereotypes or derogatory images within our books or any other visual materials;
- celebrating locally observed festivals and holy days;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning;
- ensuring that disabled children with and without special educational needs are fully supported;
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages

We will ensure that our environment is as accessible as possible for all visitors and service users. We do this by:

- undertaking an access audit to establish if the setting is accessible to all disabled children and adults. If access to the setting is found to treat disabled children or adults less favourably, then we/I make reasonable adjustments to accommodate the needs of disabled children and adults.
- fully differentiating the environment, resources and curriculum to accommodate a wide range of learning, physical and sensory needs.

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 encourage their full inclusion.
- We offer a flexible payment system for families experiencing financial difficulties 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 where ever possible.
- 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 where resources allow in translation – to ensure that all mothers and fathers have information about, and access to, the meetings.

Monitoring and reviewing

- So that our policies and procedures remain effective, we monitor and review them annually to ensure our strategies meet our overall aims to promote equality, inclusion and to value diversity.
- We provide a complaints procedure and a complaints summary record for parents to see.

Public Sector Equality Duty

- We have regard to the Duty to eliminate discrimination, promote equality of opportunity, foster good relations between people who share a protected characteristic and those who do not.

Legal framework

The Equality Act (2010)
Children Act (1989) & (2004)
Children and Families Act (2014)
Special Educational Needs and Disabilities Code of Practice (2014)

Other useful Pre-school Learning Alliance publications

- Guide to the Equality Act and Good Practice (2011)
- SEND Code of Practice 2014 for the Early Years (2014)
- All Together Now (2011)
- Where's Dad? (2009)

9. Equal Opportunities

9.2 Supporting children with special educational needs

Owlets Pre-School provide an environment in which all children with special educational needs (SEND) are supported to reach their full potential.

- We have regard for the Special Educational Needs and Disability Code of Practice (2014).
- We have in place a clear approach for identifying, responding to, and meeting children's SEND[1].
- We support and involve parents and where relevant children, actively listening to, and acting on their wishes and concerns.
- We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEND and their families.
- We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- We designate a member of staff to be the Special Educational N**e**eds Co-ordinator (SEND) and give her name to parents. Our SEND is: Shelly Warmoth and Joanne Rockall

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AIMS/OBJECTIVES:

- The SEND works closely with our manager and other colleagues and has/I have] responsibility for the dayto-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEND.
- We ensure that the provision for children with SEND is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We provide a broad, balanced and differentiated curriculum for all children.
- We apply SEND support to ensure early identification of children with SEND.
- We use the graduated approach system assess, plan, do and review applied in increasing detail and frequency to ensure that children progress.

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[1]

- We ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision-making processes

 Where appropriate, take into account children's views and wishes in decisions being made about them, relevant to their level understanding.

- We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.

- We liaise and work with other external agencies to help improve outcomes for children with SEND.
- We have systems in place for referring children for further assessment e.g. Early Help Assessment and Education, Health and Care (EHC) assessment.
- We provide resources human and financial to implement our/my Supporting Children with Special Educational Needs Plan.
- We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEND. We provide in-service training for parents, practitioners and volunteers.
- We raise awareness of our special education provision via our website and or promotional materials.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Further guidance

- Early Years Foundation Stage Statutory Framework (DfE 2014)
- Working Together to Safeguard Children (DfE 2015)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

9. Equal Opportunities

9.3 Social Wellbeing Audit

Please include comments and actions for each question answered 'No'.

Audit Area	Yes	No	Comments	Actions to be taken
Has the setting planned and implemented a behaviour strategy?				
Does the setting have a named and suitably skilled behaviour coordinator as per the EYFS safeguarding and welfare requirements?				
Is Leuven's assessment scale for children's well - being and involvement used in the setting?				
Are the dynamics of the setting managed to ensure a balanced intake of children? (For example, age, needs and sex of children)				
If used, are approved methods of rewards and sanctions used consistently by all staff?				
Do all staff understand and apply the same approved methods for intervening in minor incidents of unwanted behaviour? (For example, conflict resolution approach)				

Audit Area	Yes	No	Comments	Action to be taken
Are all staff trained to understand: ▪ Methods for initial intervention, identification and analysis of unwanted behaviours				
▪ Methods for adapting/changing behaviours				

- Appropriate reward and sanctions methods
- Alternative communication systems
- Safeguarding
- Inclusion
- Emotional literacy
- Risk assessment

Audit Area	Yes	No	Comments	Action to be taken
Do all staff understand and use an approved method for identifying and analysing unwanted behaviours? (For example, antecedent, behaviour and consequence chart)				

Do the policy and procedures on behaviour incorporate related EYFS requirements?				
Are policy and procedures relating to 'management' of behaviour reviewed and updated annually?				
Do children have regular access to an outdoor environment?				
Are all areas of the indoor and outdoor play environments uncluttered and defined?				
Is there sufficient space for children to move around freely in all areas of the play environment?				
Do children have access to quiet areas?				
Is there control of natural/artificial light in play areas?				

Audit Area	Yes	No	Comments	Action to be taken
Can the temperature of the play environment be controlled?				
Is the internal play environment free from unnecessary noise?				
Are there sufficient general resources for children of all ages and abilities?				
Are unfavourable acoustics in the play area managed to prevent noise distortion? (for example,. introduction of soft furnishings, canopies etc)				
Are supplementary methods of communication used in the setting? (For example, signing)				
Are pictorial symbols used to improve children's understanding of the daily timetable? (For example, picture exchange communication)				
Are known trigger points for conflict in the setting managed?				

Name of behaviour coordinator person
Date: completing the audit:

Name and signature of manager overseeing **Date the audit:**

Review date:



Key

A: Annual check; M: Monthly check; W: Weekly check; D: Daily check; H: Hourly check.

Approach to the building	**Key**	**Yes**	**No**	**Comment/Action**
Are there disabled parking facilities?				
Are kerbs lowered?				
Is the entrance gate wide enough for wheelchair users?				
Are there orientation landmarks for visual impairment?				
Is the route clearly signed?				
Are support rails or resting platforms provided on inclines?				
Are all surface coverings even and non-slip?				
Are pathways clear of obstructions?				

Are all areas adequately lit?				
Do steps and handrails accompany ramps?				
Are steps suitable and highlighted for differentiation?				
Are resting platforms available and highlighted?				
Is there adequate lighting at the front and along the route to the building?				
Entrances	**Key**	**Yes**	**No**	**Comment/Action**

Is there an entry phone and/or a doorbell and are they at a reasonable height for wheelchair users?				
Is there a level or flush threshold?				
Are doors easy to open and doorways wide enough for all users to pass through and clear the door swing?				
Are glazed doors marked for safety/visibility?				
Are door closer mechanisms appropriately adjusted (so as not to close too quickly)?				

Are door controls (handles/knobs) at a suitable height, clearly located and easy to use?				
Is the information on the welcome board in a range of formats and at an appropriate height to suit varying needs?				
Is the entrance signposted and easy to find?				
Is the route to the destination clearly marked?				
If applicable, is the doormat in a good condition and flush with the floor?				
If an induction loop is fitted, is it working?				
Can people either side of the door be seen?				
Are surfaces non-slip?				
Is lighting adequate?				
Inside the building	**Key**	**Yes**	**No**	**Comment/Action**

Are all floor surfaces suitable?				
Are the acoustics of the building suitable for children/adults with hearing impairments?				

Are there colour and tonal contrasts to help distinguish fixtures and fittings from surfaces, walls and floors?				

Is there a disabled WC facility?

Is there a handrail in one of the children's WCs?

Are support rails available in relevant areas?

Is the environment free from unnecessary noise?

Are audible, manual and mechanical alarm systems supplemented with visual and verbal warnings?

Are all areas in the building wide enough for adults and children using mobility equipment to manoeuvre?

Are fittings fixed without dangerous edges?

Are travel routes clutter free (e.g. from shoes and buggies)?

Is there control of natural/artificial light to avoid glare/silhouettes and is lighting adequate?

Are door closer mechanisms appropriately adjusted (so as not to close too quickly)?				
Are door controls (handles/knobs) at a suitable height, clearly located and easy to use?				

Completed by (name): _____ **Date:** _____

Date of next audit: _____

9.5 British values

Owlets Pre-School actively promote inclusion, equality of opportunity, the valuing of diversity and British values.

Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage. As we are in receipt of public funding, we'll also have a public sector equality duty to eliminate unlawful discrimination, advance equality of opportunity, foster good relations and publish information to show compliance with the duty.]

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children's earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

Procedures

British Values

The fundamental British values of *democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs* are already implicitly embedded in the 2014 EYFS and are further clarified below, based on the *Fundamental British Values in the Early Years* guidance (Foundation Years 2015): ▪ *Democracy*, or making decisions together (through the prime area of Personal, Social and Emotional Development)

- As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help.
- Practitioners support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.

▪ *Rule of law*, or understanding that rules matter (through the prime area of Personal, Social and Emotional Development)

- Practitioners ensure that children understand their own and others' behaviour and its consequence.
- Practitioners collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone.

- *Individual liberty*, **or** freedom for all (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
  - Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
  - Practitioners encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example discussing in a small group what they feel about transferring into Reception Class.
- *Mutual respect and tolerance*, or treating others as you want to be treated (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
  - Practitioners create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
  - Children should acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions.
  - Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions.
  - Practitioners promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural or racial stereotyping.
- *In our setting it is not acceptable to:*
  - actively promote intolerance of other faiths, cultures and races
  - fail to challenge gender stereotypes and routinely segregate girls and boys
  - isolate children from their wider community
  - fail to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

Prevent Strategy

Under the Counter-Terrorism and Security Act 2015 we also have a duty *"to have due regard to the need to prevent people from being drawn into terrorism"*

Legal framework

Counter-Terrorism and Security Act 2015

Further guidance

Equality Act 2010: Public Sector Equality Duty - What Do I Need to Know? A Quick Start Guide for Public Sector Organisations (Government Equalities Office 2011)
Fundamental British Values in the Early Years (Foundation Years 2015)
Prevent Duty Guidance: for England and Wales (HMG 2015)
The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015)

These policies were adopted by	Owlets Pre-School
Date	September 2023

Other useful Pre-school Learning Alliance publications

- Guide to the Equality Act and Good Practice (2015)

10 information and records

10.1 Early years prospectus

10.2 Admissions

It is Owlets Pre-School's 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, using simple plain English, in written and spoken form and, where appropriate, provided in different community languages and in other formats on request.
- We arrange our waiting list in birth order. In addition, our policy may take into account:
  - the age of the child, with priority given to children who are eligible for the free entitlement – including eligible two year old children;
  - the length of time on the waiting list;
  - the vicinity of the home to the setting;
  - whether any siblings already attend the setting; and
  - the capacity of the setting to meet the individual needs of the child.
- We offer funded places in accordance with the Code of Practice for … and any local conditions in place at the time.
- We keep a place vacant, if this is financially viable, to accommodate an emergency admission.
- Our setting and its practices are welcoming and make it clear that fathers, mothers, other relations and carers are all welcome.
- Our setting and its practices operate in a way that encourages positive regard for and understanding of difference and ability - whether gender, family structure, class, background, religion, ethnicity or competence in spoken English.
- We support children and/or parents with disabilities to take full part in all activities within our/my setting.
- We monitor the needs and background of children joining our setting on the Registration Form, to ensure that no accidental or unintentional discrimination is taking place.
- We share and widely promote our] Valuing Diversity and Promoting Equality Policy.
- We consult with families about the opening times of our setting to ensure that 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.
- Failure to comply with the terms and conditions may ultimately result in the provision of a place being withdrawn.

Other useful Pre-school Learning Alliance publications

- Seasonal Hello Posters (2006)

10. Information & Records

10.3 Application to join

Personal details

First name(s) of child: _____

Surname of child:Date of birth: _____ _____

Full address: _____

_____ Postcode: _____

Parent/carer name (1): _____

Relationship to child: _____

Full address (if different): _____

Postcode:

Daytime/work tel:Home:Mobile:

Parent/carer name (2):

Relationship to child:

Full address (if different):

Postcode:

Daytime/work tel:Home:Mobile:

Email address _____

Session request

Preferred start date:

Please tick the sessions you would like your child to attend:

Morning	□ Monday	□ Tuesday	□ Wednesday	□ Thursday	□ Friday
Afternoon	□ Monday	□ Tuesday	□ Wednesday		□ Friday

This application places your child on our waiting list. We will contact you as soon as a suitable place becomes available. **Please note that completion of this form does not guarantee a place for your child,**

Once your child is offered a place and you accept it, on admission further personal information and family details are required for our records. Your child's birth certificate is required at this point with a copy made for our file.

If you find that you no longer need the place, please inform us as soon as possible.

Signed parent/carer (1): Date:

Signed parent/carer (2): Date:

Please be advised that this application form and offer of a place is subject to our terms and conditions provided to you. By signing this document, you acknowledge that you have read, understood and agree to these terms and conditions.

For office use only:

Deposit paid:Date paid:

Tear off the following part to return to the parent(s)

A place will be available (child's forname)

* or; we will notify you when a place becomes
* on(date) free.

Signed on behalf of the provider:

Name:title: Job

OWLETS PRE-SCHOOL
Registration Form

Owlets Pre-School
Methodist Chapel Hall
High Street
Langford
SG18 9RU



Telephone:

07935784567

Email:

owletspreschool@outlook.com

Charity Number: 1030866

Childs Details

First name(s) of child:	Surname:
Full Address: Postcode:	
Gender:	Date of Birth:
Birth Certificate seen and copy made? Yes ☐ No ☐	

Family Details

Name of parent(s) / carer(s) with whom the child lives:

Contact Details

Contact Details 1 (including emergency information)

Parent/Carer Full Name:	Relationship to Child:
Daytime/Work Tel:	Mobile:
Home Tel:	Email:
Home Address: Postcode:	

Work Address: Postcode:
Does this parent have parental responsibility for the child? Yes ☐ No ☐

Contact Details 2 (including emergency information)

Parent/Carer Full Name:	Relationship to Child:
Daytime/Work Tel:	Mobile:
Home Tel:	Email:
Home Address: Postcode:	
Work Address: Postcode:	
Does this parent have parental responsibility for the child? Yes ☐ No ☐	

Other person(s) with legal contact *To be completed where those persons with parental responsibility are separated and an S8 Order is in place.)*

Name:	Relationship to Child:
Daytime/Work Tel:	Mobile:
Home Tel:	Email:
What are the contact arrangements that we need to be aware of?	

Emergency contact details if parents are not available *Emergency contacts must be local.*

Contact 1 Full Name:	Relationship to Child:
Daytime/Work Tel:	Mobile:

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SG18 9RU

Home Tel:	Email:

Home Address:

Postcode:

Contact 2 Full Name:	Relationship to Child:
Daytime/Work Tel:	Mobile:
Home Tel:	Email:

Home Address:

Postcode:

Persons other than parent(s) authorised to collect the child *Must be over 16 years of age and MUST know the password.*

Contact 1 Full Name:	Relationship to Child:
Daytime/Work Tel:	Mobile:
Home Tel:	Email:

Home Address:

Postcode:

Contact 2 Full Name:	Relationship to Child:
Daytime/Work Tel:	Mobile:
Home Tel:	Email:

Home Address:

Postcode:

Password for the collection of child by authorised persons

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Registration Form

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SG18 9RU

About Your Child

The following information will tell us a little more about your child. As your child settles with us, we will establish their starting points through observation and further conversation with you.

Does your child have previous experience of attending a childcare setting? If so please specify:

Health and development

Does your child have any ongoing medical conditions? If so please specify: If yes, please specify which external agencies are involved e.g. Paediatrician, Consultant, Dietician, Speech and Language Therapist, etc: Does your child require a health care plan?

Has your child received the following immunisations?

Age	Vaccination	Yes	No	Date
Two months old	5-in-1 (DTaP/IPV/Hib) vaccine - diphtheria, tetanus, pertussis (whooping cough), polio and Haemophilus influenzae type b (Hib).			
	Pneumococcal (PCV) vaccine.			

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Age	Vaccination	Yes	No	Date
Three months old	5-in-1 (DTaP/IPV/Hib) vaccine, second dose diphtheria, tetanus, pertussis (whooping cough), polio and Haemophilus influenzae type b (Hib).			
	Meningitis C vaccine.			
	Rotavirus, second dose.			
Four months old	5-in-1 (DTaP/IPV/Hib) vaccine, third dose - diphtheria, tetanus, pertussis (whooping cough), polio and Haemophilus influenzae type b (Hib).			
	Pneumococcal (PCV) vaccine, second dose.			
Between 12 & 13 months old	Hib/Men C booster - Haemophilus influenza type b (Hib), forth dose and meningitis C, second dose.			
	MMR vaccine – mumps, measles and rubella.			
	Pneumococcal (PCV) vaccine, third dose.			
Two to three years	Flu vaccine			
Three years & four months or soon after	MMR vaccine, second dose – mumps, measles and rubella.			
	4-in-1 (DTaP/IPV) pre-school booster - diphtheria, tetanus, pertussis (whooping cough) and polio.			

Does your child have any of the following in place?

- SEND action plan

What special support will he/she require in our setting?

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Registration Form

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Hall
High Street
Langford

Does your child have any special needs or disabilities? If so, please specify:

A child's learning difficulties and disabilities status should be recorded according to the following categories:

No special educational need □

SEND action plan □

Education, Health and Care Plan □

Providers should refer to the SEND Code of Practice for the Early Years (2014) for an explanation of the

If your child is aged three years or over, does he or she have difficulty with any of the following:

Activity	Yes	No
Speaking & communicating		
Listening & attending		
Understanding simple instructions		
Eating & drinking		
Sitting & sharing a book		
Walking & climbing		
Rolling a ball		
Holding a crayon		
Socialising with adults & other children		
Using the toilet		
Putting on their shoes & socks		

Any other concerns/information we should be aware of?

Two year old progress check: Children 24-36 months

If your child is aged between 24-36 months, has a two year old progress check already been completed for your child? Yes □ No □:

Setting completed check:
Date completed:

As per the requirements of the Early Years Foundation Stage we will complete a progress check on your child between the ages of 24-36 months. We will ask you to be involved in completing the check

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and will discuss it with you. A risk assessment will be completed & kept on your childs file for any

Dietary Requirements

Is your child known to have any allergies or food intolerances? If so please specify:

A risk assessment will be completed & kept on your childs file for any known allergies & intolerances.

What are your child's dietary requirements? Please specify:

Does your child have any food preferences Please specify:

It is our usual practice to provide both a healthy snack. If this is not in-keeping with your child's dietary requirements, please discuss this with a member of staff. We ask parent/carer to supply a healthy lunch box (when applicable), to ensure that we are working in partnership to meet your child's needs.

Please refer to our Food and Drink Policy.

Cultural Background

How would you describe your child's ethnicity or cultural background?

What is the main religion in your family (if applicable)?

Are there any festivals or special occasions celebrated in your culture that your child will be taking part in and that you would like to see acknowledged and celebrated while he/she is in our setting?

What language(s) is/are spoken at home?

If English is not the main language spoken at home, will this be your child's first experience of being in an English-speaking environment?

Does your child need a bilingual support plan?

If so, discuss & agree with the key person how we can work together to support your child when settling in:

General Information

What is your child's usual sleep pattern?

Does your child have a pacifier i.e. dummy or thumb?

Does your child have a special toy or object they might bring with them?

What sort of things does your child enjoy doing at home, i.e. drawing or cooking?

What other information is it important for us to know about your child? For example, what they like, fears they have or any special words they use:

Details of Professionals Involved with your child

GP

Name:	Telephone:
Address: Postcode:	

Health Visitor (if applicable)

Name:	Telephone:
Address: Postcode:	

Social Care Worker (if applicable)

Name:	Telephone:
Address: Postcode:	

What is the reason for the involvement of the social care department with your family? *NB If the child has a child protection plan, make a note here, but do not include details. We will ensure these details are obtained from the social care worker named above and keep these securely in the child's file*

Dentist

Name:	Telephone:
Address: Postcode:	

Any other professional who has regular contact with your child

Name:	Role:
Agency:	Telephone:
Address: Postcode:	

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Langford

Permissions

For Inhalers/auto-injectors (e.g epipens) only

I give permission for a named member of staff who has been appropriately trained to administer the inhaler/Epipen

The named staff are:
1:

2:

3:

Signed: Date: Printed Name:

Nappies

I give permission for nappy cream (supplied by me) to be administered to _____ when required, in accordance with manufacturers instructions.

Signed: Date:

Printed Name:

Sun Cream

I will ensure I have applied ALL DAY sun cream to my child before they attend pre-school (weather permitting)

Signed: Date:

Short Trips – General

Outings
Your child will have the opportunity be taken out of our setting as part of some activities. Parent/Carer permission will always be sort prior to any child being taken out of the setting

I give permission for _____ to take part in short trips or general outings. I understand that individual risk assessments are carried out for each type of trip or outing taken & are available for me to see as required. For any major outings, I understand I will be informed & my specific consent obtained.

Signed: Date:

Photographs

As part of the on-going recording of our curriculum and for children's individual development records, staff regularly take photographs of the children during their play. Only cameras supplied by the setting

are used for this purpose, photographs taken are used for display and for your child's records within the setting. We are happy to provide duplicate photos of your child to you if requested, although this might incur a small charge to cover our cost. Photos are stored on the setting's computer only; we only store images during the period your child is with us

I give permission for _____ to have his/her photograph taken as per the above conditions.

Signed: Date:

Printed Name:

Animals

We may occasionally have supervised visits of animals to the setting. Please state below any known allergies or aversions your child has:

Signed: Date:

Printed Name:

Key Persons – Information for parents

Each child joining the setting will have a key person appointed to them your child's key person. It will be the key person's responsibility to ensure that your child receives the best possible attention whilst in our care and to ensure that their records are kept up-to date. Your child's key person may change as your child progresses through the setting. You will be notified of these changes. Your child's key person is your first point of contact for anything you wish to discuss about your child

Your childs key person will be _____

To be completed by the key person / manager

Date starting at Owlets Pre-School _____

Days & times of attendance _____

Are any fees payable? If so, note here: _____ Has the settling in

process been agreed? _____ If so please specify:

Policies & Procedures

I have been provided with details of Owlets Pre-School early years prospectus for parents, and its policies and procedures. The policies and procedures have been explained to me, including the Information Sharing Policy, and I understand that there may be circumstances where information is shared with other professionals or agencies without my consent

Signed: Date:

Printed Name:

Declarations

Please sign below to indicate that the information given on this form is accurate & correct & that you will notify us of any changes as they arise.

Parent Name: Date:

Signed:

Name of Key Person: Date:

Signed:

Name of Manager: Date:

Signed:

Date of 1st Review:

10.5 Parental involvement

Owlets Pre-School believe that children benefit most from early years education and care when parents and settings work together in partnership.

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

Some parents are less well represented in early years settings; these include fathers, parents who live apart from their children, but who still play a part in their lives, as well as working parents. In carrying out the following procedures, we will ensure that all parents are included.

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

The Children Act (1989) defines *parental responsibility* as *'all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property'*. (For a full explanation of who has parental responsibility, refer to the Pre-school Learning Alliance publication *Safeguarding Children*.)

Procedures

- Parents are made to feel welcome in our setting; they are greeted appropriately, there is adult seating and provision for refreshment.
- We have a means to ensure all parents are included - that may mean that we have different strategies for involving fathers, or parents who work or live apart from their children.
- We make every effort to accommodate parents who have a disability or impairment.
- We consult with all parents to find out what works best for them.
- We ensure on-going dialogue with parents to improve our knowledge of the needs of their children and to support their families.

- We inform all parents about how the setting is run and its policies, through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them.
- Information about a child and his or her family is kept confidential within our setting. The exception to this is where there is caused to believe that a child may be suffering, or is likely to suffer, significant harm, or where there are concerns regarding child's development that need to be shared with another agency. We will seek parental permission unless there are reasons not to in order to protect the safety of the child.

  Reference is made to our Information Sharing Policy on seeking consent for disclosure.
- We seek parental consent to administer medication, take a child for emergency treatment, take a child on an outing and take photographs for the purposes of record keeping.
- The expectations that we make on parents are made clear at the point of registration.
- We make clear our expectation that parents will participate in settling their child at the commencement of a place according to an agreed plan.
- We seek parents' views regarding changes in the delivery of our service.
- Parents are actively encouraged to participate in decision making processes according to the structure in place within our setting.
- We encourage parents to become involved in the social and cultural life of the setting and actively contribute to it.
- As far as possible our service is provided in a flexible way to meet the needs of parents without compromising the needs of children.

  We provide sufficient opportunity for parents to share necessary information with staff and this is recorded and stored to protect confidentiality.
- Our key persons meet regularly with parents to discuss their child's progress and to share concerns if they arise.
- Where applicable, our key persons work with parents to carry out an agreed plan to support special educational needs.
- Where applicable, our key persons work with parents to carry out any agreed tasks where a Protection Plan is in place for a child.
- We involve parents in the shared record keeping about their children - either formally or informally – and ensure parents have access to their children's written developmental records.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We support families to be involved in activities that promote their own learning and well-being; informing parents about relevant conferences, workshops and training.
- We consult with parents about the times of meetings to avoid excluding anyone.
- We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language; making every effort to

provide an interpreter for parents who speak a language other than English and to provide translated written materials.

- We hold meetings in venues that are accessible and appropriate for all.
- We welcome the contributions of parents, in whatever form these may take.
- We inform all parents of the systems for registering queries, complaints or suggestions and we check to ensure these are understood. All parents have access to our written complaint's procedure.
- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home. There are opportunities for parents to take active roles in supporting their child's learning in the setting: informally through helping or taking part in activities with their child, or through structured projects engaging parents and staff in learning about children's learning.

In compliance with the Safeguarding and Welfare Requirements, the following documentation is also in place at our/my setting:

- Admissions Policy.
- Complaints procedure.
- Record of complaints.
- Developmental records of children.

Other useful Pre-school Learning Alliance publications

- Complaint Investigation Record (2015)
- Engaging Mothers & Fathers (2010)
- Safeguarding Children (Ed 2013)
- Looking at Learning Together (2005)
- The First and Foremost Series (2008)

10.6 Children's records

Owlets Pre-School 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).

This policy and procedure should be read alongside our Confidentiality and Client Access to Records Policy and our Information Sharing Policy.

Procedures

If a child attends another setting, we establish a regular two-way flow of appropriate information with parents and other providers. Where appropriate, we will incorporate comments from other providers, as well as parents and/or carers into the child's records.

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

Developmental records

- These include observations of children in the setting, photographs,and samples of their work and summary developmental reports.
- These are usually kept in a locked filing cabinet and can be accessed, and contributed to, by our staff, the child and the child's parents.

Personal records

These may include the following (as applicable):

- Personal details – including the child's registration form and any consent forms.
- Contractual matters – including a copy of the signed parent contract, the child's days and times of attendance, a record of the child's fees, any fee reminders or records of disputes about fees.
- Child's development, health and well-being – including a summary only of the child's EYFS profile report, a record of discussions about every day matters about the child's development health and well-bring with the parent.
- Early Support – including any additional focussed intervention provided by our setting (e.g. support for behaviour, language or development that needs an SEND action plan) and records of any meetings held.
- Welfare and child protection concerns – including records of all welfare and protection concerns, and our resulting action, meetings and telephone conversations about the child, an Education, Health and Care Plan and any information regarding a Looked After Child.
- Correspondence and Reports – including a copy of the child's 2 Year Old Progress Check (as applicable), all letters and emails to and from other agencies and any confidential reports from other agencies.
- These confidential records are stored in a lockable file or cabinet, which is always locked when not in use and which our manager keeps secure in an office or other suitably safe place.
- We read any correspondence in relation to a child, note any actions and file it immediately
- We ensure that access to children's files is restricted to those authorised to see them and make entries in them, this being [our manager, deputy or designated person for child protection, the child's key person, or other staff as authorised by our manager/myself and other staff as authorised by me].
- We may be required to hand children's personal files to Ofsted as part of an inspection or investigation process; or to local authority staff conducting a S11 audit, as long as authorisation is seen. We ensure that children's personal files are not handed over to anyone else to look at.

- Parents have access, in accordance with our Confidentiality and 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.
- Our staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Our staff induction programme 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 or 24 years respectively. These are kept in a secure place.

Archiving children's files

- When a child leaves our setting, we remove all paper documents from the child's personal file and place them in a robust envelope, with the child's name and date of birth on the front and the date they left.
- We seal this and place it in an archive box, stored in a safe place (i.e. a locked cabinet) for three years. After three years it is destroyed.
- Where there were s.47 child protection investigations, we mark the envelope with a star and archive it for 25 years.
- We store financial information according to our finance procedures.

Other records

- We keep a daily record of the names of the children we are caring for, their hours of attendance and the names of their key person.

- Students on Pre-school Learning Alliance or other recognised qualifications and training, when they are observing in the setting, are advised of our Confidentiality and Client Access to Records Policy and are required to respect it.

Legal framework

- Data Protection Act (1998)
- Human Rights Act (1998)

Further guidance

- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2015)

10. Information & Records

10.7 Provider records (in line with Data Protection Act)

Owlets Pre-School keep records and documentation for the purpose of maintaining our charity. These include:

- Records pertaining to our registration.
- Landlord/lease documents and other contractual documentation pertaining to amenities, services and goods.
- Financial records pertaining to income and expenditure.
- Risk assessments.
- Employment records of our staff including their name, home address and telephone number.
- Names, addresses and telephone numbers of anyone else who is regularly in unsupervised contact with the children.

We consider our records as confidential based on the sensitivity of information, such as with employment records. These confidential records are maintained with regard to the framework of the Data Protection Act (1998) and the Human Rights Act (1998).

This policy and procedure should be read alongside our Confidentiality and Client Access to Records Policy and Information Sharing Policy.

Procedures

- All records are the responsibility of our management team who ensure they are kept securely.
- All our records are kept in an orderly way in files and filing is kept up-to-date.
- Our financial records are kept up-to-date for audit purposes.

We maintain health and safety records; these include risk assessments, details of checks or inspections and guidance etc.

- Our Ofsted registration certificate is displayed.
- Our Public Liability insurance certificate is displayed.
- All our employment and staff records are kept securely and confidentially.

We notify Ofsted of any:

change in the address of our premises;

- change to our premises which may affect the space available to us or the quality of childcare we provide;

-
- change to the name and address of our registered provider, or the provider's contact information address or contact information
- change to the person managing our provision;
- significant event which is likely to affect our suitability to look after children; or
- other event as detailed in the *Statutory Framework for the Early Years Foundation Stage* (DfE 2014).

Legal framework

- Data Protection Act 1998
- Human Rights Act 1998

Other useful Pre-school Learning Alliance publications

- Accident Record (2013)
- Accounts Record (2005)
- Safeguarding Children (Ed 2013)
- Recruiting and Managing Employees (2011)
- Financial Management (2010)
- Medication Administration Record (2013)
- Daily Register and Outings Record (2012)
- Managing Risk (2009)
- Complaints Investigation Record (2015)

10. Information & Records

10.8 Transfer of records to school

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

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

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

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

Procedures

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

- Using the *Early Years Outcomes* (DfE 2013) guidance and our/my assessment of children's development and learning, the key person will prepare a summary of achievements in the seven areas of learning and development.
- The record refers to:
  - any additional language spoken by the child and his or her progress in both languages;
  - any additional needs that have been identified or addressed by our setting;
  - any special needs or disability, whether a Support Plan was raised in respect of special needs or disability, whether there is an Education, Health and Care Plan, and the name of the lead professional.
- The record contains a summary by the key person and a summary of the parent's view of the child.
- The document may be accompanied by other evidence, such as photos or drawings that the child has made.
- When a child transfers to a school, most local authorities provide an assessment summary format or a transition record, which we will follow as applicable.

If there have been any welfare or protection concerns, we place a star on the front of the assessment record.

Transfer of confidential information

- The receiving school or setting will need to have a record of any safeguarding or child protection concerns that were raised in our setting and what was done about them.
- We will make a summary of the concerns to send to the receiving setting or school, along with the date of the last professional meeting or case conference. Some Local Safeguarding Children Boards will stipulate the forms to be used and provide these for us to use.
- Where a Support has been raised in respect of any welfare concerns, we will pass the name and contact details of the lead professional on to the receiving setting or school.
- Where there has been a s47 investigation regarding a child protection concern, we will pass the name and contact details of the child's social worker on to the receiving setting or school – regardless of the outcome of the investigation.
- W] post or take the information to the school or setting, ensuring it is addressed to the setting or school's designated person for child protection and marked as 'confidential'.
- We do not pass any other documentation from the child's personal file to the receiving setting or school.

Legal framework

- Data Protection Act (1998)
- Freedom of Information Act (2000)
- Human Rights Act (1998)
- Children Act (1989)

Further guidance

- What to do if you're worried a child is being abused: Advice for practitioners (HM Government 2015)

10. Information & Records

10.9 Confidentiality and client access to records

'Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case.'
Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HMG 2015)

In our setting, staff and managers can be said to have a 'confidential relationship' with families. 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. We have record keeping systems in place that meet legal requirements; the means that 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).

Confidentiality procedures

- Most things that happen between the family, the child and the setting are confidential to our/my setting. In exceptional circumstances information is shared, for example with other professionals or possibly social care or the police.
- Information shared with other agencies is done in line with our Information Sharing Policy.
- 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 with our staff; we cannot be held responsible if information is shared by 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 are not responsible should that confidentiality be breached by participants.

- 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).
- Most information is kept in a manual file. However, our staff may use a computer to type reports, or letters. Where this is the case, the typed document is deleted from the PC and only the hard copy kept. We do not keep electronic records on children, other than the register and financial data.
- Where it is helpful to keep an electronic copy, we download it onto a disc, labelled with the child's name and kept securely in the child's file. [No documents are kept on the hard drive. This is because the settings' PC's do not have facilities for confidential user folders.]
- Our staff discuss children's general progress and well being together in meetings, but more sensitive information is restricted to our manager and the child's key person and is shared with other staff on a need to know basis.
- We do not discuss children with staff who are not involved in the child's care, nor with other parents or anyone else outside of the setting.
- Our discussions with other professionals take place within a professional framework and not on an informal or ad-hoc basis.
- Where third parties share information about an individual us/me; our practitioners and managers check if it is confidential, both in terms of the party sharing the information and of the person whom the information concerns.

Client access to records procedures

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

- The parent is the 'subject' of the file in the case where a child is too young to give 'informed consent' and has a right to see information that our setting has compiled on them.
- 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..
- We acknowledge the request in writing, informing the parent that an arrangement will be made for him/her to see the file contents, subject to third party consent.
- Our written acknowledgement allows 40 working days for the file to be made ready.
- A fee of £5 may be charged to the parent.
- Our manager informs their line manager and legal advice may be sought before sharing a file/I may seek legal advice before sharing a file.
- Our manager goes through the file with their line manager and ensures that all documents have been filed correctly, that entries are in date order and that there are no missing pages. They note any information, entry or correspondence or other document which mentions a third party.
- We write to each of those individuals explaining that the subject has requested sight of the file, which contains a reference to them, stating what this is.

- They are asked to reply in writing to our manager giving or refusing consent for disclosure of that material.
- We keep copies of these letters and their replies on the child's file.
- 'Third parties' include each family member noted on the file; so where there are separate entries pertaining to each parent, step parent, grandparent etc, we write to each of them to request third party consent.
- Third parties also include workers from any other agency, including children's social care and the health authority for example. Agencies will normally refuse consent to share information, preferring instead for the parent to be redirected to those agencies for a request to see their file held by that agency.
- Members of our staff should also be written to, but we reserve the right under the legislation to override a refusal for consent or to just delete the name of the staff member and not the information. We may grant refusal if the member of staff has provided information that could be considered 'sensitive' and the staff member may be in danger if that information is disclosed; or if that information is the basis of a police investigation. However, if the information is not sensitive, then it is not in our interest to withhold that information from a parent. In each case this should be discussed with members of staff and decisions recorded.
- When we have received all the consents/refusals our manager takes a photocopy of the complete file. On the copy of the file, our manager removes any information that a third party has refused consent for us to disclose and blank out any references to the third party, and any information they have added to the file, using a thick marker pen.
- The copy file is then checked by the line manager and legal advisors to verify that the file has been prepared appropriately.
- 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'.
- We photocopy the 'clean copy' again and collate it for the parent to see.
- Our manager informs the parent that the file is now ready and invite[s] him/ her to make an appointment to view it.
- Our manager and their line manager meet with the parent to go through the file, explaining the process as well as what the content of the file records about the child and the work that has been done. Only the person(s) with parental responsibility can attend that meeting, or the parent's legal representative or interpreter.
- The parent may take a copy of the prepared file away; but, to ensure it is properly explained to and understood by the parent, we never hand it over without discussion.
- It is an offence to remove material that is controversial or to rewrite records to make them more acceptable. Our recording procedures and guidelines ensure that the material reflects an accurate and non-judgemental account of the work we have done with the family.
- If a parent feels aggrieved about any entry in the file, or the resulting outcome, then we refer the parent to our complaints procedure.
- The law requires that the information we hold must be accurate. If a parent says that the information we hold is inaccurate, then the parent has a right to request for it to be changed. However, this only pertains to factual inaccuracies. Where the disputed entry is a matter of opinion, professional judgement, or represents a

different view of the matter than that held by the parent, we retain the right not to change that entry, but we can record the parent's view of the matter. In most cases, we would have given a parent the opportunity at the time to state their side of the matter, and it would have been recorded there and then.

- If there are any controversial aspects of the content of a child's file, we must seek legal advice. This might be where there is a court case between parents, where social care or the police may be considering legal action, or where a case has already completed and an appeal process is underway.
- We never 'under-record' for fear of the parent seeing, nor do we make 'personal notes' elsewhere.

Telephone advice regarding general queries may be made to The Information Commissioner's Office Helpline 0303 123 1113.

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

Legal framework

- Data Protection Act (1998)
- Human Rights Act (1998)

Further guidance

- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)

10.10 Information sharing

'Sharing information is an intrinsic part of any frontline practitioners' job when working with children and young people. The decisions about how much information to share, with whom and when, can have a profound impact on individuals' lives. It could ensure that an individual receives the right services at the right time and prevent a need from becoming more acute and difficult to meet. At the other end of the spectrum it could be the difference between life and death.'

Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)

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

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

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

The responsibility for decision-making should not rely solely on an individual, but should have the back-up of the management team. The management team provide clear guidance, policy and procedures to ensure all staff and volunteers understand their information sharing responsibilities and are able to respond in a timely, appropriate way to any safeguarding concerns.

The decision should never be made as an individual, so without sharing confidential information, I will seek guidance from the childminding network. I have clear guidance, policy and procedures to ensure I understand my information sharing responsibilities and am able to respond in a timely, appropriate way to any safeguarding concern.] The three critical criteria are:

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

Procedures

Our procedure is based on the seven golden rules for information sharing as set out in *Information Sharing:*

Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015). [We/I] also follow the guidance on information sharing from the Local Safeguarding Children Board.

1. *Remember that the Data Protection Act 1998 and human rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately.*

   - Our policy and procedures on Information Sharing provide guidance to appropriate sharing of information, both within the setting, as well as with external agencies.

2. *Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.*

   In [our/my] setting we ensure parents:
   - receive information about our Information Sharing Policy when starting their child in the setting and that they sign our Registration Form to say that they understand the circumstances in which information may be shared without their consent. This will only be when it is a matter of safeguarding a child or vulnerable adult;
   - have information about our Safeguarding Children and Child Protection Policy; and
   - have information about the other circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.

3. *Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.*

   - Our staff discuss concerns about a child routinely in supervision and any actions are recorded in the child's file.
   - For group provision: Our manager routinely seeks advice and support from their line manager about possible significant harm.]
   - For group provision: Our Safeguarding Children and Child Protection Policy sets out the duty of all members of our staff to refer concerns to our manager or deputy, as designated person, who will contact children's social care for advice where they have doubts or are unsure.

4. *Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from*

someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.

- We base decisions to share information without consent on judgements about the facts of the case and whether it is 'in the public interest'.
- Our guidelines for consent are part of this procedure.
- Our manager is conversant with this and she is able to advise staff accordingly.

5. *Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.*

   In our setting we:
   - record concerns and discuss these with our designated person and/or designated officer from the management team for child protection matters;
   - record decisions made and the reasons why information will be shared and to whom; and
   - follow the procedures for reporting concerns and record keeping as set out in [our/my] Safeguarding Children and Child Protection Policy.

6. *Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.*

   - Our Safeguarding Children and Child Protection Policy and Children's Records Policy set out how and where information should be recorded and what information should be shared with another agency when making a referral.

7. *Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.*

   - Where information is shared, [we/I] record the reasons for doing so in the child's file; where it is decided that information is not to be shared that is recorded too.

Consent

When parents choose our setting for their child, they will share information about themselves and their families. This information is regarded as confidential. Parents have a right to be informed that [we/I] will see their consent to share information in most cases, as well as the kinds of circumstances when [we/I] may not seek their consent, or may override their refusal to give consent. We inform them as follows:

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

- We may cover this verbally when the child starts or include this in [our/my] prospectus.
- Parents sign our Registration Form at registration to confirm that they understand this.
- We ask parents to give written consent to share information about any additional needs their child may have, or to pass on child development summaries to the next provider/school.
- We give parents copies of the forms they sign.
- We consider the following questions when [we/I] assess the need to share:
  - Is there a legitimate purpose to [us/me] sharing the information?
  - Does the information enable the person to be identified?
  - Is the information confidential?
  - If the information is confidential, do [we/I] have consent to share?
  - Is there a statutory duty or court order requiring [us/me] to share the information?
  - If consent is refused, or there are good reasons for [us/me] not to seek consent, is there sufficient public interest for [us/me] to share information?
  - If the decision is to share, [are we/am I] sharing the right information in the right way?
  - Have [we/I] properly recorded [our/my] decision?

- Consent must be *informed* - that is the person giving consent needs to understand why information will be shared, what will be shared, who will see information, the purpose of sharing it and the implications for them of sharing that information.
- Consent may be *explicit*, verbally but preferably in writing, or *implicit*, implied if the context is such that sharing information is an intrinsic part of [our/my] service or it has been explained and agreed at the outset.
- [We/I] explain [our/my] Information Sharing Policy to parents.

Separated parents

- Consent to share need only be sought from one parent. Where parents are separated, this would normally be the parent with whom the child resides. Where there is a dispute, [we/I] will consider this carefully.
- Where the child is looked after, [we/I] may also need to consult the Local Authority, as 'corporate parent' before information is shared.

All the undertakings above are subject to [our/my] paramount commitment, which is to the safety and wellbeing of the child. Please also see our Safeguarding Children and Child Protection Policy.

Legal framework

- Data Protection Act (1998)
- Human Rights Act (1998)

Further guidance

- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government 2015)

- What to do if you're worried a child is being abused: Advice for practitioners (HM Government 2015)
- Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children (HM Government 2015)

10. Information & Records

10.11 Working in partnership with other agencies

Owlets Pre-School work in partnership with local and national agencies to promote the well-being of all children**.**

Procedures

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

10.12 Making a complaint

Owlets Pre-School believe 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 with 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 the parties involved.

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 Pre-school Learning 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 our setting's provision talks over his/her concerns with our manager first of all.
- Most complaints should be resolved amicably and informally at this stage.
- We record the issue, and how it was resolved, in the child's file.

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.
- 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 by our manager and signed by the parent.
- Our setting stores all information relating to written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, our manager 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, our manager meets with the parent to discuss the outcome.
- We inform parents of the outcome of the investigation within 28 days of him/her making the complaint.
- When the complaint is resolved at this stage, we log the summative points in our Complaint Investigation Record, which is made available to Ofsted on request.

Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with our manager and the chair. The parent may have a friend or partner present if they prefer and our manager 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, we log the summative points in our/my Complaint Investigation Record.

Stage 4

- If at the stage three meeting the parent cannot reach agreement with us/me, we invite an external mediator 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 us to define the problem, review the action so far and suggest further ways in which it might be resolved.

- Staff or volunteers within the Pre-school Learning Alliance are appropriate persons to be invited to act as mediators.
- The mediator keeps all discussions confidential. S/he can hold separate meetings with our staff] 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 and our manager and chair, 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.
- Parents can complain to Ofsted by telephone on in writing at:

  Ofsted National Business Unit, Piccadilly Gate, Store Street, Manchester M1 2WD

  Tel: 0300 123 1231
- These details are displayed on our setting's notice board.
- If a child appears to be at risk, we/I follow the procedures of the Local Safeguarding Children Board.
- In these cases, both the parent and our setting are informed and our manager work 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/my setting, or the children or the adults working in our setting, is kept for at least three years; including the date, the circumstances of the complaint and how the complaint was managed.

- The outcome of all complaints is recorded in our Complaint Investigation Record, which is available for parents and Ofsted inspectors to view on request.

10.13 Childcare Terms & Conditions

The document and the terms and conditions within it governs the basis on which Owlets Pre-School ‘we agree to provide childcare services to parent(s)/guardian(s).

Only a parent/guardian with parental responsibility for a child can register that child for a childcare place with us. We will ask to see your child’s birth certificate, or other relevant documentation, to confirm that you have parental responsibility for the child as part of our registration process.

Commencement date of agreement: _____ Expiry date of agreement: _____

Review date: _____

Owlets Pre-School
Methodist Chapel Hall
High Street
Langford
Bedfordshire
SG18 9RU

Charity Number 1030866

Telephone: 07935784567
Email: owletspreschool@outlook.com
Ofsted URN: EY244757
Insured by: RSA (Pre-school Learning Alliance) Insurance
policy number: RTT209838

Your details:

Full name of parent/guardian (1) _____

Address _____

Telephone _____ Email _____

Full name of parent/guardian (2) _____

Address _____

_____

Telephone _____ Email _____

Full name of child _____ Date of birth _____

Our offer for a childcare place for your child:

Expected start date of child's place _____

Settling in period _____

Agreed hours:

	Monday	Tuesday	Wednesday	Thursday	Friday
Agreed times of attendance					
Total daily hours					

Offered over weeks per year.

OR term time only

Deposit received Yes □ No □ First payment due Date

Will the child receive 3 -4 year nursery education funding Yes □ No □ 2 year eligible funding yes/no

Details of any other funding provided by other third parties (e.g. employers childcare vouchers)

_____

_____

_____

Terms and conditions

1.0 Our obligation to you

1.1 We will inform you as soon as possible whether your application for a place has been successful. You must confirm within one week of receiving notification that you still wish to take up a place. If you do not

then the offer of a place may be withdrawn. Once you have confirmed the place, a deposit payment may be required to hold the place for your child. The monetary value of the deposit will be published as part of our schedule of fees which can be obtained on request. The deposit will be returned upon payment of the final invoice at the end of your child's attendance at our provision. The deposit will be taken off the amount of the final invoice at the end of your child's attendance.

1.2 We will provide the agreed childcare facilities for your child at the agreed times (subject to any days when we are closed). If we change the opening hours we will give you as much notice of our decision as possible and, if necessary, will work with you to agree a change to your child's hours of attendance.

1.3 We will try to accommodate any requests you may make for additional sessions and/or extended hours of childcare.

1.4 We will notify you as soon as possible of any days we will be closed.

1.5 We will treat your child with the utmost respect and dignity. We will never use or threaten any type of punishment that could adversely affect a child's wellbeing.

1.6 We will provide you with regular verbal updates as to your child's progress and we will agree times to discuss with you the progress of your child or any other aspects of our childcare services as and when required.

1.7 We will comply with the requirements of the Early Years Foundation Stage and our Ofsted registration in regards to the childcare services we provide for your child.

1.8 We will provide you with details of our policies and procedures, which outline how we satisfy the requirements of the EYFS in our everyday practice; and we will notify you as and when any changes are made to our policies and procedures. We will be available to discuss or explain our policies and procedures, and/or any relevant changes, at a mutually agreed time.

1.9 We will maintain appropriate insurance to cover our childcare activities.

1.10 We will try to make a place available to any of your other children. However, we cannot guarantee that a place will be available.

2.0 Your obligation to us

2.1 You will need to complete and return our Application to Join and Registration Form to us before your child can start with us/.

2.2 You must notify us immediately of any changes to the information you have provided to us and keep us informed of any other necessary information that may affect the childcare that we provide for your child.

2.3 The Registration Form includes medicine consent and emergency treatment authorisations which you will need to complete prior to your child attending.

2.4 You will read and abide by our policies and procedures.

2.5 You will make yourself available as and when required to discuss the progress of your child or any factor relating to their childcare place with us at mutually agreed times.

2.6 You must immediately inform us if your child is suffering from any contagious disease, or if your child has been diagnosed by a medical practitioner with a notifiable disease. For the benefit of other children

attending you must not allow your child to attend whilst they are contagious and pose a risk to other children during normal daily activities.

2.7 You must keep us informed of the identity of the persons who will be collecting your child. If the person who is due to collect your child is not usually responsible for collecting them we will require proof of identity. If we are not reasonably satisfied that the person collecting your child is who we were expecting, we will not release your child into their care until we have checked with you. They must know the collection password.

2.8 You must inform us immediately if you are not able to collect your child by the official collection time. You must make arrangements for another authorised person to collect your child as soon as possible. A late payment charge will be applied; please refer to the current fee schedule for details.

2.9 You will inform us as far in advance as possible of any dates on which your child will not be attending.

2.10 You will provide us with at least one month's notice of your intention to decrease the number of hours your child attends or to withdraw your child (and end this Agreement). If insufficient notice is given you will be responsible for the full fees for your child for one month from the date of notice. If you are ending this Agreement, notice must be given by completing our Notification of Leaving Date form which is available on request.

2.11 You must inform us if your child is the subject of a court order and provide us with a copy of such order on request.

3.0 Payment of fees

3.1 Our fees are based on a session fee of 3 hours – am or pm that shall be notified to you in advance of your child starting sessions. We may review these fees at any time but shall inform you of the revised amount at least one month before it takes effect. If you do not wish to pay the revised fee, you may end this Agreement by giving us one month's notice, by completing our Notification of Leaving Date form which can be obtained from our setting manager.

3.2 Fees must be paid on a half termly basis, in advance. We calculate the amount payable by you each half term by multiplying the sessions.. Fees may be paid weekly, in advance, by special arrangement.

3.3 All payments made under the Agreement should be by standing order (or direct debit where the facility is available) unless payment by cash, cheque or debit/credit card is agreed with us in advance. All payment, regardless of method, shall be made by you half termly, in advance on the first day of each term . If payment is made by cash or debit/credit card, it is your responsibility to obtain a receipt as proof of payment. Late payments incur a late payment fee of £ 5.00 . In addition, daily interest will be charged on all outstanding amounts at the rate of [3%] above the Bank of England base rate.

3.4 If the payment of fees referred to in 3.3 is outstanding for more than 14 days then we may terminate this Agreement by giving you 14 days' notice in writing. Upon termination of this contract the child shall cease forthwith to be admitted, and the notice to so terminate shall be regarded as a formal demand for outstanding monies.

3.5 If you have requested additional sessions or have been unable to collect your child by the official collection time and we have as a result provided you with additional childcare facilities, we will raise the applicable charges under a separate invoice for payment.

3.6 No refund will be given for periods where the place is unfulfilled due to illness or holidays on the part of either party. We are closed on bank holidays and for 5 training days per year to support our continuing professional development for the benefit of children and families; no refund is given for this closure as this has already been taken into account when calculating your child's fees. We accept no liability for other costs which you incur if we are unable to provide childcare for any reason.

3.7 In the event of late collection of your child, we reserve the right to charge £2.50 for each additional 10 minutes, or part thereof, on a pro-rata basis.

4.0 Suspension of a child

4.1 We may suspend the provision of childcare to your child at any time if you have failed to pay any fees due.

4.2 If the period of suspension for non-payment of fees exceeds one month, either of us may terminate this Agreement by giving written notice, which will take effect on receipt of the notice.

4.3 We do not support the exclusion of any child on the grounds of behaviour. However, if your child's behaviour is deemed by us to endanger the safety and well-being of your child and/or other children and adults, it may be necessary to suspend the provision of childcare whilst we try to address these issues with you and external agencies as appropriate.

4.4 During any period of suspension for behaviour-related issues we will work with the local authority and where appropriate other welfare agencies to identify appropriate provision or services for your child.

4.5 If your child is suspended part way through the month, under the conditions stated in clause 4.3 we shall give you a credit for any fees you have already paid for the remaining part of that month, calculated on a pro rata basis. This sum may be offset against any sums payable by you to us

5.0 Termination of the Agreement

5.1 You may end this Agreement at any time, giving us at least one month's notice by completing the 'Notification of Leaving Date' form.

5.2 We may immediately end this Agreement if:

5.2.1 You have failed to pay your fees;

5.2.2 You have breached any of your obligations under this Agreement and you have not or cannot put right that breach within a reasonable period of time after we have drawn it to your attention;

5.2.3 You behave unacceptably, as we do not tolerate any physical or verbal abuse or threats towards staff;

5.2.4 We take the decision to close. We will give you as much notice as possible in the event of such a decision.

5.3 It may become apparent that the support we are able to offer your child is not sufficient to meet his/her needs. In these circumstances we will work with you, the local authority and other welfare agencies as per our procedures to identify appropriate support, at which point we may end this Agreement.

5.4 You may end this Agreement if we have breached any of our obligations under this Agreement and we have not or cannot put right that breach within a reasonable period after you have drawn it to our attention.

6.0 General

6.1 If we have to close or we take the decision to close due to events or circumstances beyond our control (e.g. extreme weather conditions) the Hourly Fee will continue to be payable in full and we shall be under no obligation to provide alternative childcare to you. If the closure exceeds three consecutive days in duration (excluding any days when we would otherwise have been closed), we will credit you with an amount that represents the number of days closed in excess of three days.

6.2 If you have any concerns regarding the services we provide, please discuss them with your child's key person/. If these concerns are not resolved to your satisfaction, please contact the manager]. Customer satisfaction is paramount and any concerns/complaints will be dealt with in line with our Making a Complaint Policy.

6.3 From time to time we will take photographs of the children who attend. These photographs are used for on-going recording of our curriculum and for children's individual development records. They are stored on our computer whilst your child is with us. The photographs are used for display and for your child's records within the setting.

6.4 We reserve the right to refuse to admit your child if they have a temperature, sickness and diarrhoea or a contagious infection or disease on arrival at our setting, or to ask you to collect your child if they become unwell whilst in our care, in line with our Managing Children who are Sick, Infectious or with Allergies Policy.

6.5 Whilst food and drink is provided on the premises, we are not a commercial kitchen and may not be able to cater for the individual needs of every child. As cross contamination cannot be ruled out, a risk assessment is conducted for children with any known allergies. It is our usual practice to provide both a meat and vegetarian option. Every effort is made to follow recommended food preparation guidance and to ensure that all staff involved in the preparation and serving of food are suitably trained/I am suitably trained in the preparation and serving of food.

6.6 Any personal information you supply to us will be collected, stored and used in accordance with the principles of the Data Protection Act and our/my Confidentiality and Client Access to Records Policy. We will always seek your consent where we need to share information about your child with any other professional or agency. We are required by law to override your refusal to give consent only in specific circumstances where the child or someone in the family may be in danger if we do not share that information.

7.0 This Agreement

7.1 We reserve the right to vary the terms and conditions contained in this Agreement

7.2 This Agreement contains the full and complete understanding between the parties and supersedes all prior arrangements and understanding whether written or oral relating to the subject of this Agreement except to the extent that we vary terms from time to time.

7.3 Acceptance of a place will be deemed as acceptance by you of these terms and conditions.

Acceptance of our offer of a childcare place

Please sign below to indicate that you have read and understood the above terms and conditions and to confirm your acceptable of a childcare place with us] for your child.

For parent(s)/guardian(s) under the age of 18, a guarantor aged over 18, must also sign the contract on your behalf. The contract would therefore be between Owlets Pre-School, you and the guarantor.

A copy of this completed and signed contract will be provided to each signatory.

Parent name 1 _____

Signed _____ Date _____

Parent name 2 _____

Signed _____ Date _____

Guarantor name (where applicable) _____

Signed _____ Date _____

Relationship to the child _____

Home address _____

Daytime/work telephone _____ Mobile _____

Email _____

Signed on behalf of Owlets Pre-School:

Signed _____ Date _____

_____

Name _____

10.13 Childcare Terms and Conditions

10.13a Charging Policy

At Owlets Preschool we aim to be fair and inclusive in our charging policy. We aim to make our Preschool as accessible to as many families in the community as possible.

NOTE - Government funding is intended to cover the cost of delivery of 15 or 30 hours a week of high quality, flexible early childhood education and care. It is NOT intended to cover the cost of meals, consumables, additional hours or additional services.

Funded 15- or 30-hour places - Parents/carers are not required to pay for any hours attended as part of the 15- or 30-hours entitlement.

Payment for this is claimed directly from Central Bedfordshire Council providing parents complete the appropriate termly funding forms. Owlets Preschool offers the Early Education funding entitlement for 2-, 3- and 4-year-olds. (Funding is received the term after a child's 2nd birthday or the term after their 3rd birthday.)

Funded flexible 15hour places are offered as 3 hours every morning between(8.15am-12pm) or 2 and a half days (8.15am to 3pm for 2 days and 8.15am-12pm for the half day). Additional hours will be charged/invoiced.

Funded 30-hour places are offered for 5 full days (between 8.15am and 3pm Monday to Friday). Sharing the funded entitlement with other providers –Parents can share their child's funding entitlement with another nursery, preschool or childminder. This should be written on the funding forms.

Charged/Invoiced hours –For children who do not receive any funding, use all their funding elsewhere or who wish to attend more than the 15 hours funding entitlement, we charge £6.50 per hour for 3-year-olds and £8.50 per hour for 2-year-olds.

Invoices are issued half termly with payment required within 4 weeks. This can be by childcare vouchers, cash, cheque or bank transfer.

Our hourly rate is the same for all families whether or not they are claiming 15- or 30-hours funding entitlement. Fees are still payable where a child does not attend their session.

Consumables–All parents are asked to pay a consumable of 50 pence per hour, to cover consumables. This includes items such as morning and afternoon snack, nappies, wipes, nappy sacks, arts and crafts materials, snacks, stationary, cooking ingredients, seasonal activities and resources. This list is not exhaustive.

Payment can be by cash, cheque or bank transfer. Consumable fees will be invoiced separately for all funded hours in the same way we invoice for sessions and will be payable each half term. (Payment plans can be arranged).

Deposit - a deposit to reserve sessions is not charged.

Administration Fee: £30.00 per child.

Unpaid Fee-Paying invoices - the following steps will be taken for unpaid invoices.

1. a reminder verbally

2. a reminder letter

3. referral to the Committee of the preschool

Notice period - Parents are required to give 4 weeks' notice of a child leaving our preschool.

Late pickup charge -£5 per 5 minutes where no phone call has been received from the parent.

Temporary Closures -

We may occasionally have to close due to A funeral taking place in the Chapel/Memorial Service, extreme weather, staff development days, exceptional circumstances such as staff sickness, or issues with premises - in this case funding will be claimed as usual but parents will not be charged for additional hours purchased.

10.14 Notification of Leaving Form

You are required to provide us with at least one month's notice of withdrawing your child. If insufficient notice is given you will be responsible for the full fees for your child for one month from the date of notice. Please refer to our terms and conditions for full details.
A final invoice will be issued reflecting the fees chargeable for the remaining period that your child attends - together with any previously invoiced amounts which remain outstanding.

I confirm *(insert child's name)* will be leaving that Owlets Pre-school _____ on *(insert date)* and hereby give the required one month's notice period.

Name of parent/guardian _____

Signed _____ Date _____

Because we are always seeking to develop and improve our services we would be grateful for a response to the questions below. All feedback is treated confidentially and is greatly valued.

1. How long has your child attended our setting? Years _____ Months _____

2. Which age group does your child attend? 0-2's / 2-3's / 3-5's

3. Why is your child leaving? Cos Starting ☐ Attending another ☐ ☐

10.15 Conflict of Interest

All staff, volunteers, and management committee members at Owlets Pre-School, will strive to avoid any conflict of interest between the interests of the pre-school and their own personal, professional, and business interests.

This includes avoiding actual conflicts of interest as well as the perception of conflicts of interest. The purposes of this policy are to protect the integrity of the pre-school's decision-making process and to protect the integrity and reputation of volunteers, staff and committee members.

Upon appointment, volunteers, staff and each committee member will make a full, written disclosure of interests, such as relationships, and posts held, that could potentially result in a conflict of interest. The written disclosure will be kept on file and will be updated as appropriate.

In the business of the preschool, the volunteers, staff, or committee members will disclose any interests in a transaction or decision where there may be a conflict between the pre-school's best interests and their own best interests; or a conflict between the best interests of the organisations/people with whom that person is involved.

Definitions: Family means your parents, parents-in-law, stepparents, husband, wife or partner, son, daughter, stepson, stepdaughter, child of a partner, brother, sister, brother-in-law, or sister-in-law.

Immediate Family means your husband, wife, or partner. Partner means any person with whom you co-habit as a spouse (and includes a same sex partner).

Examples of conflicts of interest include:

A volunteer, staff member or committee member who is also a user of the preschool who may decide whether fees should be increased.

A volunteer, staff member or committee member who is related to/close friends with a member of staff and where decisions are to be made on staff pay and/or conditions.

A volunteer, staff member or committee member who is also on the committee of another organisation who may be competing for the same funding.

A volunteer, staff member or committee member who has shares in a business that may be awarded a contract to do work or provide services for the organisation.

During meetings, after we have been notified of any conflict of interest, any persons who have declared an interest will be asked to leave the room for any discussion involving the declared potential conflict of interest and will not be able to take part in the subject matter or the decision. Any such notification and the subsequent decision taken will be noted in the minutes.

11. Visitors

11.1 Visitors Policy

Owlets Pre-school actively encourages parents and carers into the setting with a view to have a good parent/carer link. We do ask that an appointment is made so that staff are able to give their full attention to the visitor

All visitors will be required to:

- Sign in and out of the visitors book
- Wear an ID badge
- Read the Owlets Fire Drill Procedure, which is situated on the wall by the entrance

At no point throughout their visit will they be left unattended with the children during the session. However, this is unless your child is working with any SEND person and only then when written consent has been given by a parent/carer.

Any persons carrying mobile phones must leave them in the kitchen in the secure box (as per Owlets Social Networking and Safeguarding Policy)

11. Visitors

11.2 Open Door

The 'Open Door' policy does NOT mean our door will always be unlocked. It means that parents and carers are always welcome to call to see how their child is at any time during the session. New children can pop in to familiarise themselves with the setting before they join us. We also encourage professional bodies working with children to visit our setting, providing that if they require a conversation with a child's key person they make an appointment. This is to enable staff ratios to be maintained.

- We understand that the transition to Pre-school is sometimes not only difficult for the child but also for the parent. You are welcome to observe your child at any time throughout the session during their transition period. We ask that you remain unobtrusive and unobserved to both the children and the staff so there is minimal disruption to the daily running of the session.
- When visiting, the child will have access to all activities and resources set out within the setting (parental supervision is required)
- If parents are visiting with their child, they must remember that they are responsible for their own child when on the premises
- Parents can request additional visits

- When settling a new child after the initial settling in period, staff will work with the parents/carers to ensure the transition is smooth
- If parents leave a distressed child feedback via telephone will always be given within an hour to reassure the parent
- If at any time during your child's attendance you require a meeting with your child's key person or member of management, we are happy to accommodate this. We request you make an appointment if possible to ensure staff ratios are maintained or approach a member of staff after the session.

The children's safety and wellbeing is always our number one priority, so children are always supervised ad safety procedures are followed to prevent anyone from entering the setting without the correct checks

12. Speech, Language & Communication

12.1 Speech, Language and Communication

To develop, extend and enrich the skills of speech, language and communication for each individual child, in order for them to access the curriculum to support their ever-changing needs. Owlets Pre-school is organised in order to promote and enhance development in speech, language and communication. Staff promote positive images and role models for the children. Learning and development will be achieved via an enabling environment, through a mixture of adult led activities and free flow activities. Our topics and themes are taken from the child's interests and experiences.

Owlets Pre-School provide a stimulating environment in which speech language and communication skills can be nurtured, supported and developed. To provide visual, auditory and tactile experiences which will provide opportunities for all children to achieve the best possible outcomes. We ensure our communication environment influences language development.

Procedures

Speech

The planning of activities provide the opportunity for children to use, explore and develop skills in verbal communication. Activities will support the children in forming relationships with both peers and adults and the expression of thoughts and feelings.

Listening

Owlets Pre-School provide the children with opportunities to develop skills in listening in order to be able to process information, interact with others and begin to share their in other's feelings and thoughts. Activities are planned to help children to develop imagination and aesthetic awareness, to develop the ability to respond to their own experiences and those of others.

Reading

Owlets Pre-School encourage the enjoyment of books. Activities are planned to enable children to develop skills in using books as a means of gathering information, and as a means of gaining and sharing pleasure. We will provide a range of opportunities and experiences through which language skills can be developed.

Children will also experience the use of gesture and expression to enable them to convey information. Where appropriate staff will support children in developing alternative strategies (Signing) as a means of communication. For children who first language is not English, staff will offer support and show respect for the home language and culture of the child through the use of books, labels, pictures and other resources that reflect and value their home language and culture. Parent/carers are welcomed into the setting to share their knowledge with the children and staff. Support is offered to the bilingual learner.

When a child comes into the setting and there are already significant delays in the development of speech, language and communication (as noted by parent/carers, health visitor, GP etc) or where the child does not appear to be making progress (as noted by staff and parent/carers) the setting will consult with other professionals such as speech therapists, educational psychologists, Early Years Special Educational Needs and Disabilities (SEND) Advisory Teacher (Erna Synman 03003006837 – 07342091584), in order to ensure the child receives the support that he/she needs.

Speaking

One to one discussions
Group discussions
Role play
Singing nursery rhymes as a group
Encourage children to tell stories and make up stories based on pictures
Story telling followed by discussions about the story Circle
time

Reading

Matching and sorting resources, toys and games
Sequencing activities
Labelling of children's work with the children's names
Reading stories to individual children, look at books and follow story through the pages of a book – pointing to pictures (words as they are read if appropriate)
Tell stores in groups, following the story though the pages of a large book, pointing to the words as they are read if appropriate.
Visual displays, visual routines, label resources toys and games
Book corner for free access to use books
Games matching sounds to letter symbols
Displays of items starting with a particular letter
Magnetic and threading letters
Name cards
Dinner named mats

Listening

Story telling to individuals
Story telling to groups
Sound lotto games

Giving children clear simple instructions to follow
Group time
Registration time

Writing

Sorting and matching games
Sequencing activities
Free play with paper and writing equipment
Writing area
Mark making
Modelling with malleable materials
Colouring
Tracing activities
Copying lines, shapes and letters
Dot to dot activities

Planning, recording and assessment

Planning occurs on a weekly basis and is adapted to follow a child's interests on a daily basis when required. The topic/theme planning are carried out on Planning Sheets that identify each of the areas of learning in the Early Years Foundation Stage Document. This ensures that speech, language and communication are considered whenever a theme/topic/activity is planned.
Planning also occurs on a weekly or daily basis whereby staff select specific language activities for the children to access. Staff observe the children and take observations so that they are able to record progress in the children's tracking/progress reports.

Assessment is carried out through a mixture of informal observation, interaction with the child and the use of the information on the record sheets and discussion during the regular staff meetings. The information gathered during the assessment process is then used for future planning of activities for each child.

Information gained through recording and assessment will be shared with parent/carers, pre-school staff and other professionals as appropriate